



MATHEMATICS

Number and Place Value

- count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward
- recognise the place value of each digit in a two-digit number (tens, ones)
- identify, represent and estimate numbers using different representations, including the number line
- compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs
- read and write numbers to at least 100 in numerals and in words
- use place value and number facts to solve problems.

Addition and Subtraction

- solve problems with addition and subtraction:
- using concrete objects and pictorial representations, including those involving numbers, quantities and measures
- applying their increasing knowledge of mental and written methods
- recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
- add and subtract numbers using concrete objects, pictorial representations, and mentally, including:
 - a two-digit number and ones
 - a two-digit number and tens
 - two two-digit numbers
 - adding three one-digit numbers
- show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot
- recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.

Multiplication and Division

- recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
- calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals ($=$) signs
- show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot
- solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.

Fractions (including decimals and percentages)

- 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
- write simple fractions e.g. $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of two quarters and one half.

Measurement

- 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
- compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$
- recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value
- find different combinations of coins that equal the same amounts of money
- solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change
- compare and sequence intervals of time
- 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
- know the number of minutes in an hour and the number of hours in a day.

Geometry - properties of space

- identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line
- identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces
- identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]
- compare and sort common 2-D and 3-D shapes and everyday objects.

Geometry - position and direction

- order and arrange combinations of mathematical objects in patterns and sequences
- 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 anti-clockwise).

Statistics

- 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
- ask and answer questions about totalling and comparing categorical data.



Reasoning and Problem Solving

- Solve problems involving counting, adding, subtracting, doubling or halving.
- Describe simple patterns and relationships involving numbers or shapes; decide whether examples satisfy given criteria.

READING

- Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. (Word Reading)
- Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. (Comprehension)
- Develop pleasure in reading, motivation to read, vocabulary and understanding by continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. (Comprehension)
- Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing and clarifying the meanings of words, linking new meanings to known vocabulary. (Comprehension)
- Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing his/her favourite words and phrases. (Comprehension)
- Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing the sequence of events in books and how items of information are related. (Comprehension)
- Develop pleasure in reading, motivation to read, vocabulary and understanding by 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 he/she can read independently. (Comprehension)
- Develop pleasure in reading, motivation to read, vocabulary and understanding by recognising simple recurring literary language in stories and poetry. (Comprehension)
- Explain and discuss his/her understanding of books, poems and other material, both those that he/she listens to and those that he/she reads for himself/herself. (Comprehension)
- Explain what has happened so far in what he/she has read. (Comprehension)
- Make inferences on the basis of what is said and done in a book he/she is reading independently. (Comprehension)
- Participate in discussion about books, poems and other works that are read to him/her and those that he/she can read for himself/herself, taking turns and listening to what others say. (Comprehension)
- Read accurately by blending the sounds in words that contain the graphemes for all 40+ phonemes. (Word Reading)
- Read accurately words of two or more syllables that contain graphemes taught so far. (Word Reading)
- Read aloud books closely matched to his/her improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. (Word Reading)
- Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. (Word Reading)
- Read words containing common suffixes. (Word Reading)
- Read words in age-appropriate books accurately and fluently without overt sounding and blending, and sufficiently fluently to allow him/her to focus on understanding rather than decoding. (Word Reading)
- Recognise alternative sounds for graphemes. (Word Reading)
- Re-read books, sounding out unfamiliar words accurately, to build up fluency and confidence in word reading. (Word Reading)
- Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by answering and asking questions and making links. (Comprehension)
- Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by answering questions and making inferences on the basis of what is being said and done. (Comprehension)
- Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by checking that the text makes sense to him/her as he/she reads and corrects inaccurate reading. (Comprehension)
- Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by drawing on what he/she already knows or on background information and vocabulary provided by the teacher. (Comprehension)
- Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by making plausible predictions about what might happen on the basis of what has been read so far. (Comprehension)

WRITING

- Add suffixes to spell most longer words correctly (e.g. -ment, -ness, -ful, -less, -ly). (Spelling)
- Add suffixes to spell some longer words correctly, including -ment, -ness, -ful, -less, -ly. (Spelling)
- Apply spelling rules and guidance, as listed in (English Appendix). (Spelling)
- Consider what he/she is going to write before beginning by encapsulating what he/she wants to say, sentence by sentence. (Composition)
- Consider what he/she is going to write before beginning by planning or saying out loud what he/she is going to write about. (Composition)
- Consider what he/she is going to write before beginning by writing down ideas and/or key words,



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including new vocabulary. (Composition)

- Form adjectives using suffixes such as -ful, -less. (Vocabulary, Grammar and Punctuation)
- Form lower-case letters of the correct size relative to one another in most of his/her writing. (Handwriting)
- Form lower-case letters of the correct size relative to one another in some of his/her writing. (Handwriting)
- Form nouns using suffixes such as -ness, -er and by compounding e.g. whiteboard, superman. (Vocabulary, Grammar and Punctuation)
- Make simple additions, revisions and corrections to his/her own writing by evaluating their writing with the teacher and other pupils. (Composition)
- Make simple additions, revisions and corrections to his/her own writing by proof-reading e.g. check for errors in spelling, grammar and punctuation or add/improve words and phrases independently or following a conversation with the teacher. (Composition)
- Make simple additions, revisions and corrections to his/her own writing by re-reading to check that his/her writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form. (Composition)
- Read aloud what he/she has written with appropriate intonation to make the meaning clear. (Composition)
- Spell by distinguishing between homophones and near-homophones. (Spelling)
- Spell by 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. (Spelling)
- Spell by learning the possessive apostrophe (singular) e.g. the girl's book. (Spelling)
- Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly and making phonically-plausible attempts at others. (Spelling)
- Spell many common exception words. (Spelling)
- Spell most common exception words. (Spelling)
- Spell most words with contracted forms. (Spelling)
- Spell some words with contracted forms. (Spelling)
- Understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. (Vocabulary, Grammar and Punctuation)
- Understand the following terminology: noun, noun phrase; statement, question, exclamation, command; compound, suffix; adjective, adverb, verb; tense (past, present); and apostrophe, comma. (Vocabulary, Grammar and Punctuation)
- Understand which letters, when adjacent to one another, are best left unjoined. (Handwriting)
- Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns e.g. the girl's name. (Vocabulary, Grammar and Punctuation)
- Use capital letters and full stops to demarcate most sentences in his/her writing and use question marks correctly when required. (Vocabulary, Grammar and Punctuation)
- Use commas to separate items in a list. (Vocabulary, Grammar and Punctuation)
- Use co-ordination (using or, and, but) and some subordination (using when, if, that, because) to join clauses. (Vocabulary, Grammar and Punctuation)
- Use expanded noun phrases for description and specification e.g. the blue butterfly, plain flour, the man in the moon. (Vocabulary, Grammar and Punctuation)
- Use present and past tense mostly correctly and consistently. (Vocabulary, Grammar and Punctuation)
- Use question marks and exclamation marks appropriately. (Vocabulary, Grammar and Punctuation)
- Use spacing between words that reflects the size of the letters. (Handwriting)
- Use suffixes -er, -est in adjectives and use -ly to turn adjectives into adverbs e.g. smoothly, softly, bigger, biggest. (Vocabulary, Grammar and Punctuation)
- Use the diagonal and horizontal strokes needed to join letters. (Handwriting)
- Use the diagonal and horizontal strokes needed to join letters in some of his/her writing. (Handwriting)
- Use the progressive form of verbs in the present and past tense to mark actions in progress e.g. she is drumming, he was shouting. (Vocabulary, Grammar and Punctuation)
- Write about real events, recording these simply and clearly. (Composition)
- Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. (Handwriting)
- Write effectively and coherently for different purposes, drawing on his/her reading to inform the vocabulary and grammar of his/her writing. (Composition)
- Write for different purposes to develop positive attitudes and stamina for writing. (Composition)
- Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. (Spelling)
- Write poetry to develop positive attitudes and stamina for writing. (Composition)
- Write sentences that are linked thematically e.g. about personal experiences and those of others (real and fictional). (Composition)

SPOKEN LANGUAGE

- Listen to, discuss and express views about a wide range of poetry (including contemporary and classic), stories and non-fiction at a level beyond that at which he/she can read independently.
- Discuss the sequence of events in books and how items of information are related.



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- Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.
- Discuss his/her favourite words and phrases.
- Answer and ask questions.
- Participate in discussion about books, poems and other works that are read to him/her and those that can be read for himself/herself, taking turns and listening to what others say.
- Explain and discuss his/her understanding of books, poems and other material, both those that he/she listens to and those that are read for himself/herself.
- Develop positive attitudes towards and stamina for writing by planning or saying out loud what he/she is going to write about.

SCIENCE

- Ask simple questions and recognise that they can be answered in different ways including use of scientific language from the national curriculum (Year 2 focus). (Working Scientifically)
- Communicate his/her ideas, what he/she does and what he/she finds out in a variety of ways. (Working Scientifically)
- 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. (Living things and their habitats)
- Describe how plants need water, light and a suitable temperature to grow and stay healthy, and describe the impact of changing these. (Plants)
- Describe how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. (Materials)
- Describe the basic needs of animals, including humans, for survival (water, food and air). (Animals, including humans)
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. (Animals, including humans)
- Explore and compare the differences between things that are living, dead, and things that have never been alive. (Living things and their habitats)
- Gather and record data to help in answering questions including from secondary sources of information (Year 2 focus). (Working Scientifically)
- Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. (Materials)
- Identify and name a variety of plants and animals in their habitats, including micro-habitats. (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. (Living things and their habitats)
- Identify, group and classify (Year 2 focus). (Working Scientifically)
- Observe and describe how seeds and bulbs grow into mature plants. (Plants)
- Perform simple comparative tests (Year 2 focus). (Working Scientifically)
- Understand that animals, including humans, have offspring which grow into adults. (Animals, including humans)
- Use his/her observations and ideas to suggest answers to questions noticing similarities, differences and patterns (Year 2 focus). (Working Scientifically)
- Use simple equipment to observe closely including changes over time (Year 2 focus). (Working Scientifically)

COMPUTING

- Create and debug simple programs. (Coding)
- Create simple programs. (Coding)
- Debug simple programs by using logical reasoning to predict the actions instructed by the code. (Coding)
- Recognise common uses of information technology beyond school. (Computers)
- Understand that programs execute by following precise and unambiguous instructions. (Coding)
- Use logical reasoning to predict the behaviour of simple programs. (Coding)
- Use technology purposefully to create digital content comparing the benefits of different programs. (Using Computer)
- Use technology purposefully to create, organise, store, manipulate and retrieve digital content. (Using Computer)
- Use technology safely and keep personal information private. (E-Safety)
- Design, write and debug programs that control or simulate virtual events. (Coding)

HISTORY

- Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events. (Historical enquiry)
- Describe changes within living memory and aspects of change in national life. (Historical interpretations)
- Describe events beyond living memory that are significant nationally or globally e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries. (Historical interpretations)



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- Describe significant historical events, people and places in his/her own locality. (Historical interpretations)
- Describe where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods. (Chronological understanding)
- Discuss the lives of significant individuals in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods e.g. 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. (Understanding of events, people and changes)
- Record what he/she has learned by drawing and writing. (Organisation and communication)
- Show an awareness of the past, using common words and phrases relating to the passing of time. (Chronological understanding)
- Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented. (Historical enquiry)
- Speak about how he/she has found out about the past. (Organisation and communication)
- Use a wide vocabulary of everyday historical terms. (Organisation and communication)

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. (Human and physical geography)
- Name and locate the world's seven continents and five oceans. (Locational knowledge)
- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom. (Locational knowledge)
- Name, locate and identify characteristics of the seas surrounding the United Kingdom. (Locational knowledge)
- 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. (Place knowledge)
- 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. (Geographical skills and fieldwork)
- Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. (Human and physical geography)
- 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. (Human and physical geography)
- Use simple compass directions (North, South, East and West) and locational and directional language e.g. near and far; left and right, to describe the location of features and routes on a map. (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. (Geographical skills and fieldwork)
- 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. (Geographical skills and fieldwork)

ART

- Develop techniques to join fabrics and apply decorations such as a running or over stitch. (Techniques)
- Experiment with basic tools on rigid and flexible materials. (Techniques)
- Experiment with tones using pencils, chalk or charcoal. (Techniques)
- Give reasons for his/her preferences when looking at art/craft or design work. (Learning)
- He/she is able to make textured collages from a variety of media and by folding, crumpling and tearing materials. (Techniques)
- Know that different artistic works are made by craftspeople from different cultures and times. (Learning)
- Represent things observed, remembered or imagined using colour/tools in two and three dimensions. (Techniques)
- Select particular techniques to create a chosen product and develop some care and control over materials and their use. (Learning)
- Try out different activities and make sensible choices about what to do next. (Learning)
- Use a variety of techniques including carbon printing, relief, press and fabric printing and rubbings. (Techniques)

DESIGN & TECHNOLOGY

- Choose appropriate tools, equipment, techniques and materials from a wide range. (Processes)
- Design purposeful, functional, appealing products for himself/herself and other users based on design criteria. (Processes)
- Evaluate and assess existing products and those that he/she has made using a design criteria. (Processes)
- Explore and use mechanisms e.g. levers, sliders, wheels and axles, in his/her products. (Processes)
- Generate, develop, model and communicate his/her ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. (Processes)



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- Investigate different techniques for stiffening a variety of materials and explore different methods of enabling structures to remain stable. (Processes)
- Safely measure, mark out, cut and shape materials and components using a range of tools. (Processes)
- Understand that all food has to be farmed, grown or caught. (Cooking and Nutrition)
- Understand the need for a variety of food in a diet. (Cooking and Nutrition)
- Use a wider range of cookery techniques to prepare food safely. (Cooking and Nutrition)

MUSIC

- Listen with concentration and understanding to a range of high-quality live and recorded music.
- Build an understanding of the pulse and internalise it when listening to a piece of music.
- Improvise a simple rhythm using different instruments including the voice.
- Understand that timbre describes the character or quality of a sound.
- Understand that texture describes the layers within the music.
- Understand that structure describes how different sections of music are ordered.
- Begin to describe a piece of music using a developing understanding of the interrelated musical dimensions.
- Use his/her voice expressively and creatively by singing songs and speaking chants and rhymes with growing confidence.
- Develop an understanding of melody, the words and their importance in the music being listened to.
- Sing a song in two parts.
- Use tuned and untuned classroom percussion to play accompaniments and tunes.
- Use tuned and untuned classroom percussion to compose and improvise.
- Play instruments using the correct techniques with respect.
- Practise, rehearse and present performances to audiences with a growing awareness of the people watching.
- Experiment with, create, select and combine sounds using the inter-related dimensions of music.

PE

- Begin to recognise emotions in others. (Healthy mind)
- Catch a small ball. (Acquiring and developing skills)
- Compare his/her performance with others. (Evaluating and improving performance)
- Explain his/her own relationships with family members. (Personal and social)
- Explain the reasons why a target has or has not been met. (Healthy mind)
- Hop along a straight line using the same foot. (Acquiring and developing skills)
- Identify and name some large bones and muscles and explain why they are important. (Healthy bodies)
- Identify different foods that contain vitamins A B and C and understand the importance of having the right amounts. (Diet and hygiene)
- Identify the 5 types of food that make up a balanced diet and begin to give examples of these. (Diet and hygiene)
- Identify the importance of our senses and explain how they help us. (Healthy bodies)
- Identify ways we can increase our own bodies protection. (Healthy bodies)
- Jump for distance controlling the landing. (Acquiring and developing skills)
- Jump for height with a controlled landing. (Acquiring and developing skills)
- Offer suggestions as to how to alter a negative emotion. (Healthy mind)
- State the characteristics of a good friend. (Personal and social)
- Structure sequences of actions and skills in different orders to improve performance (speed / direction / level / etc). (Applying skills and using tactics)
- Throw a small ball overarm, using the correct technique. (Acquiring and developing skills)
- Understand that food is broken down into energy in our digestive system. (Healthy bodies)
- Understand that some relationships can be challenging at times. (Personal and social)
- Understand that the heart is a muscle which grows during exercise and pumps blood carrying oxygen and energy around the body. (Healthy bodies)
- Understand the difference between an illness, symptom and a prescription. (Diet and hygiene)
- Understand the difference between fair and unfair. (Personal and social)
- Understand the importance of maintaining your teeth. (Diet and hygiene)
- Zig zag through a series of tightly spaced markers. (Acquiring and developing skills)