

## During Year 2 children will be:

### English

1. Reading and spelling common words and sounds.
2. Reading a wide range of books and discussing favourites.
3. Using capital letters and full stops when writing; learning to use ? ! and apostrophes.
4. Using co-ordinating and subordinating conjunctions to make sentences longer: and, but, because, when, if etc.
5. Including noun phrases to add detail and description.

### Maths

1. Reading, writing, comparing and ordering numbers to 100.
2. Adding and subtracting numbers up to 100.
3. Learning  $\times$  and  $\div$  facts for  $\times 2$ ,  $\times 5$ ,  $\times 10$  and  $\times 3$  tables.
4. Recognising common 2D and 3D shapes and their properties.
5. Solving simple word problems involving  $+/-\times$  and  $\div$ .

### Science

1. Observing and recording simple investigations using equipment.
2. Gathering and using data to answer simple questions.
3. Identifying properties of everyday materials and how they are used.
4. Comparing how plants and animals are suited to different habitats.

### Computing

1. Finding the answers to questions linked to topics through information searching.
2. Presenting information in different forms including text, tables, images and sound.
3. Beginning to learn how to use code to make things happen.

### Religious Studies

1. Learning about special places of worship.
2. Retelling religious stories.
3. Gaining understanding of some aspects of Judaism and Christianity.

### Music

1. Identifying common instruments.
2. Controlling sounds through singing and playing.
3. Contributing to a class composition.

### Physical Education

1. Developing and using a wider range of body actions.
2. Creating and performing short sequences.
3. Developing throwing, rolling, striking and kicking skills.

### PSHE

1. Contributing to the life of school and following school rules.
2. Knowing how to keep ourselves and others safe.
3. Listening to others, taking and sharing responsibility and resolving situations.
4. Recognising the differences between people.
5. Understanding that money comes from different sources and can be used for different purposes.

### Living Local, Loving Middlesbrough:

#### Our Neighbourhood

1. Asking and responding to simple geographical questions.
2. Observing and recording key human and physical features of the school and surrounding environment.
3. Recognising landmarks and basic physical features on aerial photographs and plan perspectives.
4. Devising simple maps using a key.
5. Using simple equipment to collect information.

### Living in the Past:

#### The Great Fire of London

1. Identifying similarities and differences between life in 1666 and today.
2. Finding out why people did things and what happened as a result.
3. Using common words and phrases linked to the passing of time.
4. Placing events on a chronological timeline.

### The World Around Us: UK

#### (Captain Cook)

1. Identifying geographical features of the UK.
2. Learning the countries of the UK, their capital cities, and the names of the surrounding seas.
3. Recognising landmarks and basic physical features on a map.
4. Comparing and contrasting places outside of Europe with the UK.

### Weird & Wonderful

#### (Art from Captain Cook's Voyages)

1. Printing with a range of hard and soft materials: corks pen barrels, sponge etc.
2. Making simple marks with rollers and printing palette. mono printing.
3. Developing ideas – trying things out, changing their minds.
4. Investigating fabrics and learning new techniques.

### Our Curriculum Enrichment Topic

This topic changes every year so can tailor and enrich our curriculum by including current themes or events.

This year, the focus of our curriculum enrichment topic will be The Olympics.

### Let's Make It

#### (Vehicles)

1. Selecting and using tools to combine materials in different ways.
2. Understanding how mechanisms (e.g. winding/axles, etc.) allow products to move.
3. Attaching a wheel to a chassis using a variety of methods to make a vehicle with an axle.
4. Using simple techniques to improve how a product looks.