

## Year 2

The following slides give an overview of each subject of our curriculum at Henleaze Infant School for each term  
At the end there are the end of Key Stage 1 expectations for 3 Core Subjects.

## History

Studyings different recounts of the Battle of Hastings and significant figures, William the Conqueror.

## Reading

Range of fiction, non-fiction & poetry. Individual, guided (group), shared (whole class)

## Speaking & Listening

Re-tell stories, listen to and follow instructions.

## Maths

Place value  
Addition and subtraction

## Writing

### Format, layout and construction of Letters

Letter writing, persuasive writing, Instructions  
Adjectives, Expanded noun phrases

## Spelling

Revision of Phase 3 letters and sounds. Long vowel sounds, alternative spellings.

## Religion and Worldviews

How do we celebrate our journey through life?

Baptism, Weddings,  
Death + Remembrance  
Islamic + Christian Art



Year 2

Henleaze Infant School

Autumn 1



## Computing

Online Safety and  
Making Music

## Geography

Locating different castles.

## Science

### Uses of everyday materials

Find out how the shape of solid objects made from some materials can be changed by squishing, bending, twisting and stretching  
Changing state of ice

## PSHE

### Being me in my world

Hopes and fears for the year  
Rights and responsibilities  
Rewards and consequences  
Our learning charter  
Owning our learning charter

## Art

**Colour- Portraits** How colour is used by artists and illustrators, knowing the names of colours and inventing their own.

Exploring primary and secondary colours.  
To explore how many different tones of a particular colour can be mixed using different medias.

## Music

Unit: **Pitch**

Develop understanding of pitch through auditory discrimination- learning to recognise small and large changes in pitch, being able to use the voice to follow a melody and to have the experience of using some simple tuned percussion instruments to accompany singing.

## DT

Design, make and evaluate a 3D model in collaborative groups.

## Geography

Using globes and atlases to locate and name the 7 continents and 5 oceans. To consider different climate zones using geographical language such as temperate, tropical

## Reading

Range of fiction, non-fiction & poetry. Individual, guided (group), shared (whole class)

## Speaking & Listening

Re-tell stories, listen to and follow instructions.

## Maths

Money  
Multiplication and division

## Writing

### Elements of Stories

Comparisons, Character Description, Retell, Invitations, Setting Description

**Non-Fiction-** Recount of trip

### Construction of Letters

Applying for a job in a castle

## Spelling

Revision of Phase 3 letters and sounds. Long vowel sounds, alternative spellings.

## Religion and Worldviews

**How do we celebrate our journey through life?**

Baptism, Weddings,  
Death + Remembrance  
Islamic + Christian Art



Year 2

**Henleaze Infant School**

**Autumn 2**



## Computing

Coding

## History

Significant events in the past: The Gunpowder Plot  
Remembrance Day

## Science

### Uses of everyday materials

Waterproof materials (Macintosh)boats and floating, suitability of materials

## PSHE

### Celebrating difference

Boys and girls  
Why does bullying happen?  
Standing up for myself and others  
Making a new friend  
Celebrating difference

## Art

### Sketch ( JMW Turner)

Using a range of media to create pictures.  
Recreate a sketch of Turners Castles using pencil and watercolours

## Music

Unit: **Pitch**

Develop understanding of pitch through auditory discrimination- learning to recognise small and large changes in pitch, being able to use the voice to follow a melody and to have the experience of using some simple tuned percussion instruments to accompany singing.

## DT

Design and create an information poster/leaflet about the importance of healthy eating, drawing on knowledge of the food groups.

## Writing

### Non Fiction, Factfiles and Publishing

Diary writing, Conjunctions and extending sentences, Time Conjunctions

### Creating a fact file

**Newspaper Reports** Based on historical real life events.

**Recount** Trip or experience shared together

### Spelling

Homophones - words with same sounds but different spellings (where, wear). Contractions - two words made shorter by placing an apostrophe where letters have been omitted (I am – I'm).

## Maths

Statistics

Properties of shape  
Position and direction  
Length and height

## Science

### Animals including humans

find out about and describe the basic needs of animals including humans for survival (water, food, air, shelter)  
What do animals need to survive?

## Religion and Worldviews

### Why is Jesus important?

What Christians believe about Jesus  
Miracles + Parables



Year 2

**Henleaze Infant School**

**Spring 3**



## History

Space travel Chronology  
Significant individuals Mae Jemison, Neil Armstrong and Tim Peake.

## Reading

Range of fiction, non-fiction & poetry.  
Individual, guided (group), shared (whole class)

## Speaking & Listening

Re-tell stories, recite & listen to favourite poems.

## Computing

Effective searching & Online Safety Day  
Use of technology outside school

## PSHE

### Goals and dreams

Goals to success  
My learning strengths  
Learning with others  
Group challenge  
Celebrating our achievement

## Art Sculpture

To observe shape, form and space in natural and man-made objects – to be aware of the work of craftspeople and artists who use natural and man made objects.

## Music

### Unit: Chronology

Develop Understanding of pitch through composers and their music.

## DT

Design, make and evaluate a moving product using levers, sliders, wheels and/or axles.

## Reading

Range of fiction, non-fiction & poetry.  
Individual, guided (group), shared (whole class)

## Speaking & Listening

Retell stories, recite & listen to favourite poems.

## Science

### Animals including humans

Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene  
Living, dead, never alive; food chains  
Application of habitat knowledge: Design a planet for a hedgehog

## Writing

### Information and Research Sharing

**Non-Fiction**-Non-Chronological reports.

**Research**- Writing up findings

### Poetry

Write a poem based on a shared poem

## Spelling

Homophones - words with same sounds but different spellings (where, wear). Contractions - two words made shorter by placing an apostrophe where letters have been omitted (I am - I'm).

## Religion and Worldviews

### Why is Jesus important?

What Christians believe about Jesus  
Miracles + Parables  
Easter



Year 2

Henleaze Infant School

Spring 4



## History

The significant contributions women made to space travel.

## Geography

Cross Curricular work, What would a planet need to look like for a hedgehog to survive?  
Using what we have learnt about climate zones and terrains to create a perfect planet for a hedgehog.

## Maths

Fractions  
Time  
Mass, capacity and temperature

## Computing

Effective searching & Online Safety Day  
Use of technology outside school

## PSHE

### Healthy me

Being healthy  
Being relaxed  
Medicine safety  
Healthy eating  
Healthy me cafe

## Art

### Tone

To be aware of tone in terms of light and dark and also in a variety of colour.

## Music

### Unit:Chronology

Develop Understanding of pitch through composers and their music.

## DT

Design, make and evaluate a product by joining textiles.  
Use knowledge of existing products to inform the design stage.

## Reading

Range of fiction and nonfiction.  
Comprehension tasks - Individual, guided (group), shared (whole class). Reading and spelling keywords. Talking about books they have read and expressing preferences.

## Speaking & Listening

Retell stories, listen to and follow instructions.

## Geography

Contrasting Places, UK and Kenya.

## Writing

### Constructing Stories

Narrative of extended stories.  
Character Description, Echoing the Text, Setting Description. Re-tell

### Non Fiction, Factfiles and Publishing

Writing up a science experiment  
Instruction Writing  
Informal letters, Diary Entry  
Persuasive writing

### Spelling

Words with same sounds but different spellings.  
Spelling keywords and common exception words.

## Religion and Worldviews

### Why are some places special?

Our special places  
Church, Gurdwara, Temple  
Mosque visit  
Ramadan + Eid



Year 2

Henleaze Infant School

# Summer 5



## Maths

Place value  
Calculation

## Science

### 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 micro  
habitats

## Computing

Word Processing

## PSHE

### Relationships

Families  
Keeping safe- physical contact  
Friends and conflict  
Secrets  
Trust and appreciation  
Celebrating my special relationships

## Art

### Shading- Tin forest Art

to develop a wide range of art and design  
techniques in using colour, pattern, texture,  
line, shape, form and space

## Music

Year 2 Performance -Music and Singing

## DT

Discuss where food comes from and how it is  
farmed.  
Safely prepare and make a healthy, balanced  
lunch.

## **Reading**

Range of fiction and nonfiction.  
Comprehension tasks - Individual, guided (group), shared (whole class). Reading and spelling keywords. Talking about books they have read and expressing preferences.

## **Speaking & Listening**

Retell stories, listen to and follow instructions.  
Year 2 Play and Performance

## **Maths**

Addition and subtraction  
Multiplication and division  
Measurement

## **History**

Historical journeys : Ibn Battuta, Windrush

## **Writing**

### **Constructing Stories**

Setting description, transition, prediction  
Extended stories from significant authors  
Different stories by the same author. e.g Dr Seuss

### **Spelling**

Words with same sounds but different spellings. Spelling keywords and common exception words.

## **Religion and Worldviews**

### **Why are some places special?**

Our special places  
Church, Gurdwara, Temple  
Mosque visit  
Ramadan + Eid



Year 2

**Henleaze Infant School**

# Summer 6



## **Computing**

Spreadsheets

## **PSHE**

### **Changing me**

Life cycles in nature  
Growing from young to old  
The changing me  
Boys' and girls' bodies  
Assertiveness  
Looking ahead

## **Art**

### **Line Technique**

To experiment with making lines with a variety of materials & make observational drawings using line. (of a specific object / building)

## **Music**

Year 2 Performance -Music and Singing

## **DT**

Design, make and evaluate a home for an animal using design criteria.

## **Geography**

Journeys; Windrush, mapping its journey from the Caribbean to the UK

## **Science**

### **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





## End of Key Stage 1 Reading Assessment Criteria



**Henleaze Infant School**

### **Working at the expected standard - 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.

### **Working towards the expected standard - The pupil can:**

- read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes
- read accurately some words of two or more syllables that contain the same grapheme and phoneme correspondences (GPCs)
- read many common exception words.

In a book closely matched to the GPCs as above, the pupil can:

- read aloud many words quickly and accurately without overt sounding and blending
- sound out many unfamiliar words accurately.

In a familiar book that is read to them, the pupil can:

- answer questions in discussion with the teacher and make simple inferences.

### **Working at greater depth within the expected standard - The pupil can:**

In a book they are reading independently:

- make inferences
- make a plausible prediction about what might happen on the basis of what has been read so far
- make links between the book they are reading and other books they have read.





## End of Key Stage 1 Writing Assessment Criteria



**Henleaze Infant School**

### **Working at the expected standard - The pupil can:**

#### **After discussion with the teacher:**

- write simple, coherent narratives about personal experiences and those of others (real or fictional)
- write about real events, recording these simply and clearly
- demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
- use present and past tense mostly correctly and consistently
- use coordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses
- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
- spell many common exception words
- form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- use spacing between words that reflects the size of the letters.

### **Working towards the expected standard - The pupil can:**

#### **After discussion with the teacher:**

- write sentences that are sequenced to form a short narrative (real or fictional)
  - demarcate some sentences with capital letters and full stops
- segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonetically-plausible attempts at others
- spell some common exception words
  - form lower-case letters in the correct direction, starting and finishing in the right place
- form lower-case letters of the correct size relative to one another in some of their writing
  - use spacing between words.

### **Working at greater depth - The pupil can:**

#### **After discussion with the teacher:**

- write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
  - make simple additions, revisions and proof-reading corrections to their own writing
- use the punctuation taught at key stage 1 mostly correctly
- spell most common exception words
- add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, –ful, –less, –ly)
- use the diagonal and horizontal strokes needed to join some letters.



## End of Key Stage 1 Maths Assessment Criteria



**Henleaze Infant School**

### **Working at the expected standard -**

#### **The pupil can:**

- read scales in divisions of ones, twos, fives and tens
- partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus
- add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (e.g.  $48 + 35$ ;  $72 - 17$ )
- 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  $17 - 3 = 14$ )
- recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary
- identify 1 4 , 1 3 , 1 2 , 2 4 , 3 4 , of a number or shape, and know that all parts must be equal parts of the whole
- use different coins to make the same amount
- read the time on a clock to the nearest 15 minutes
- name and describe properties of 2D and 3D shapes, including number of sides, vertices, edges, faces and lines of symmetry.

### **Working towards the expected standard -**

#### **The pupil can:**

- read and write numbers in numerals up to 100
- partition a two-digit number into tens and ones to demonstrate an understanding of place value, though they may use structured resources<sup>1</sup> to support them
- add and subtract two-digit numbers and ones, and two-digit numbers and tens, where no regrouping is required, explaining their method verbally, in pictures or using apparatus (e.g.  $23 + 5$ ;  $46 + 20$ ;  $16 - 5$ ;  $88 - 30$ )
- recall at least four of the six 2 number bonds for 10 and reason about associated facts (e.g.  $6 + 4 = 10$  , therefore  $4 + 6 = 10$  and  $10 - 6 = 4$ )
- count in twos, fives and tens from 0 and use this to solve problems
- know the value of different coins
- name some common 2-D and 3-D shapes from a group of shapes or from pictures of the shapes and describe some of their properties (e.g. triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres).

### **Working at greater depth -**

#### **The pupil can:**

- read scales where not all numbers on the scale are given and estimate points in between
- recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts
- use reasoning about numbers and relationships to solve more complex problems and explain their thinking (e.g.  $29 + 17 = 15 + 4 + ;$  'together Jack and Sam have £14. Jack has £2 more than Sam. How much money does Sam have?' etc.)
- solve unfamiliar word problems that involve more than one step (e.g. 'which has the most biscuits, 4 packets of biscuits with 5 in each packet or 3 packets of biscuits with 10 in each packet?')
- read the time on a clock to the nearest 5 minutes
- describe similarities and differences of 2-D and 3-D shapes, using their properties (e.g. that two different 2-D shapes both have only one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices, but different dimensions).



## End of Key Stage 1 Science Assessment Criteria



**Henleaze Infant School**

### **Working at the expected standard -**

#### **Working scientifically**

**The pupil can, using appropriate scientific language from the national curriculum:**

- ask their own questions about what they notice
- use different types of scientific enquiry to gather and record data, using simple equipment where appropriate

To answer questions:

observing changes over time noticing patterns grouping and classifying things carrying out simple comparative tests  
finding things out using secondary sources of information

- communicate their ideas, what they do and what they find out in a variety of ways.

#### **Science content**

**The pupil can:**

- name and locate parts of the human body, including those related to the senses, and describe the importance of exercise, a balanced diet and hygiene for humans
- describe the basic needs of animals for survival and the main changes as young animals, including humans, grow into adults
- describe the basic needs of plants for survival and the impact of changing these and the main changes as seeds and bulbs grow into mature plants
- identify whether things are alive, dead or have never lived
  - describe and compare the observable features of animals from a range of groups
  - group animals according to what they eat, describe how animals get their food from other animals and/or from plants, and use simple food chains to describe these relationships
- describe seasonal changes
- name different plants and animals and describe how they are suited to different habitats
- distinguish objects from materials, describe their properties, identify and group everyday materials and compare their suitability for different uses.