



Nevill Road Infant School

YEAR 2 Curriculum



Reading Subject Content

ESSENTIAL OBJECTIVES / ESSENTIAL OPPORTUNITIES

The pupil can:

- read accurately most words of two or more syllables
- read most words containing common suffixes*
- read most common exception words.

In age-appropriate books, the pupil can:

- read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words
- sound out most unfamiliar words accurately, without undue hesitation.

In a book that they can already read fluently, the pupil can:

- check it makes sense to them, correcting any inaccurate reading
- answer questions and make some inferences
- explain what has happened so far in what they have read.

Guided reading sessions daily

Phonic sessions daily

Access to age-appropriate books at school and home.

Access to phonic- appropriate books at school and home.

Lowest 5% daily reading

PP/SEN- daily reading

BREADTH OF STUDY

YEAR 2

Word Reading

Can I continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent?

Can I read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes?

Can I read accurately words of two or more syllables that contain the same graphemes as above?

Can I read words containing common suffixes?

Can I read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word?

Can I read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered?

Can I read aloud books that are closely matched to my improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation?

Can I re-read these books to build up fluency and confidence in word reading?



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Pleasure for reading	<p>Can I develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <p>Can I listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which I can read independently?</p> <p>Can I discuss the sequence of events in books and how items of information are related?</p> <p>Can I become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales?</p> <p>Can I be introduced to non-fiction books that are structured in different ways?</p> <p>Can I recognise simple recurring literary language in stories and poetry?</p> <p>Can I discuss and clarify the meanings of words, linking new meanings to known vocabulary?</p> <p>Can I discuss my favourite words and phrases?</p> <p>Can I continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear?</p>
Comprehension	<p>Can I understand both the books that I can already read accurately and fluently and those that I listen to by:</p> <p>Can I draw on what I already know or on background information and vocabulary provided by the teacher?</p> <p>Can I check that the text makes sense as I read and correcting inaccurate reading?</p> <p>Can I make inferences on the basis of what is being said and done?</p> <p>Can I answer and ask questions?</p> <p>Can I predict what might happen on the basis of what has been read so far?</p> <p>Can I participate in discussion about books, poems and other works that are read to me and those that I can read for myself, taking turns and listening to what others say?</p> <p>Can I explain and discuss my understanding of books, poems and other material, both those that I listen to and those that I read for myself?</p>
Speech and language	<p>Can I use relevant strategies to build their vocabulary?</p> <p>Can I articulate and justify answers, arguments and opinions?</p>
KEY END-POINT READING ASSESSMENT	
YEAR 2	
PM Benchmark Assessment S.A.T	
Can I show my phonic knowledge and skills are consistently applied to decode quickly and accurately?	
Can I show I decode using alternative sounds for graphemes; words of two or more syllables; words with common suffixes; and most common exception words based on what has been taught?	
Can I show I see reading as a pleasurable activity?	
Can I self-correct where the sense of the text is lost?	



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Can I show I am beginning to use appropriate intonation when reading aloud?

Can I demonstrate knowledge of a developing range of poetry, stories (including fairy stories and traditional tales), and non-fiction through identification of key aspects of the text, explanation, and active discussion that takes account of what others say?

Can I identify sequences of events and offer simple explanations of how items of information relate to one another?

Can I recognise simple recurring literary language in stories and poems?

Can I recognise and understand the different structures of non-fiction books that have been introduced?

Can I share favourite words and phrases, and clarify the meaning of new words through discussion?

Can I ask and answer questions appropriately, including simple inference based on what is said and done?

Can I make predictions about what may happen next and at the end of the story based on what has been read so far?

National Curriculum Phonics Content

YEAR 2

ESSENTIAL OBJECTIVES / ESSENTIAL OPPORTUNITIES

- | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none">• To read easily, fluently and with good decoding skills.• To acquire an understanding of decoding for reading and writing.• To develop the habit of reading widely and often, for both pleasure and information.• To read accurately and coherently. | <ul style="list-style-type: none">• To participate in daily phonics lessons.• To receive two decodable reading books every week to read at home.• To participate in daily guided reading.• To be able to practise and consolidate decoding skills on a cross curricular basis. |
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KEY END-POINT PHONICS ASSESSMENT

YEAR 2



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Can I continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent?	Can I read words containing common suffixes?	Can I read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation?
Can I read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes?	Can I read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word?	Can I re-read these books to build up their fluency and confidence in word reading?
Can I read accurately words of two or more syllables that contain the same graphemes as above?	Can I read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered?	

Writing Subject Content	
YEAR 2	
ESSENTIAL OBJECTIVES / ESSENTIAL OPPORTUNITIES	
<p>To acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language</p> <p>To appreciate our rich and varied literary heritage</p> <p>To write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences</p> <p>Inspirational literacy texts and units</p> <p>WOW moments</p> <p>Theme weeks</p> <p>Drama</p> <p>Talk for Writing</p> <p>Cross-curricular activities</p> <p>Author visits</p> <p>Competitions</p> <p>Shared writing</p> <p>Guided and independent Writing</p> <p>Creative writing opportunities</p> <p>Different genres – poetry, non- fiction, fiction. narrative</p> <p>Intervention groups / opportunities for PP children</p>	
BREADTH OF STUDY	YEAR 2



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Transcription skills	<p>Can I spell by:</p> <ul style="list-style-type: none"> -segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly? -learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones? -learning to spell common exception words? -learning to spell more words with contracted forms? -learning the possessive apostrophe (singular) [for example, the girl's book]? -distinguishing between homophones and near-homophones? <p>Can I add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly?</p> <p>Can I apply spelling rules and guidance, as listed in English Appendix 1?</p> <p>Can I write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far?</p>
Handwriting	<p>Can I form lower-case letters of the correct size relative to one another?</p> <p>Can I start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined?</p> <p>Can I write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters?</p> <p>Can I use spacing between words that reflects the size of the letters?</p>
Composition	<p>Can I develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> -writing narratives about personal experiences and those of others (real and fictional)? -writing about real events? -writing poetry? -writing for different purposes? <p>Can I consider what I am going to write before beginning by:</p> <ul style="list-style-type: none"> -planning or saying out loud what I am going to write about? -writing down ideas and/or key words, including new vocabulary? -encapsulating what I want to say, sentence by sentence? <p>Can I make simple additions, revisions and corrections to my own writing by:</p> <ul style="list-style-type: none"> -evaluating my writing with the teacher and other pupils? -re-reading to check that my writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form? -proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]? <p>Can I read aloud what I have written with appropriate intonation to make the meaning clear?</p>
Grammar and Punctuation	<p>Can I develop my understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> -learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)? <p>Can I learn how to use:</p> <ul style="list-style-type: none"> -sentences with different forms: statement, question, exclamation, command? -expanded noun phrases to describe and specify [for example, the blue butterfly]?



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	<ul style="list-style-type: none">-the present and past tenses correctly and consistently including the progressive form?-subordination (using when, if, that, or because) and co-ordination (using or, and, or but)?-the grammar for year 2 in English Appendix 2?-some features of written Standard English? <p>Can I use and understand the grammatical terminology in English Appendix 2 in discussing my writing?</p>
Spoken Language	<p>Can I use relevant strategies to build their vocabulary articulate and justify answers, arguments and opinions?</p>

KEY END-POINT WRITING ASSESSMENT

YEAR 2

Can I spell by:

- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly?
- learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones?
- learning to spell common exception words?
- learning to spell more words with contracted forms?
- learning the possessive apostrophe (singular) [for example, the girl's book]?
- distinguishing between homophones and near-homophones?

Can I add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly?

Can I apply spelling rules and guidance, as listed in English Appendix 1?

Can I write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far?

Can I form lower-case letters of the correct size relative to one another?

Can I start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined?

Can I write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters?

Can I use spacing between words that reflects the size of the letters?

Can I develop positive attitudes towards and stamina for writing by:

- writing narratives about personal experiences and those of others (real and fictional)?
- writing about real events?
- writing poetry?
- writing for different purposes?

Can I consider what I am going to write before beginning by:

- planning or saying out loud what I am going to write about?
- writing down ideas and/or key words, including new vocabulary?
- encapsulating what I want to say, sentence by sentence?

Can I make simple additions, revisions and corrections to my own writing by:

- evaluating my writing with the teacher and other pupils?



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-re-reading to check that my writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form?

-proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]?

Can I read aloud what I have written with appropriate intonation to make the meaning clear?

Can I develop my understanding of the concepts set out in English Appendix 2 by:

-learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)?

Can I learn how to use:

-sentences with different forms: statement, question, exclamation, command?

-expanded noun phrases to describe and specify [for example, the blue butterfly]?

-the present and past tenses correctly and consistently including the progressive form?

-subordination (using when, if, that, or because) and co-ordination (using or, and, or but)?

-the grammar for year 2 in English Appendix 2?

-some features of written Standard English?

Can I use and understand the grammatical terminology in English Appendix 2 in discussing my writing?

Can I use relevant strategies to build their vocabulary articulate and justify answers, arguments and opinions?

Maths Subject Content	
YEAR 2	
ESSENTIAL OBJECTIVES	ESSENTIAL OPPORTUNITIES
<ul style="list-style-type: none">To develop confidence and mental fluency with whole numbers, counting and place value.To develop the ability to recognise, describe, draw, compare and sort different shapes and use the related vocabulary.To know the number bonds to 20 and be precise in using and understanding place value.To read and spell mathematical vocabulary, at a level consistent with their increasing word reading and spelling knowledge at KS1.	<ul style="list-style-type: none">To work with numbers, words and the four operations, including practical resources.To use a range of measures to describe and compare different quantities such as length, mass, capacity/volume, time and money.To develop fluency and conceptual understanding through varied and frequent practice with increasingly complex problems over time.To reason mathematically by following a line of enquiry, conjecturing relationships, generalisations and developing an argument using mathematical vocabulary.To solve problems with increasing sophistication, including breaking down problems into smaller steps and persevering when seeking solutions.
BREADTH OF STUDY	YEAR 2



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Number and Place Value	<p>Can I count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward?</p> <p>Can I recognise the place value of each digit in a two-digit number (tens, ones)?</p> <p>Can I identify, represent and estimate numbers using different representations, including the number line?</p> <p>Can I compare and order numbers from 0 up to 100?</p> <p>Can I use the 'greater than,' 'less than' and 'equal to' signs?</p> <p>Can I read and write numbers to at least 100 in numerals and in words?</p> <p>Can I use place value and number facts to solve problems?</p>
Number – Addition and Subtraction	<p>Can I solve problems with addition and subtraction:</p> <ul style="list-style-type: none"> • using concrete objects and pictorial representations, including those involving numbers, quantities and measures? • applying my increasing knowledge of mental and written methods? <p>Can I recall and use addition and subtraction facts to 20 fluently?</p> <p>Can I derive and use related facts up to 100?</p> <p>Can I add and subtract numbers using concrete objects, pictorial representations, and mentally, including:</p> <ul style="list-style-type: none"> • a two-digit number and ones? • a two-digit number and tens? • two two-digit numbers? • adding three one-digit numbers? <p>Can I show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot?</p> <p>Can I recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems?</p>
Number – Multiplication and Division	<p>Can I recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers?</p> <p>Can I calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals ($=$) signs?</p> <p>Can I show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot?</p> <p>Can I solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in context?</p>
Number – Fractions	<p>Can I recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity?</p> <p>Can I write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$?</p>
Measurement	<p>Can I choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}\text{C}$); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels?</p> <p>Can I compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$ signs?</p> <p>Can I recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value?</p> <p>Can I find different combinations of coins that equal the same amounts of money?</p> <p>Can I solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change?</p> <p>Can I compare and sequence intervals of time?</p> <p>Can I tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times?</p> <p>Can I say number of minutes in an hour and the number of hours in a day?</p>



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Geometry – Properties of Shapes	<p>Can I identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line?</p> <p>Can I identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces?</p> <p>Can I identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]?</p> <p>Can I compare and sort common 2-D and 3-D shapes and everyday objects?</p>
Geometry – Position and Direction	<p>Can I order and arrange combinations of mathematical objects in patterns and sequences?</p> <p>Can I use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise)?</p>
KEY END-POINT MATHS ASSESSMENT	
YEAR 2	
Number and Place Value	<p>Can I read scales in divisions of ones, twos, fives and tens?</p> <p>Can I partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus?</p> <p>Can I compare numbers using the $<$, $>$ and $=$ symbols?</p> <p>Can I read and write numbers to 100 numerically and in words?</p> <p>Can I use number facts and place value to solve problems?</p>
Number – Addition and Subtraction	<p>Can I add and subtract any 2 two-digit numbers using an efficient strategy, explaining my method verbally, in pictures or using apparatus (e.g. $48 + 35$; $72 - 17$)?</p> <p>Can I recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships (e.g. If $7 + 3 = 10$ then $17 + 3 = 20$; if $7 - 3 = 4$ then $17 - 3 = 14$; leading to if $14 + 3 = 17$, then $3 + 14 = 17$, $17 - 14 = 3$ and $17 - 3 = 14$)?</p> <p>Can I show that addition is commutative, and subtraction is not?</p> <p>Can I use addition and subtraction to solve problems?</p> <p>Can I use my understanding of inverse operations to check my calculations?</p>
Number – Multiplication and Division	<p>Can I recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary?</p> <p>Can I solve problems using my multiplication and division skills?</p> <p>Can I write a multiplication and division number sentence, using appropriate symbols?</p>
Number – Fractions	<p>Can I identify $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{2}$, $\frac{2}{4}$, $\frac{3}{4}$, of a number or shape, and know that all parts must be equal parts of the whole?</p> <p>Can I show that some equivalent fractions e.g. $\frac{1}{2}$ is equal to $\frac{2}{4}$?</p>
Measurement	<p>Can I use different coins to make the same amount?</p> <p>Can I read the time on a clock to the nearest 15 minutes?</p> <p>Can I compare a range of measures using the $<$, $>$ and $=$ signs?</p> <p>Can I solve problems using my measurement skills?</p> <p>Can I read a scale to measure accurately?</p>



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Geometry – Properties of Shapes	Can I name and describe properties of 2-D and 3-D shapes, including number of sides, vertices, edges, faces and lines of symmetry? Can I identify 2-D shapes on the surface of 3-D shapes? Can I compare and sort common 2-D and 3-D shapes and everyday objects?
Geometry – Position and Direction	Can I order and arrange combinations of mathematical objects in patterns and sequences? Can I use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns?

Science Subject Content	
YEAR 2	
ESSENTIAL OBJECTIVES / ESSENTIAL OPPORTUNITIES	
<p>To develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics.</p> <p>To develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them.</p> <p>To be equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.</p>	<p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> To be asking simple questions and recognising that they can be answered in different ways To be observing closely, using simple equipment To be performing simple tests To be identifying and classifying To be using their observations and ideas to suggest answers to questions To be gathering and recording data to help in answering questions. <p><u>Living things and their habitats</u></p> <ul style="list-style-type: none"> To explore and compare the differences between things that are living, dead, and things that have never been alive To identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other To identify and name a variety of plants and animals in their habitats, including micro- habitats To describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. <p><u>Plants</u></p>



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		<ul style="list-style-type: none">• To observe and describe how seeds and bulbs grow into mature plants• To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. <p><u>Animals including humans</u></p> <ul style="list-style-type: none">• To notice that animals, including humans, have offspring which grow into adults• To find out about and describe the basic needs of animals, including humans, for survival (water, food and air)• To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.
BREADTH OF STUDY	YEAR 2	
Animals including humans	Can I find out about and describe the basic needs of animals, including humans, for survival (water, food and air).	
Everyday materials	Can I identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.	
Plants	Can I find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.	
Habitats	Can I identify that most living things live in habitats to which they are suited.	
	Can I describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other	
Working scientifically	Can I use my observations and ideas to suggest answers to questions	
Seasonal changes	X	
KEY END-POINT SCIENCE ASSESSMENT		
YEAR 2		
Animals including humans	Can I find out about and describe the basic needs of animals, including humans, for survival (water, food and air)?	
Everyday materials	Can I identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses?	



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Plants	Can I find out and describe how plants need water, light and a suitable temperature to grow and stay healthy?
Habitats	Can I describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other?
Working scientifically	Can I use my observations and ideas to suggest answers to questions?
Seasonal changes	X

National Curriculum Computing Content

YEAR 2

ESSENTIAL OBJECTIVES / ESSENTIAL OPPORTUNITIES

- To understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation.
- To analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems.
- To evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems.
- To be responsible, competent, confident and creative users of information and communication technology.

- To understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.
- To create and debug simple programs.
- To use logical reasoning to predict the behaviour of simple programs
- To use technology purposefully to create, organise, store, manipulate and retrieve digital content.
- To recognise common uses of information technology beyond school.
- To use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

BREADTH OF STUDY NCCE SCHEME

YEAR 2

Informational Technology

Digital Photography:

Can I use a digital device to take a photograph and make choices when taking a photograph?

Can I describe what makes a good photograph and decide how photographs can be improved.

Can I use tools to change an image?



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Use technology purposefully to create, organise, store, manipulate and retrieve digital content

Digital Writing
Digital Painting
Grouping Data

Digital
Photography
Digital Music
Pictograms

Digital Music:

Can I say how music can make us feel?
Can I identify that there are patterns in music?
Can I show how music is made from a series of notes?
Can I show how music is made from a series of notes?
Can I create a piece of music using Chrome Music Lab.?
Can I review and refine my computer work?

Pictograms:

Can I recognise that we can count and compare objects using tally charts?
Can I recognise that objects can be represented as pictures?
Can I explain that we can present information using a computer and make a pictogram?

Computer Science

Programming

Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions

Use logical reasoning to predict the behaviour of simple programs

Create and debug simple programs

Moving a Robot
Introduction to animation

Programming A – Robot Algorithms

Can I describe a series of instructions as a sequence?
Can I explain what happens when we change the order of instructions?
Can I use logical reasoning to predict the outcome of a program (series of commands)?
Can I explain that programming projects can have code and artwork?
Can I design, create and debug an algorithm that I have written on Scratch Jr?

Programming B – Introduction to Quizzes:

Can I explain that a sequence of commands has a start and an outcome?
Can I create and change a program using a given design.
Can I create a program using my own design and decide how my project can be improved.
Can I debug, improve and compare my program (quiz) to my design.
Can I find errors, debug and improve a faulty Scratch program.



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Robot Algorithms
Introduction to
quizzes

Computational
Thinking

Digital Literacy
Online Safety

Recognise common
uses of information
technology beyond
school

Use technology safely
and respectfully,
keeping personal
information private;
identify where to go for
help and support when
they have concerns
about content or contact
on the internet or other
online technologies

Technology
Around us
IT Around us

IT around us:

Can I recognise the uses and features of information technology and that choices are made when using information technology?

Can I identify the uses of information technology in the school?

Can I explain how to use information technology safely?

Can I identify information technology beyond school?

Can I explain how information technology helps us?

Online Safety:

Can I give an example of how to deal with an e-safety worry?

Can I explain why I should keep my personal details private online?

Can I say what to do when someone online asks things about me.

Can I make sure I always check with an adult before taking part in games that involve other internet users?

Can I suggest ways to make our school community safer online?

Can I explain why it is important to think about other people's feelings whether online or face-to-face?

KEY END-POINT COMPUTING ASSESSMENT

YEAR 2



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YEAR 2 Curriculum



<p>Informational Technology</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<p>Can I use a digital device to take a photograph and make choices when taking a photograph?</p> <p>Can I create a piece of music using Chrome Music Lab.?</p> <p>Can I explain that we can present information using a computer and make a pictogram?</p>
<p>Computer Science Programming</p> <p>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</p> <p>Use logical reasoning to predict the behaviour of simple programs</p> <p>Create and debug simple programs</p> <p>Computational Thinking</p>	<p>Can I design, create and debug an algorithm that I have written on Scratch Jr?</p> <p>Can I debug, improve and compare my program (quiz) to my design?</p>
<p>Digital Literacy Online Safety</p> <p>Recognise common uses of information technology beyond school</p> <p>Use technology safely and respectfully, keeping personal</p>	<p>Can I identify a computer and its main parts?</p> <p>Can I explain how information technology helps us?</p> <p>Can I explain why it is important to think about other people's feelings whether online or face-to-face?</p>



Nevill Road Infant School

YEAR 2 Curriculum



information private;
identify where to go for
help and support when
they have concerns
about content or contact
on the internet or other
online technologies

National Curriculum History Content

YEAR 2

ESSENTIAL OBJECTIVES / ESSENTIAL OPPORTUNITIES

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| <ul style="list-style-type: none"> • To know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world. • To know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind. • To gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'. • To understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses. • To understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed. • To gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales | <ul style="list-style-type: none"> • To learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. • To learn about events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]. • To learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]. • To learn about significant historical events, people and places in their own locality. |
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Nevill Road Infant School

YEAR 2 Curriculum



BREADTH OF STUDY	YEAR 2
Chronological understanding	Can I accurately order events I have learnt about from furthest away to most recent? Can I draw timelines and begin to place areas of study on them? Can I compare areas of study, identifying similarities between them? Can I compare areas of study, identifying differences between them?
Understanding of Historical objects	Can I explain what an object from the past might have been used for?
Historical interpretation	Can I explain changes beyond and in living memory (e.g. how we play, holidays, food, clothes, technology, schools)?
Understanding of Historical people and/or events	Can I explain significant historical events (national and international) beyond living memory? Can I explain about the lives of significant people who have contributed to national/international achievements?

KEY END-POINT HISTORY ASSESSMENT	
YEAR 2	
Chronological understanding	Can I accurately order events I have learnt about from furthest away to most recent?
Understanding of Historical objects	Can I explain what an object from the past might have been used for?
Historical interpretation	Can I explain changes beyond and in living memory (e.g. how we play, holidays, food, clothes, technology, schools)?
Understanding of Historical people and/or events	Can I explain about the lives of significant people who have contributed to national/international achievements?



Nevill Road Infant School

YEAR 2 Curriculum



National Curriculum Geography Content

YEAR 2

ESSENTIAL OBJECTIVES / ESSENTIAL OPPORTUNITIES

- To develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.
 - To understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.
- To be competent in the geographical skills needed to:**
- To collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes.
 - To interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - To communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Locational knowledge

- To name and locate the world's seven continents and five oceans
- To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Place knowledge

- To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.

Human and physical geography

- To identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.
- To use basic geographical vocabulary to refer to:
key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.
- To key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.

Geographical skills and fieldwork

- To use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.
- To use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.
- To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.
- To use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.



Nevill Road Infant School

YEAR 2 Curriculum



BREADTH OF STUDY	YEAR 2
Locational knowledge	<p>Can I understand geographical similarities and differences (through studying the human and physical geography of a small area of the UK and of a small area of a contrasting non-European country?)</p> <p>Can I describe a place outside of Europe using the correct geographical words?</p> <p>Can I describe a place outside of Europe using the correct geographical words?</p>
Human and Physical Features	<p>Can I name the physical features of a place from a picture using words like beach, cliff, coast, forest, hill, mountain, sea, ocean, river, valley, soil, valley, vegetation, season, weather?</p> <p>Can I describe the key physical features of a place from a picture using words like city, town, village, factory, farm, house, office, port, harbour, shop?</p> <p>Can I identify hot and cold areas of the world in relation to the Equator and the North and South poles?</p>
Geographical skills and fieldwork	<p>Can I use maps, atlases and globes to locate and identify the United Kingdom and its countries?</p> <p>Can I use simple compass directions (North, South, East, West) and specific language (near and far, left and right) to describe the location of features and routes on maps?</p> <p>Can I use aerial photographs to recognise landmarks and basic human and physical features?</p> <p>Can I devise a simple map?</p> <p>Can I use and construct basic symbols in a key?</p> <p>Can I use simple fieldwork and observational skills to study the geography of my school and its grounds?</p> <p>Can I use simple fieldwork and observational skills to study the key human and physical features of the surrounding environment?</p>
KEY END-POINT GEOGRAPHY ASSESSMENT	
YEAR 2	
Locational knowledge	<p>Can I understand geographical similarities and differences (through studying the human and physical geography of a small area of the UK and of a small area of a contrasting non-European country?)</p>
Human and Physical Features	<p>Can I describe and explain the key human physical features of a place from a picture using words like city, town, village, factory, farm, house, office, port, harbour, shop?</p>



Nevill Road Infant School

YEAR 2 Curriculum



Geographical skills and fieldwork

- Can I use simple fieldwork and observational skills to study the geography of my school and its grounds?
- Can I use maps, atlases and globes to locate and identify the United Kingdom and its countries & a non-European country?

National Curriculum Art Content

YEAR 2

ESSENTIAL OBJECTIVES

- To produce creative work, exploring ideas and recording experiences.
- To become proficient in drawing, painting, sculpture and other art, craft and design techniques.
- To evaluate and analyse creative works.
- To know about great artists, craft makers and designers and understand the historical and cultural development.

ESSENTIAL OPPORTUNITIES

- To use a range of materials creatively to design and make products.
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
- To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

BREADTH OF STUDY

YEAR 2

DRAWING

- Can I refine my use of a variety of tools incl. pencils, crayons, rubbers, pastels, felt tips, charcoal, ball points, chalk and other dry media?
- Can I explore and begin to refine the use of line, shape and colour?
- Can I layer different media e.g. crayons, pastels, felt tips, charcoal and ballpoint?
- Can I draw for a sustained period of time from the figure and real objects, including single and grouped objects?
- Can I experiment and refine visual elements; line, shape, pattern and colour?

PAINTING

- Can I mix a range of secondary colours, shades and tones?
- Can I use a variety of tools and techniques including the use of different brush sizes and types?
- Can I mix and match primary and secondary colours to artefacts and objects?
- Can I mix secondary colours and shades using different types of paint?
- Can I create different textures e.g. use of different paints and small scale objects i.e. sand, glitter, salt, sugar?
- Can I experiment with tools and techniques incl. layering, mixing media, scraping through etc.?
- Can I name different types of paint and their properties
- Can I work on a range scales and media e.g. large brush on large wood etc.?
- Can I mix and match colours using artefacts and objects?

PRINTING

X



Nevill Road Infant School

YEAR 2 Curriculum



TEXTILES	<p>Can I create textured collages from a variety of media?</p> <p>Can I use a variety of techniques incl. weaving, French knitting, tie-dyeing, fabric crayons and wax or oil resist, appliqué and embroidery?</p> <p>Can I thread a needle, cut, glue and trim material?</p> <p>Can I create images from imagination, experience or observation?</p> <p>Can I use a wide variety of media incl. photocopied material, fabric, plastic, tissue, magazines, crepe paper etc.?</p> <p>Can I make a simple mosaic?</p> <p>Can I stitch, knot and use other manipulative skills?</p>
SCULPTURE	<p>Can I manipulate clay for a variety of purposes incl. thumb pots, simple coil pots and models?</p> <p>Can I build a textured relief tile?</p> <p>Can I understand the safety and basic care of materials and tools?</p> <p>Can I experiment with, construct and join recycled, natural and man-made materials more confidently</p> <p>Can I explore sculpture with a range of malleable media, especially clay?</p>
UNDERSTANDING OF ART	<p>Can I explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures?</p> <p>Can I record, develop and explore ideas from first hand observation, experience and imagination?</p> <p>Can I ask others and answer questions about the starting points for my work and the processes I have used?</p> <p>Can I develop ideas using mood boards and collaboration?</p> <p>Can I identify what I might change in my current work or develop in my future work?</p> <p>Can I annotate work in sketchbook through the use of a narrative?</p> <p>Artists: Andy Goldsworthy Henri Rousseau Friedensreich Hundertwasser</p>
KEY END-POINT Art ASSESSMENT	
YEAR 2	
DRAWING	Can I experiment and refine the visual elements; line, shape, pattern and colour?
PAINTING	Can I mix a range of secondary colours, shades and tones?
PRINTING	X
TEXTILES	<p>Can I use a variety of techniques incl. weaving, French knitting, tie-dyeing, fabric crayons and wax or oil resist, appliqué and embroidery?</p> <p>Can I create textured collages from a variety of media?</p>



Nevill Road Infant School

YEAR 2 Curriculum



SCULPTURE	Can I explore sculpture with a range of malleable media, especially clay?
UNDERSTANDING OF ART	Can I explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures?

National Curriculum Design Technology Content	
YEAR 2	
ESSENTIAL OBJECTIVES	ESSENTIAL OPPORTUNITIES
<ul style="list-style-type: none"> Design purposeful, functional, appealing products for themselves and other users based on design criteria Select from and use a range of tools and equipment to perform practical tasks. Explore and evaluate a range of existing products. Build structures, exploring how they can be made stronger, stiffer and more stable. Use the basic principles of a healthy and varied diet to prepare dishes. 	<ul style="list-style-type: none"> To generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and where appropriate, information and communication technology. To select from and use a wide range of materials and components, including construction materials, textiles and ingredients according to their characteristics. To evaluate their ideas and products against design criteria. To explore and use mechanisms (levers, sliders, wheels and axles) in their products. Understand where food comes from.
BREADTH OF STUDY	YEAR 2
Design Make Evaluate Technical knowledge	<p>TEXTILES: TEMPLATES AND JOINING TECHNIQUES:</p> <p>Can I select from and use a range of tools and equipment to perform practical tasks such as marking out, cutting, joining and finishing?</p> <p>Can I select from and use textiles according to their characteristics?</p> <p>Can I explore and evaluate a range of existing textile products relevant to the project being undertaken?</p> <p>Can I understand how to join fabrics using different techniques e.g. running stitch, glue, over stitch, stapling?</p> <p>Can I explore different finishing techniques e.g. using painting, fabric crayons, stitching, sequins, buttons and ribbons?</p> <p>Can I show knowledge and use of technical vocabulary relevant to the project?</p> <p>Can I understand how simple 3-D textile products are made, using a template to create two identical shapes?</p> <p>MECHANISMS: WHEELS AND AXLES:</p> <p>Can I generate initial ideas and simple design criteria through talking and using my own experiences?</p> <p>Can I explore and evaluate a range of products with wheels and axles?</p> <p>Can I develop and communicate ideas through drawings and mock-ups?</p>



Nevill Road Infant School

YEAR 2 Curriculum



	Can I explore and use wheels, axles and axle holders? Can I distinguish between fixed and freely moving axles? Can I show knowledge and use of technical vocabulary relevant to the project?
Cooking & Nutrition	FOOD: PREPARING FRUIT AND VEGETABLES Can I design appealing products for a particular user based on simple design criteria? Can I generate initial ideas and design criteria through investigating a variety of fruit and vegetables? Can I communicate these ideas through talk and drawings? Can I use simple utensils and equipment e.g. peel, cut, slice, squeeze, grate and chop safely? Can I select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product? Can I taste and evaluate a range of fruit and vegetables to determine the intended user's preferences? Can I evaluate ideas and finished products against design criteria, including intended user and purpose? Can I show knowledge and use of technical and sensory vocabulary relevant to the project?
KEY END-POINT Design Technology ASSESSMENT	
YEAR 1	
Design	Can I design a functional and appealing product for a chosen user and purpose based on a simple design criteria?
Make	Can I generate, develop, model and communicate my own ideas as appropriate through talking, drawing, templates, mock-ups and information and communication technology?
Evaluate	Can I evaluate my ideas throughout and my final product against original design criteria?
Technical knowledge	Can I select from and use a range of tools and equipment to perform practical tasks such as cutting and joining to allow movement and finishing? Can I select from and use a range of materials and components such as paper, card, plastic and wood according to their characteristics?
Cooking & Nutrition	Can I understand where a range of fruit and vegetables come from e.g. farmed or grown at home?

National Curriculum PE Content
YEAR 2
ESSENTIAL OBJECTIVES / ESSENTIAL OPPORTUNITIES



Nevill Road Infant School

YEAR 2 Curriculum



- To develop competence to excel in a broad range of physical activities.
- To be physically active for sustained periods of time.
- To engage in competitive sports and activities.
- To lead healthy, active lives.

- To participate in team games, developing simple tactics for attacking and defending.
- To master basic movements including running, jumping, throwing and catching.
- To develop balance, agility and coordination, and begin to apply these in a range of activities.
- To perform dances using simple movement patterns.

BREADTH OF STUDY	YEAR 2
Athletics	<p>Can I begin to use 'arms' technique when running?</p> <p>Can I jump accurately from a standing position?</p> <p>Can I throw an object with one hand with some accuracy?</p>
Ball Skills	<p>Can I stop a ball when jogging?</p> <p>Can I pass a ball to someone else using the inside of my foot?</p> <p>Can I jog with the ball keeping the ball close to my feet?</p> <p>Can I kick a ball in the direction of the goal with some accuracy, while standing still?</p> <p>Can I stop a ball when walking?</p> <p>Can I hit a ball in the direction of someone else?</p> <p>Can I walk with a ball keeping the ball close to my stick?</p> <p>Can I stop a ball using the basic handgrip?</p> <p>Can I pass the ball to someone else using the push pass?</p> <p>Can I jog with the ball keeping the ball close to my stick?</p> <p>Can I dribble the ball in one direction with some success?</p> <p>Can I catch the ball while stood still, most of the time?</p> <p>Can I throw a ball to someone else with some accuracy?</p> <p>Can I shoot the ball in the direction of the hoop with some accuracy, while standing still?</p> <p>Can I bounce a ball using one hand?</p> <p>Can I catch the ball when stood still, some of the time?</p> <p>Can I throw a ball in the direction of someone else?</p> <p>Can I shoot the ball in the direction of the hoop?</p> <p>Can I catch the ball while stood still, most of the time?</p> <p>Can I throw a ball to someone else with some accuracy?</p> <p>Can I shoot the ball in the direction of the net with some accuracy, while standing still?</p> <p>Can I catch the ball when stood still, some of the time?</p> <p>Can I throw a ball in the direction of someone else?</p> <p>Can I shoot the ball in the direction of the net?</p>



Nevill Road Infant School

YEAR 2 Curriculum



Coordination	Can I hold the racket with the 'shaking hands grip'? Can I control the ball on the tennis racket for a sustained length of time? Can I begin to hit a ball with the racket with control? Can I attempt to return the ball to a partner? Can I bounce a ball using one hand? Can I strike or hit a ball with increasing control? Can I position my body to strike a ball? Can I use throwing and catching skills in a game? Can I use hand-eye coordination to control a ball?
Dance	Can I copy a variety of dance moves changing speed, direction and level? Can I make up and perform a short dance using different speed, direction and level? Can I perform my own dance moves using different speed, direction and level?
Gymnastics	Can I balance in more than one way with some control? Can I roll more than one way with some control? Can I attempt different jumps with some control? Can I plan and create short sequences with a roll, jump and balance?
KEY END-POINT PE ASSESSMENT	
YEAR 2	
Athletics	Can I begin to use 'arms' technique when running?
Ball Skills	Can I move/throw the ball successfully to someone else (target)? Can I jog with the ball keeping the ball close (including bouncing with one hand)?
Coordination	Can I begin to hit a ball with the racket with control?
Dance	Can I perform my own dance moves using different speed, direction and level?
Gymnastics	Can I plan and create short sequences with a roll, jump and balance?

National Curriculum Music Content



Nevill Road Infant School

YEAR 2 Curriculum



YEAR 2	
ESSENTIAL OBJECTIVES / ESSENTIAL OPPORTUNITIES	
<ul style="list-style-type: none"> To use their voices expressively and creatively by singing songs and speaking chants and rhymes. To play tuned and untuned instruments musically. To listen with concentration and understanding to a range of high-quality live and recorded music. To experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<ul style="list-style-type: none"> To perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians. To learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence. To understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.
BREADTH OF STUDY	YEAR 2
Listen and appraise	Can I find the pulse and enjoy moving to music by dancing, marching, being animals or pop stars. Can I learn five songs and know that they can tell a story or describe an idea. Can I recognise that some songs have a chorus or a response/answer part Can I identify different musical styles of music they hear and recognise where they are from Can I recognise the sound and name the different instruments Can I hear. Can I recognise difference between male and female voice.
Sing	Can I use my voice expressively by singings songs and speaking chants and rhymes together in a group ensemble Can I sing notes of different pitches (high and low). Can I make different types of sounds with my voice, such as rap or say words in rhythm. Can I start and stop singing when following a leader.
Play instruments	Can I treat instruments carefully and with respect Can I name the untuned percussion instruments I am playing in class Can I name the tuned instruments I am playing, including recorder Can I name the notes in the instrumental part I am playing Can I play a tuned instrumental part that matches my musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part). Can I play in time to a steady pulse Can I listen to and follow musical instructions from a leader.
Improvise	Can I explain that improvisation is about making up your own tunes on the spot Can I listen and clap back, then listen and clap my own answer (rhythms of words). Can I use voices and instruments, listen and sing back, then listen and play my own answer using one or two notes.



Nevill Road Infant School

YEAR 2 Curriculum



	Can I take it in turns to improvise using one or two notes
Compose	Can I explain that composing is like writing a story with music Can I create three simple melodies using one, three or five different notes Can I explore how the notes can be written down and changed if necessary
Perform and share	Can I explain that a performance is sharing music with other people, called an audience Can I perform a song, I have chosen and learnt to the whole school and a wider audience. Can I add my ideas to the performance Can I record the performance and say how I feel about it.
KEY END-POINT ASSESSMENT	
YEAR 2	
Listen and appraise	Can I use some musical language to describe the music, how it makes me feel commenting on the instruments used and the style?
Sing	Can I sing in a group, singing the same tune as the others, with a good sense of pulse and in a good singing position?
Play instruments	Can I play an instrument correctly with one to five notes using a best with or without notation?
Improvise	Can I create my own tune playing an instrument using two, or three notes including an element of dynamics and pitch?
Compose	Can I compose and record my own melody using two notes (as a group) incorporating dynamics and pitch?
Perform and share	Can I perform to a wider audience (assembly).

National Curriculum RE Content

YEAR 2

ESSENTIAL OBJECTIVES / ESSENTIAL OPPORTUNITIES



Nevill Road Infant School

YEAR 2 Curriculum



- Can I name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate
- Can I identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives
- Can I identify and suggest meanings for religious symbols and begin to use a range of religious words.
- Can I identify what matters to them and others, including those with religious commitments, and communicate their responses
- Can I recognise that religious teachings and ideas make a difference to individuals, families and the local community

- To explore a range of religious stories and sacred writings and talk about their meanings
- To explore how religious beliefs and ideas can be expressed through the arts and communicate their responses
- To reflect on and consider religious and spiritual feelings, experiences and concepts such as worship, wonder, praise, thanks, concern, joy and sadness
- To ask and respond imaginatively to puzzling questions, communicating their ideas
- To reflect on how spiritual and moral values relate to their own behaviour

BREADTH OF STUDY

YEAR 2

Believing	Who is a Muslim and what do they believe? Can I talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah? Can I re-tell a story about the life of the Prophet Muhammad? Can I recognise some objects used by Muslims and suggest why they are important? Can I identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel? Can I find out about and respond with ideas to examples of co-operation between people who are different?
Expressing	What can we learn from sacred books? Can I recognise that sacred texts contain stories which are special to many people and should be treated with respect? Can I re-tell stories from the Christian Bible and stories from Islam, suggesting the meaning of these stories? Can I ask and suggest answers to questions arising from stories Jesus told and from Islam? Can I talk about issues of good and bad, right and wrong arising from the stories? Inclusive of 'How and why do we celebrate special and sacred times?'
Living	How should we care for others and the world, and why does it matter? Can I re-tell Bible stories and stories from Islam about caring for others and the world? Can I identify ways that some people make a response to God by caring for others and the world? Can I talk about issues of good and bad, right and wrong arising from the stories? Can I talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more? Can I use creative ways to express my own ideas about the creation story and what it says about what God is like?

KEY END-POINT RE ASSESSMENT

YEAR 2



Nevill Road Infant School

YEAR 2 Curriculum



Believing	Can I talk about some simple ideas about Muslim beliefs about God?
Expressing	Can I identify and talk about the meaning of teachings of Jesus, recognising that they come from the Christian tradition?
Living	Can I identify ways that some people make a response to God by caring for others and the world?