



Gosfield School

Year 2 Curriculum Booklet

This booklet is a guide to your child's current academic year, giving you an overview of the content of our curriculum at Gosfield Prep School. Our curriculum has been devised to interest and engage every child to help them realise their potential. As with all the best teaching, it may be liable to changes as we respond to the questions, interests and particular needs of the pupils, but it will give you a broad idea of the year ahead.

If you have any questions please speak with your child's class teacher.

Year 2 - Yearly Overview for English

Your child will be assessed against the following criteria:

Reading	Writing
<p>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>Read accurately words of two or more syllables that contain the same graphemes as above.</p> <p>Read words containing common suffixes.</p> <p>Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</p> <p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>Re-read these books to build up their fluency and confidence in word reading.</p> <p>Develops pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently. 	<p>Spelling</p> <p>Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.</p> <p>Learn 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.</p> <p>Learn to spell common exception words and more words with contracted forms.</p> <p>Learn the possessive apostrophe, for example, the girl's book. distinguishing between homophones and near-homophones.</p> <p>Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly.</p> <p>Handwriting</p> <p>Form lower-case letters of the correct size relative to one another.</p> <p>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>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>Use spacing between words that reflects the size of the letters.</p> <p>Composition</p> <p>Develop positive attitudes towards and stamina for writing by: writing narratives; about real events; poetry and for different purposes.</p>

- Discussing the sequence of events in books and how items of information are related.
- Becoming increasingly familiar with a wider range of stories, fairy stories and traditional tales.
- Retelling a range of stories, fairy stories and traditional tales. Being introduced to non-fiction books that are structured in different ways.

Understand both the books they can already read accurately and fluently and those that they listen to by:

- Checking that the text makes sense to them as they read and correcting inaccurate reading.
- Answering questions.
- Predicting what might happen on the basis of what has been read so far.

Participates in discussions about books, poems and other works that are read to them and those they can read for themselves, taking turns and listening to what others say.

Explains and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

Consider what they are going to write before beginning by: planning or saying out loud what they are going to write about; writing down ideas and/or key words, including new vocabulary; encapsulating what they want to say, sentence by sentence.

Make simple additions, revisions and corrections to their own writing by: evaluating their writing; re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently; proof-reading to check for errors in spelling, grammar and punctuation; read aloud what they have written with appropriate intonation to make the meaning clear.

Vocabulary, grammar and punctuation

Learn how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive.

Learn how to use: sentences with different forms such as statement, question, exclamation, command; expanded noun phrases to describe and specify; 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).

Year 2 - Yearly Overview for Maths

Your child will be assessed against the following criteria:

Number and Place Value	Addition and Subtraction	Measurement	Properties of Shape
Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward.	Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.	Choose and use appropriate standard units to estimate and measure length/height; mass; temperature ($^{\circ}\text{C}$); capacity (litres/ml).	Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line.
Recognise the place value of each digit in a two-digit number.	Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs.	Compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$.	Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.
Identify, represent and estimate numbers.	Show that multiplication of two numbers can be done in any order and division of one number by another cannot.	Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.	Identify 2-D shapes on the surface of 3-D shapes.
Compare and order numbers from 0 up to 100.	Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.	Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.	Compare and sort common 2-D and 3-D shapes and everyday objects.
Read and write numbers to at least 100 in numerals and in words.		Compare and sequence intervals of time.	Order and arrange combinations of mathematical objects in patterns and sequences.
Use place value and number facts to solve problems.		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.	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).
Write simple fractions.		Know the number of minutes in an hour and the number of hours in a day.	
Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.			
Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.			

	<p>such as transparency, strength, flexibility, texture and resistance to water.</p> <p>They will find out how the shapes of solid objects made from some materials, can be changed by squashing, bending, twisting and stretching. This topic will develop the ability to raise questions about working scientifically with the knowledge and skills that it brings.</p> <p>The changing state of water will be explored through controlled experiments as we discover that some materials can change through heating and cooling.</p> <p>Pupils will identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick/rock, and paper/cardboard for particular uses.</p>	<p>Identify, name, describe, classify and compare properties and changes.</p> <p>Look at the practical use of every day materials.</p> <p>Observe closely, using simple equipment.</p> <p>Perform simple tests.</p> <p>Identify and classify.</p> <p>Use observations and ideas to suggest answers to questions.</p> <p>Gather and record data to help in answering questions.</p>
<p>Summer Term Living things and their habitats</p>	<p>Pupils will become African Explorers and discover the hidden habitats and African creatures found in the savannahs as well as other areas of Africa. We will learn how animals eat, live and survive in relation to the habitats in which they live and explore the idea of food chains.</p> <p>From the African savannah to the forests and deserts, we will discover how both animals and plants have adapted to living in different habitats.</p> <p>Pupils will make comparisons between contrasting eco-systems such as oceans, deserts and Polar regions. How do these animals survive in such harsh environments? Individual research projects will allow children to follow their own interests regarding these amazing animals of the world.</p>	<p>Identify and name a variety of plants and animals in their habitats, including micro- habitats.</p> <p>Identify, classify and ask simple questions.</p> <p>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>

	<p>features of some of the islands as well as mapping will be studied. The basic four compass points will be used to help navigate and direct a pirate to treasure!</p>	<p>Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and North and South poles.</p> <p>Understand geographical similarities and differences through studying the human and physical geography of the Caribbean compared to the UK.</p> <p>Use simple compass directions and locational and directional to describe the location of features and routes on a map and devise simple maps.</p> <p>Use world maps, atlases and globes to identify the Caribbean and some of its countries.</p>
<p>Summer Term Into the Wild</p>	<p>In this topic pupils will learn about the worlds' continents, focusing on African countries. They will look at the geographical features of Africa and understand where the equator and tropics are and where they pass through Africa. They will learn about the oceans of the world. They will contrast weather patterns in specific countries in Africa to those experienced in the UK. Pupils will compare rural and city living and life in Africa, comparing their culture, food and school life to that of the UK.</p>	<p>Identify seasonal and daily weather patterns in the United Kingdom and a location in Africa.</p> <p>Use basic geographical vocabulary to refer to key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, soil, valley, vegetation, season and weather.</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom to an area in Africa.</p> <p>Name and locate the 7 continents and the 5 oceans of the world.</p> <p>Identify seasonal and daily weather patterns in the UK and a location Africa.</p>

Year 2 – History

Topic/Area of Study	Description	The skills developed through this topic
<p>Autumn Term Healthy Harvest</p>	<p>In the Autumn term pupils will develop an awareness of the past by studying the lives of significant people who have contributed to national and international achievements.</p> <p>They will focus on the history of farming and farming inventions, as well as some artists of the era studied.</p>	<p>Ask questions such as: What was it like for people? What happened? How long ago?</p> <p>Use artefacts, pictures, stories, online sources and databases to find out about the past.</p> <p>Describe significant people from the past.</p> <p>The ability to think, reflect, debate, discuss and evaluate the past, formulating and refining questions and lines of enquiry.</p> <p>Recognise that there are reasons why people in the past acted as they did.</p>
<p>All about Me</p>	<p>Within the topic all about me, pupils will focus on the life of Elizabeth II and the changes and significant events that have happened during her life time. Family trees will be looked at, as well as significant events that family members remember!</p>	<p>To think about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>Think about the lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Develop an awareness of the past, using common words and phrases relating to the passing of time.</p> <p>Show an understanding of the concept of nation and a nation's history.</p>

		Show an understanding of concepts such as civilisation and monarchy.
Spring Term Pirates	During the Spring Term, pupils will be thinking about life in the late Elizabethan/Stuart period especially of those 'explorers' in the Caribbean. How they lived as well as significant events and people will be studied.	Think about events beyond living memory that are significant nationally or globally To place events and artefacts in order on a time line. To label time lines with words or phrases such as: past, present, older and newer. Describe historical events.
Summer Term Into the Wild	Within the topic pupils will be thinking about different explorers and what makes them important. How different places and cultures were discovered will be thought about as well as comparing different explorers such as Ibn Battuta , Niel Armstrong and Christopher Columbus.	Describe significant people from the past and understand how historical events are recorded in different forms of communication. Compare aspects of life in different periods. Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. Understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Year 2 – Spanish

Topic/Area of Study	Description	The skills developed through Spanish
Autumn Term	Pupils will learn: <ul style="list-style-type: none"> • How to give information about themselves. • How to give information about their brothers and sisters. • The numbers 0-30 and learn how to give their age. • About Christmas in Spain. 	<ul style="list-style-type: none"> • To listen attentively to spoken language and show understanding by joining in and responding. • To explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. • To engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. • To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. • To read carefully and show understanding of words, phrases and simple writing. • To appreciate stories, songs, poems and rhymes in the language. • To broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material.
Spring Term	Pupils will learn: <ul style="list-style-type: none"> • To say which colour they like. • To describe their hair and eye colour. • The days of the week and the months of the year. • How to ask someone their birthday and give their own. • About Easter traditions in Spain. 	
Summer Term	Pupils will learn: <ul style="list-style-type: none"> • Animal words in Spanish. • To give the colour and name of their animal. • Sports in Spanish. • How to say which sports they like and dislike and why. • Body vocabulary and to say what hurts. • To say which food they like/dislike. 	

Year 2- PE

Topic/Area of Study	Description	The skills developed through PE
<p>Autumn Term Multi Skills</p> <p>Parachute Games</p>	<p>Multi Skills</p> <ul style="list-style-type: none"> • Developing spatial awareness and starting to travel using a variety of equipment. • Improving their accuracy in sending and receiving skills using various balls and equipment. • Developing basic defending and attacking skills in small sided games. • Following simple rules and playing fairly in partner/group activities. <p>Parachute Games</p> <ul style="list-style-type: none"> • To work together and cooperate as part of a team using the same piece of equipment. • Travelling on, along and under and around equipment with greater control and coordination. • Develop accuracy and precision using an under and overarm throwing action. 	<ul style="list-style-type: none"> • To master basic movements including running, jumping, throwing and catching. • To develop balance, agility and co-ordination, and begin to apply these in a range of activities. • To participate in team games, developing simple tactics for attacking and defending. • To perform dances using simple movement patterns.
<p>Spring Term Gymnastics</p> <p>Dance</p>	<p>Gymnastics</p> <ul style="list-style-type: none"> • To move by travelling, jumping, turning and rolling (including forward and backward) with greater confidence, coordination and control. • Travelling using changes of speed, level and direction. • Plan, perform and evaluate their own and a partners sequence of movements using the floor and low level apparatus. <p>Dance</p> <ul style="list-style-type: none"> • To explore movement ideas and respond to a 	

<p>Multi Skills</p>	<p>range of stimuli.</p> <ul style="list-style-type: none"> • To move confidently in safely in their own space, using changes of speed, level and direction. • To perform movement phrases using a range of body actions and body parts. • To compose and perform dance phrases and short dances that express and communicate moods, ideas and feelings, choosing and varying simple, compositional ideas. <p>Multi Skills</p> <ul style="list-style-type: none"> • To hit a ball to a target with some accuracy. • Develop an understanding of attacking play and working with teammates to move a ball towards a target. • Develop an understanding of how to score points/goals in games. 	
<p>Summer Term Athletics</p> <p>Striking and Fielding Games</p>	<p>Athletics</p> <ul style="list-style-type: none"> • Develop running over short distances with speed and agility. • Develop the ability to take off and land safely with control and balance using different feet combinations. • Throw under and overarm with greater speed and accuracy. <p>Striking and Fielding</p> <ul style="list-style-type: none"> • Develop catching and throwing skills. • Develop striking skills. • Learn the basic principles of game play. • Apply simplistic rules and regulations to a basic game. 	

Year 2 – Additional Subjects

Art and Design

Pupils will:

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

Computing

How Computers Work: Recognise common uses of information technology beyond school.

Communication and E Safety: 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.

Data and Information: Use technology purposefully to create, organise, store, manipulate and retrieve digital content.

Algorithms and Programming: Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs.

Drama

Pupils will learn to:

- Apply vocal, physical and design skills to communicate in performance.
- Develop and refine creative ideas from stimuli.
- Engage with the process of collaboration.
- Create character, roles, artefacts and designs.
- Analyse and evaluate personal contribution to the creation, development and refinement process.
- Analyse and evaluate performance, design skills and creative intentions within a performance.
- Demonstrate understanding of genre, structure, character, form, style, theatrical convention and language.
- Use drama terminology.

Forest School

At the end of the year pupils will be able to:

Identify 6 trees.

Identify 6 minibeasts.

Help an adult light a fire safely.

Help cook food on a fire.

Help to keep a record of temperature changes in the Forest School area.

Use different natural materials to create art work.

Create models within the environment such as a fairy house or a den.

Understand what they would need to survive in an outdoor environment.

Music

Pupils will learn to:

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- Play tuned and untuned instruments musically.
- Listen with concentration and understanding to a range of high-quality live and recorded music.
- Experiment with, create, select and combine sounds using the inter-related dimensions of music.

PSHE

Pupils will:

- Listen and respond in group discussions; express own views with increasing confidence; share their opinion on things that matter to them.
- Participate in simple a debate about school issues.
- Identify different choices they can make; recognise the difference between right and wrong; make sensible choices.
- Begin to understand that they have more responsibilities to meet the needs of living things.
- Begin to understand what harms their local, natural and built environments.
- Realise that money comes from different sources and can be used for different purposes.
- Understand the difference between impulsive and thinking behaviour.
- Recognise, name and deal with their feelings in a positive way.
- Make simple choices that improve their health and well being; maintain personal hygiene; understand that certain actions spread disease.
- Understand rules for keeping safe in the environment.
- Recognise how their behaviour affects other people.
- Identify and respect the differences and similarities between people.
- Understand that there are different types of teasing and bullying, and that bullying is wrong, and how to help to deal with bullying.
- Consider social and moral dilemmas that they come across every day.
- Greet and talk with adults including outside visitors who help us.

RE

Special places:

Christianity – features of churches; Harvest Festival; Advent.

Islam – the first mosque; features of mosques.

Judaism - Sukkot: the shelters and the associated festival; the Western Wall; celebrating the miracles of the oil and the temple lights at the festival of Hannukah.

Special words and stories:

Christianity – The Bible; Bible stories about Jesus; The Lord's Prayer; The Easter story.

Judaism – The Megillat Esther; the story of how Queen Esther saved her people, the Jews; Celebrating Esther's triumph at the festival of Purim.

Sikhism – The story of Guru Nanak's mysterious encounter with God; the Guru Granth Sahib; using the Guru Granth Sahib to choose a baby's name.

Special ways of living:

Christianity – The message of the story of the Good Samaritan; what happens in church on a Sunday; the life of a vicar.

Buddhism – The Buddha; the Buddhist way of life; life as a child monk in Thailand.

Islam – Daily prayers in Islam; Ramadan: the month of fasting; celebrating the end of Ramadan at the festival of Id ul-Fitr.