



Year 2

National Curriculum coverage



National Curriculum coverage – Year 2



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
ENQUIRY QUESTION	What do I need to be healthy?	Why should we change the way we travel?	Where are the polar regions and how are they changing?	Why should we reduce, reuse and recycle?	What can I discover about different plants?	Why are bees so brilliant?
HARMONY PRINCIPLE	The principle of Health	The principle of Adaptation	The principle of Oneness	The principle of the Cycle	The principle of Diversity	The principle of Interdependence
PRINCIPLE QUESTIONS	<p>What does it mean to be healthy?</p> <p>Why is it important to keep ourselves healthy?</p> <p>How can I support others to live healthy lives?</p>	<p>What different types of travel are there?</p> <p>What are the pros and cons of different types of travel?</p> <p>How can I change the way I travel to live more sustainably?</p>	<p>What makes the polar regions so special in our world?</p> <p>What would happen to the animals and people in our polar regions if the ice there melts?</p> <p>How can we reduce our energy use to slow down climate change?</p>	<p>What do I throw away each day and where does it go?</p> <p>What can I teach others about how to reduce and reuse waste?</p> <p>Why is it good to think in cycles?</p>	<p>How are plants different from each other?</p> <p>What different plants did we grow, and which plants grew best?</p> <p>Why are there so many different species of plant in Nature?</p>	<p>How do bees work together in a colony?</p> <p>How do plants and bees help each other?</p> <p>What will happen if bees and other insects disappear?</p>
SUSTAINABILITY THEME	Health & Wellbeing	Adaptation for the future	Energy & Climate Change	Cycles & Waste	Food & Farming	Biodiversity
LINK TO SDGs	3 - Good health and wellbeing	13 – Climate action	13 – Climate action	12 – Responsible consumption and production	15 - Life on land	15 - Life on land
ENGLISH GENRES	Poetry; Formal letters; Instructions; Stories	Diary entries; Information pages; Non-fiction reports; Story retelling; Newspaper articles	Poetry; Fact files; Diary entries; Book reviews; Stories; Persuasive writing	Information pages; Letter writing; Stories; Traditional tales	Diary entries; Playscripts; Traditional tales; Setting descriptions; Poetry	Non-chronological reports; Adventure stories; Instructions
ENGLISH	<p>Develop positive attitudes towards and stamina for writing by writing poetry</p> <p>Consider what they are going to write before beginning by writing down ideas including new vocabulary</p>	<p>Write capital letters of the correct size, orientation and relationship to one another and to lower-case letters</p>	<p>Develop positive attitudes towards and stamina for writing by writing for different purposes</p> <p>Consider what they are going to write before beginning by planning or saying out loud what they are going to write about</p>	<p>Develop positive attitudes towards and stamina for writing by writing narratives and writing about real events</p>	<p>Develop positive attitudes towards and stamina for writing by writing narratives about personal experiences and those of others (real and fictional), and by writing poetry</p>	<p>Develop positive attitudes towards and stamina for writing by writing about real events</p> <p>Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils</p>

National Curriculum coverage – Year 2 (continued)



ENGLISH (CONTINUED)		<p>Develop positive attitudes towards and stamina for writing by writing about real events and writing for different purposes</p> <p>Make simple additions, revisions and corrections to their writing by rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently</p>	<p>Read aloud what they have written with appropriate intonation to make the meaning clear</p>	<p>Consider what they are going to write before beginning by writing down ideas and/or key words, including new vocabulary</p> <p>Make simple additions, revisions and corrections to their writing by proofreading to check for errors in spelling, grammar and punctuation</p>	<p>Consider what they are going to write before beginning by planning or saying out loud what they are going to write about</p> <p>Make simple additions, revisions and corrections to their writing by rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently</p>	
GPS FOCUS	<p>Spell by learning to spell common exception words</p> <p>Learn how to use familiar and new punctuation correctly, including apostrophes to indicate possession</p> <p>Use sentences with different forms: statement, question, exclamation, command</p>	<p>Add suffixes to root words</p> <p>Learn how to use familiar and new punctuation correctly including full stops, capital letters, commas for lists and apostrophes to indicate possession</p> <p>Learn how to use the present and past tenses correctly and consistently</p> <p>Learn how to use subordination (using <i>when, if, that, or because</i>)</p> <p>Learn how to use some features of written standard English</p>	<p>Learn how to use familiar and new punctuation correctly, including full stops, capital letters, commas for lists and apostrophes for contracted forms and the possessive</p> <p>Introduce inverted commas to punctuate direct speech</p> <p>Learn how to use expanded noun phrases to describe and specify</p> <p>Learn how to use the present and past tenses correctly and consistently</p>	<p>Add suffixes to spell longer words e.g. -ment, -ness, -ful, -less, -ly</p> <p>Learn to spell more words with contracted forms</p> <p>Learn the possessive apostrophe</p> <p>Learn how to use expanded noun phrases to describe and specify</p> <p>Learn how to use present and past tenses correctly and consistently</p>	<p>Learn how to present and past tenses correctly and consistently</p> <p>Learn how to use subordination (using <i>when, if, that, or because</i>) and coordination (using <i>or, and or but</i>)</p>	<p>Learn how to use sentences with different forms: statement, question, exclamation, command</p> <p>Use inverted commas to punctuate direct speech</p>
GREAT TEXTS	<p><i>Oliver's vegetables</i> by Alison Bartlett</p> <p><i>Listening to my body</i> by Gabi Garcia</p> <p><i>My big shouting day</i> by Rebecca Patterson</p> <p><i>Eat your superpowers!</i> by Tony Buzzeo</p> <p><i>The huge bag of worries</i> by Virginia Ironside</p>	<p><i>How have things changed: Travel</i> by James Nixon</p> <p><i>The Wright brothers:</i> by Mary Nhin</p> <p><i>Looking for yesterday</i> by Alison Jay</p> <p><i>Wheels</i> by Tom Schamp</p> <p><i>Mimic makers: Biomimicry inventors inspired by Nature</i> by Kristen Nordstrom</p>	<p><i>The trouble with dragons</i> by Debi Gliori</p> <p><i>The emperor's egg</i> by Martin Jenkins</p> <p><i>The story of climate change</i> by Catherine Barr</p> <p><i>The search for the giant arctic jellyfish</i> by Chloe Savage</p> <p><i>Ice bear</i> by Nicola Davies</p>	<p><i>One plastic bag</i> by Miranda Paul</p> <p><i>The odd fish</i> by Naomi Fish</p> <p><i>George saves the world by lunchtime</i> by Dr Jo Readman</p> <p><i>Tale of a toothbrush</i> by MG Leonard</p> <p><i>Somebody crunched Colin</i> by Sarah Roberts</p>	<p><i>The extraordinary gardener</i> by Sam Boughton</p> <p><i>I ate sunshine for breakfast</i> by Michael Holland</p> <p><i>The amazing plant life cycle story</i> by Kay Barnham</p> <p><i>Growing green</i> by Daniela Sosa</p> <p><i>Yucky worms</i> by Vivian French</p> <p><i>Grow</i> by Rizaniño Reyes</p>	<p><i>Betsy Buglove saves the bees</i> by Catherine Jacob</p> <p><i>Bee: Nature's tiny miracle</i> by Patricia Hegarty & Britta Teckentrup</p> <p><i>The book of bees</i> by Piotr Socha</p> <p><i>Kaia and the bees</i> by Maribeth Boelts</p> <p><i>The bee book</i> by Charlotte Milner</p>

MATHS	<p>Number and place value Count in steps of 2, 3 and 5 from 0 and in 10s from any number, forward and backward; recognise place value of each digit in a two digit number (tens, ones); compare and order numbers from 0 up to 100, use <, > and = signs</p> <p>Number: Multiplication and division Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables</p> <p>Measurement Choose and use appropriate standard units to measure mass (kg/g)</p>	<p>Number: Multiplication and division Solve problems involving multiplication</p> <p>Measurement Choose and use appropriate standard units to estimate and measure length</p> <p>Geometry: Properties of shape Identify and describe the properties of 2D shapes, including the number of sides, and line symmetry in a vertical line</p> <p>Statistics Interpret and construct simple pictograms, tally charts, block diagrams and tables; ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity</p>	<p>Number: Multiplication and division Solve problems involving multiplication</p> <p>Measurement Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm) and capacity (litres/ml) using rulers and measuring vessels</p> <p>Statistics Interpret and construct simple pictograms, tally charts, block diagrams and tables; ask and answer questions about totalling and comparing categorical data</p>	<p>Measurement Choose and use appropriate standard units to estimate and measure length (m/cm); mass (kg/g); recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value; find simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change</p> <p>Statistics Interpret and construct simple pictograms, tally charts, block diagrams and tables</p>	<p>Number: Multiplication and division Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables; solve problems involving multiplication, using materials, arrays, repeated addition, mental methods</p> <p>Geometry: Properties of shape Identify and describe the properties of 2D shapes, including the number of sides and symmetry in a vertical line</p> <p>Statistics Interpret and construct simple pictograms, tally charts, block diagrams and tables; ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity</p>	<p>Geometry: Properties of shape Identify and describe the properties of 2D shapes, including the number of sides, and line symmetry in a vertical line; identify and describe the properties of 3D shapes, including the edges, vertices and faces; identify 2D shapes on the surface of 3D shapes</p> <p>Statistics Interpret and construct simple pictograms, tally charts, block diagrams and tables</p>
SCIENCE	<p>Animals including humans Find out about and describe the basic needs of animals, including humans, for survival (water, food and air); describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>	<p>Uses of everyday materials Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses; find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p>	<p>Living things and their habitats Explore and compare the differences between things that are living, dead, and things that have never been alive; 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; identify and name a variety of plants and animals in their habitats, including microhabitats; describe how animals obtain their food from plants and other animals, using the idea of a simple</p>	<p>Uses of everyday materials Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses; find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p>	<p>Plants Observe and describe how seeds and bulbs grow into mature plants; find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</p> <p>Living things and their habitats 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</p>	<p>Living things and their habitats 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; identify and name a variety of plants and animals in their habitats, including microhabitats; 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>

National Curriculum coverage – Year 2 (continued)



<p style="writing-mode: vertical-rl; transform: rotate(180deg);">SCIENCE (CONTINUED)</p>			<p>food chain and identify and name different sources of food</p> <p>Animals including humans Notice that animals, including humans, have offspring which grow into adults</p>			<p>Animals including humans notice that animals, including humans, have offspring which grow into adults</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">HISTORY</p>	<p>Significant individual 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</p>	<p>Events beyond living memory Events beyond living memory that are significant nationally or globally (e.g. first flight)</p> <p>Significant individual 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</p> <p>Changes within living memory Where appropriate, these should be used to reveal aspects of change in national life</p>	<p>-</p>	<p>Changes within living memory Where appropriate, these should be used to reveal aspects of change in national life</p>	<p>Local history Significant historical events, people and places in their own locality</p>	<p>-</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">GEOGRAPHY</p>	<p>-</p>	<p>-</p>	<p>Locational knowledge Name and locate the world's seven continents and five oceans</p> <p>Human and physical geography 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</p> <p>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</p>	<p>-</p>	<p>Human and physical geography Identify seasonal and daily weather patterns in the United Kingdom</p> <p>Geographical skills and fieldwork 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</p>	<p>Human and physical geography Identify seasonal and daily weather patterns in the United Kingdom</p> <p>Geographical skills and fieldwork 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</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic</p>

National Curriculum coverage – Year 2 (continued)



<p style="writing-mode: vertical-rl; transform: rotate(180deg);">GEOGRAPHY (CONTINUED)</p>			<p>Geographical skills and fieldwork 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</p> <p>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</p>			<p>human and physical features; devise a simple map; and use and construct basic symbols in a key</p> <p>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</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">ART & DESIGN</p>	-	-	<p>Pupils should be taught 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; and 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</p>	-	<p>Pupils should be taught 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; and to develop a wide range of art and design techniques using colour, pattern, texture, line, shape and form</p>	-
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">DT</p>	<p>Cooking and nutrition Understand and apply the principles of a healthy and varied diet.</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p>	<p>Design Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>Make Select from and use a range of tools and equipment to perform practical tasks</p>	-	<p>Design Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>Make Select from and use a wide range of materials and components, including construction materials,</p>	<p>Cooking and nutrition Understand and apply the principles of a healthy and varied diet.</p> <p>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</p>	<p>Evaluate Explore and evaluate a range of existing products</p> <p>Design Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Make Select from and use a range of tools and equipment to</p>

National Curriculum coverage – Year 2 (continued)



DT (CONTINUED)	<p>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</p>	<p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p style="text-align: center;">Evaluate</p> <p>Evaluate their ideas and products against design criteria</p> <p style="text-align: center;">Technical knowledge</p> <p>Explore and use mechanisms in their products</p>		<p>textiles and ingredients, according to their characteristics</p> <p style="text-align: center;">Evaluate</p> <p>Evaluate their ideas and products against design criteria</p>		<p>perform practical tasks</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p style="text-align: center;">Technical knowledge</p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable</p>
PSHE	<p>Health and wellbeing: Healthy lifestyles</p> <p>H1. Learn about what keeping healthy means; different ways to keep healthy</p> <p>H2. Learn about foods that support good health and the risks of eating too much sugar</p> <p>H3. Learn how physical activity helps us to stay healthy; and ways to be physically active every day</p> <p>H4. Learn why sleep is important and different ways to rest and relax</p> <p>H5. Learn simple hygiene routines that can stop germs from spreading</p> <p>H6. Learn that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy</p> <p>H10. Learn about people who help us to stay physically healthy</p>	<p>Relationships: Respecting self and others</p> <p>R25. Learn how to talk about and share their opinions on things that matter to them</p> <p>Living in the wider world: Shared responsibilities</p> <p>L3. Learn about things they can do to help look after their environment</p> <p>Relationships: Friendships</p> <p>R8. Learn simple strategies to resolve arguments between friends positively</p> <p>R9. Learn how to ask for help if a friendship is making them feel unhappy</p> <p>Relationships: Managing hurtful behaviour and bullying</p> <p>R10. Learn that bodies and feelings can be hurt by words and actions; that people can say hurtful things online</p> <p>R11. Learn how people may feel if they experience hurtful behaviour or bullying</p>	<p>Living in the wider world: Shared responsibilities</p> <p>L2. Learn how people and other living things have different needs; about the responsibilities of caring for them</p> <p>L3. Learn about things they can do to help look after their environment</p> <p>L5. Learn about the different roles and responsibilities people have in their community</p>	<p>Health and wellbeing: Healthy lifestyles</p> <p>H9. Learn different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV</p> <p style="text-align: center;">Keeping safe</p> <p>H28. Learn about rules and age restrictions that keep us safe</p> <p>H34. Learn basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them</p> <p>Living in the wider world: Media literacy & digital resilience</p> <p>L7. Learn about how the internet and digital devices can be used safely to find things out and to communicate with others</p> <p>L8. Learn about the role of the internet in everyday life</p> <p>L9. Learn that not all information seen online is true</p>	<p>Health and wellbeing: Ourselves, growing and changing</p> <p>H21. Learn to recognise what makes them special</p> <p>H22. Learn to recognise the ways in which we are all unique</p> <p>H23. Learn to identify what they are good at, what they like and dislike</p> <p>H24. Learn to name the main parts of the body including external genitalia</p> <p>H26. Learn about growing and changing from young to old and how people's needs change</p> <p style="text-align: center;">Health and wellbeing: Mental health</p> <p>H11. Learn about different feelings that humans can experience</p> <p>H12. Learn how to recognise and name different feelings</p> <p>H18. Learn different things that they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good</p>	<p>Relationships: Families and close positive relationships</p> <p>R3. Learn about different types of families including those that may be different to their own</p> <p>R4. Identify common features of family life</p> <p>R5. Know it is important to tell someone if something about their family makes them unhappy or worried</p> <p style="text-align: center;">Friendships</p> <p>R6. Learn how people make friends and what makes a good friendship</p> <p style="text-align: center;">Respecting self and others</p> <p>R22. Learn how to treat themselves and others with respect; how to be polite and courteous</p> <p>R24. Learn how to listen to other people and play and work cooperatively</p> <p>Living in the wider world: Shared responsibilities</p> <p>L2. Learn how people and other living things have different needs; about the responsibilities of caring for them</p>

National Curriculum coverage – Year 2 (continued)



MUSIC	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Experiment with, create, select and combine sounds using the interrelated dimensions of music</p>	<p>Play tuned and untuned instruments musically</p>	<p>Experiment with, create, select and combine sounds using the interrelated dimensions of music</p> <p>Begin to use and understand staff and other musical notations</p> <p>Begin to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions</p>	<p>Play tuned and untuned instruments musically</p> <p>Begin to improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <p>Begin to use and understand staff and other musical notations</p>	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Play tuned and untuned instruments musically</p> <p>Experiment with, create, select and combine sounds using the interrelated dimensions of music</p>	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Play tuned and untuned instruments musically</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Experiment with, create, select and combine sounds using the interrelated dimensions of music</p>
PE	<p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and concentration, and begin to apply these in a range of activities</p>	<p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and concentration, and begin to apply these in a range of activities</p>	<p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and concentration, and begin to apply these in a range of activities</p>	<p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and concentration, and begin to apply these in a range of activities</p>	<p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and concentration, and begin to apply these in a range of activities</p> <p>Participate in team games, developing simple tactics for attacking and defending</p>	<p>Perform dances using simple movement patterns</p>
COMPUTING	<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 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</p>	<p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<p>Recognise common uses of information technology beyond school</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>Create and debug simple programs</p> <p>Use logical reasoning to predict the behaviour of simple programs</p>