



## NOTTINGHAM BRITISH SCHOOL – CURRICULUM DEVELOPMENT 2019



### Year 2

	<b>October Assessment</b>	<b>December Assessment</b>	<b>March Assessment</b>	<b>June Assessment</b>	<b>Age Related Expectation</b> By the end of the year every student will be able to ....
Reading	<p>This term, children will develop pleasure in reading and motivation to read by reading a range of contemporary and classic poetry (written by the same author), and stories in a familiar setting</p> <p>Texts: Room on the broom The day the crayons quit The snail and the whale Class two at the zoo Collection of poetry</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>Apply phonic knowledge and skills as the route to decode words</li> </ul>	<p>This term, children will draw on their existing knowledge to develop their understanding and become increasingly familiar with traditional stories and fairy tales. They will also be introduced to non-fiction books that are structured in different ways.</p> <p>Texts: Riddles and tongue twisters The Gingerbread man The ugly duckling Non-fiction Reports-All about plants</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>Become</li> </ul>	<p>This term, children will draw on their existing knowledge to develop their understanding of poetry. They will also write narratives about personal experiences and those of others.</p> <p>Texts: Collection of poetry Lost and found Silly Billy My no, no day</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>Read accurately by blending the sounds in words containing graphemes taught so far.</li> <li>Continue to build a</li> </ul>	<p>This term, children will draw on their existing knowledge to develop their understanding of non-fiction texts (letters and reports). They will also write a recount using diary entries based on a fantasy tale.</p> <p>Texts: Dear Greenpeace The egg The man on the moon</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>Read accurately words of two or more syllables</li> <li>Read aloud books matched to improving phonic knowledge</li> <li>Re-read these books to build fluency and confidence</li> </ul>	<p><u>Word Reading</u></p> <ul style="list-style-type: none"> <li>Apply phonic knowledge and skills consistently to decode quickly and accurately.</li> <li>Decode alternative sounds for graphemes.</li> <li>Read words containing common suffixes such as: -ment, -less, -ness, -ful and -ly.</li> <li>Read a wider range of common exception words which have been taught, including most words from the YR 2 spelling appendix e.g. because, beautiful, everybody, should, whole, parents, money.</li> <li>Read most words without overtly segmenting and blending, once they are</li> </ul>



## NOTTINGHAM BRITISH SCHOOL – CURRICULUM DEVELOPMENT 2019



	<ul style="list-style-type: none"><li>• Participate in discussion about books, poems and other works that are read to them</li></ul>	<p>increasingly familiar with and retelling a wider range of stories, fairy tales and traditional stories</p> <ul style="list-style-type: none"><li>• Understand books by drawing on what we already know</li><li>• Listen to, discuss and express views about non fiction texts</li></ul>	<p>repertoire of poems learnt by heart</p>	<ul style="list-style-type: none"><li>• Discuss favourite words and meanings</li><li>• Check that text makes sense, correct inaccurate reading</li><li>• Read further common exception words, noting unusual correspondences between spelling and sound</li><li>• Read most words accurately, without overt sounding and blending</li><li>• Discuss and clarify meanings of words</li></ul>	<p>familiar.</p> <ul style="list-style-type: none"><li>• Read some phonically-decodable books with fluency, sound out unfamiliar words automatically.</li></ul> <p><u>Comprehension</u></p> <ul style="list-style-type: none"><li>• Fully engage with reading and take pleasure from books and texts.</li><li>• Listen to, discuss and express views about a wide range of contemporary and classic poetry, some of which they can read independently.</li><li>• Listen to, discuss and express views about a wide range of stories at a level beyond that which they can read independently. Takes account of what others say.</li><li>• Show understanding of texts read independently; self-correct.</li><li>• Know and retell a wide range of stories, fairy stories and</li></ul>
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## NOTTINGHAM BRITISH SCHOOL – CURRICULUM DEVELOPMENT 2019



					<p>traditional tales.</p> <ul style="list-style-type: none"><li>• Discuss the sequence of events in books, and how items of information are related.</li><li>• Make inferences on the basis of what is said and done; predict according to what has been read so far.</li><li>• Discuss and express views about a range of non-fiction texts which are structured in different ways.</li><li>• Discuss and clarify the meaning of new words; discuss favourite words and phrases.</li><li>• Recognise simple recurring literary language in stories and poetry.</li><li>• Recite a repertoire of poems learnt by heart, using appropriate intonation.</li></ul>
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## NOTTINGHAM BRITISH SCHOOL – CURRICULUM DEVELOPMENT 2019



<p>Writing/ SPAG</p>	<p>This term, children will develop positive attitudes towards and stamina for writing as they learn to write for different purposes and explore the text features of letters and postcards.</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Write about real events</li> <li>• Write for different purposes (letters and postcards, poetry)</li> <li>• Use capital letters, full stops and question marks to demarcate sentences</li> <li>• Develop stamina for writing the beginning, middle</li> </ul>	<p>This term, children will plan and draft their own creative writing as they become increasingly familiar with traditional stories and fairy tales. They will include a range of descriptive vocabulary in their writing.</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Spell common exception words</li> <li>• Plan or say aloud what we will write about</li> <li>• Use exclamation marks to demarcate sentences</li> <li>• Add suffixes to spell longer words</li> <li>• Write from memory simple sentences</li> </ul>	<p>This term, children will further develop independent writing skills as they write narratives about personal experiences and those of others.</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Learn the possessive apostrophe (singular) eg the girl's book and contractions</li> <li>• Distinguish between homophones and near homophones, learning to spell common homophones</li> <li>• Write narratives about personal experiences and those of others (real and fictional)</li> <li>• Encapsulate what they want to say</li> </ul>	<p>This term, children will plan and draft their writing using grammar and vocabulary taught across Year 2. They will evaluate their own writing and make simple additions, revisions and corrections independently. We will consolidate and apply independent writing strategies, ensure our writing is in the correct tense and grammatically correct.</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Write down ideas and or key words, including new vocabulary</li> <li>• Plan or saying aloud what we will write about</li> <li>• Encapsulate what they want to say sentence by sentence</li> <li>• Make simple additions, revisions and corrections by</li> </ul>	<p><u>Handwriting</u></p> <ul style="list-style-type: none"> <li>• Holds pencil correctly.</li> <li>• Writing is legible.</li> <li>• All letters and digits are consistently formed and of the correct size, orientation and relationship to one another.</li> <li>• Spacing is appropriate to the size of letters.</li> <li>• Some letters are joined correctly, according to the school's handwriting approach.</li> </ul> <p><u>Composition</u></p> <ul style="list-style-type: none"> <li>• Compose sentences orally. Use the drafting process to gather and write down ideas and key words.</li> <li>• Write appropriate narratives about personal experiences or those of others, whether real or imagined, maintaining narrative form.</li> <li>• Write about real events, maintaining form and purpose.</li> <li>• Compose orally and write</li> </ul>
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## NOTTINGHAM BRITISH SCHOOL – CURRICULUM DEVELOPMENT 2019



	<p>and end</p> <ul style="list-style-type: none"><li>• Use suffixes to change word endings</li></ul>	<p>dictated by teacher that include <i>GPS</i>, common exception words and punctuation (full stop, capital, comma, question mark, exclamation mark)</p>	<p>sentence by sentence.</p>	<p>evaluating writing with teacher and proof reading to check for errors in <i>SPAG</i></p> <ul style="list-style-type: none"><li>• Learn new ways to spell phonemes for which one or more spellings are already known.</li><li>• Read aloud what they have written with appropriate intonation to make the meaning clear</li></ul>	<p>poetry in a variety of forms.</p> <ul style="list-style-type: none"><li>• Re-read and check own writing. Proof read for errors. Evaluate word choice, grammar and punctuation; make revisions. <u>Vocabulary, grammar, punctuation</u></li><li>• Write a range of sentence types which are grammatically accurate e.g. commands, questions and statements.</li><li>• Co-ordinate sentences using and, or, but.</li><li>• Sometimes use subordination e.g. when, if, because.</li><li>• Use sentence demarcation with increasing accuracy, including capital letters, full stops, question marks and exclamation marks; commas to separate items in lists.</li><li>• Use some varied vocabulary to create detail and interest, including adjectives to make noun phrases; adverbs and verbs.</li><li>• Identify word classes: noun,</li></ul>
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## NOTTINGHAM BRITISH SCHOOL – CURRICULUM DEVELOPMENT 2019



					<p>adjective, verb and adverb.</p> <ul style="list-style-type: none"><li>• Choose the past or present tense appropriately. Experiment with the progressive form e.g. she was swimming.</li><li>• Use appropriate features of Standard English.</li></ul> <p><u>Spelling</u></p> <ul style="list-style-type: none"><li>• Write from memory, simple dictated sentences which include familiar words and GPCs.</li><li>• Spell common decodable two and three syllable words which include familiar graphemes.</li><li>• Accurately spell words with suffixes-ment, -ness, ful, -less, -ly, including those requiring a change to the root word.</li><li>• Spell most common exception words from Y2 spelling appendix e.g. because, every, children, father, would, old.</li><li>• Spell most common homophones in YR 2 spelling appendix e.g. to, too, two;</li></ul>
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## NOTTINGHAM BRITISH SCHOOL – CURRICULUM DEVELOPMENT 2019




					<p>hear, here; see, sea; blue, blew.</p> <ul style="list-style-type: none"> <li>• Spell many common contractions accurately e.g. it's, can't, didn't; or to mark singular possession e.g. Mark's football.</li> </ul>
Spoken language	<p>This term children will be taught to:</p> <ul style="list-style-type: none"> <li>• Speak audibly and fluently with an increasing command of the English language</li> <li>• Listen and respond appropriately to adults and their peers</li> <li>• Ask relevant questions to develop their understanding and knowledge</li> </ul>	<p>This term children will be taught to:</p> <ul style="list-style-type: none"> <li>• Speak audibly and fluently with an increasing command of the English language</li> <li>• Use relevant strategies to build vocabulary</li> <li>• Articulate and justify answers, arguments and opinions</li> <li>• Give well-structured</li> </ul>	<p>This term children will be taught to:</p> <ul style="list-style-type: none"> <li>• Speak audibly and fluently with an increasing command of the English language</li> <li>• Use relevant strategies to build vocabulary</li> <li>• Articulate and justify answers, arguments and opinions</li> </ul>	<p>This term children will be taught to:</p> <ul style="list-style-type: none"> <li>• Listen and respond appropriately to adults and their peers</li> <li>• Maintain attention and participate actively in collaborative conversation</li> <li>• Use spoken language to develop understanding through speculating, hypothesizing, imagining and exploring ideas</li> <li>• Listen and respond</li> </ul>	<ul style="list-style-type: none"> <li>• Explain their understanding of books and other reading</li> <li>• Discuss and share ideas confidently</li> <li>• Listen to others</li> <li>• Prepare their ideas before they write</li> <li>• Understand and use the conventions for discussion and debate</li> <li>• Adopt, create and sustain a range of roles, responding appropriately to others in role.</li> </ul>



## NOTTINGHAM BRITISH SCHOOL – CURRICULUM DEVELOPMENT 2019



		<p>descriptions, explanations and narratives for different purposes, including for expressing feelings.</p>		<p>appropriately to adults and their peers</p> <ul style="list-style-type: none"> <li>• Gain, maintain and monitor the interest of listeners</li> <li>• Consider and evaluate different viewpoints</li> <li>• Select and use appropriate register for effective communication</li> </ul>	
Math	<p>This term, children will be taught to:</p> <ul style="list-style-type: none"> <li>• recognise the place value of each digit in a two-digit number (tens, ones)</li> <li>• identify, represent and estimate numbers using different representations, including  the number line</li> <li>• compare and order numbers from 0 up to 100; use &lt;, &gt;</li> </ul>	<p>In addition to October Assessment:</p> <ul style="list-style-type: none"> <li>• calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (<math>\times</math>), division (<math>\div</math>) and equals (=) signs</li> <li>• show that</li> </ul>	<p>This term, children will be taught to:</p> <ul style="list-style-type: none"> <li>• count in steps of 2, 3 and 5 from 0, and in tens from any number, forward and backward</li> <li>• identify, represent and estimate numbers using different representations, including the number line</li> <li>• compare and order numbers from 0 up to 100; use &lt;, &gt;</li> </ul>	<p>In addition to March Assessment:</p> <ul style="list-style-type: none"> <li>• add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and tens</li> <li>• add three one-digit numbers</li> <li>• show that addition of two numbers can be done in any order (commutative) and subtraction of one</li> </ul>	<p><b>Number and place value</b></p> <ul style="list-style-type: none"> <li>• Count in steps of 2, 3 and 5 from 0, and in tens from any number, forward and backward.</li> <li>• Read and write numbers to at least 100 in numerals and in words.</li> <li>• Compare and order numbers from 0 up to 100; using &lt; &gt; = signs.</li> <li>• Recognise the place value of each digit in a 2-digit number.</li> <li>• Identify, represent and estimate numbers using different representations, including the number line.</li> <li>• Use place value and number facts to solve problems.</li> </ul>





## NOTTINGHAM BRITISH SCHOOL – CURRICULUM DEVELOPMENT 2019



	<p>and = signs</p> <ul style="list-style-type: none"> <li>• read and write numbers to at least 100 in numerals and in words</li> <li>• use place value and number facts to solve problems.</li> <li>• recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</li> <li>• show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot</li> <li>• recognise and use the inverse relationship between addition</li> </ul>	<p>multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot</p> <ul style="list-style-type: none"> <li>• solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.</li> <li>• count in steps of 2 and 5 from 0, and in tens from any number, forward and backward</li> <li>• order and arrange combinations of</li> </ul>	<p>and = signs</p> <ul style="list-style-type: none"> <li>• read and write numbers to at least 100 in numerals and in words</li> <li>• solve problems with addition and subtraction:</li> <li>• -using concrete objects and pictorial representations, including those involving numbers, quantities and measures</li> <li>• -applying their increasing knowledge of mental and written methods</li> <li>• add and subtract numbers using concrete objects, pictorial representations, and mentally, including:</li> </ul>	<p>number from another cannot</p> <ul style="list-style-type: none"> <li>• recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</li> <li>• find different combinations of coins that equal the same amounts of money</li> <li>• solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change</li> <li>• interpret and construct simple pictograms, tally charts, block diagrams and simple tables</li> <li>• ask and answer simple questions by counting the number of objects in each category and</li> </ul>	<p><b>Calculations</b></p> <ul style="list-style-type: none"> <li>• Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.</li> <li>• Add and subtract mentally, including: <ul style="list-style-type: none"> <li>• A 2-digit number and ones</li> <li>• A 2-digit number and tens</li> <li>• Two 2-digit numbers</li> </ul> </li> <li>• Adding three 1-digit numbers</li> <li>• Add and subtract numbers using concrete objects and pictorial representations, including: <ul style="list-style-type: none"> <li>• A 2-digit number and ones</li> <li>• A 2-digit number and tens</li> <li>• Two 2-digit numbers</li> </ul> </li> <li>• Adding three 1-digit numbers</li> <li>• Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems.</li> <li>• Solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and</li> </ul>
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## NOTTINGHAM BRITISH SCHOOL – CURRICULUM DEVELOPMENT 2019



	<p>and subtraction and use this to check calculations and solve missing number problems.</p> <ul style="list-style-type: none"> <li>• identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line</li> <li>• compare and sort common 2-D shapes</li> <li>• solve problems with addition and subtraction:</li> <li>• using concrete objects and pictorial representations, including those involving numbers,</li> </ul>	<p>mathematical objects in patterns and sequences</p> <ul style="list-style-type: none"> <li>• use mathematical vocabulary to describe position, direction and movement, including movement in a straight line</li> <li>• recognise, find, name and write fractions <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math> of a length, shape, set of objects or quantity</li> <li>• write simple fractions for example, <math>\frac{1}{2}</math> of 6 = 3 and recognise the equivalence of <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math>.</li> <li>• tell and write the time to five</li> </ul>	<ul style="list-style-type: none"> <li>• -a two-digit number and ones</li> <li>• recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value</li> <li>• identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces</li> <li>• identify 2-D shapes on the surface of 3-D shapes</li> <li>• compare and sort common 2-D and 3-D shapes and everyday objects.</li> <li>• recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd</li> </ul>	<p>sorting the categories by quantity</p> <ul style="list-style-type: none"> <li>• ask and answer questions about totaling and comparing categorical data.</li> <li>• choose and use appropriate standard units to estimate and measure temperature (<math>^{\circ}\text{C}</math>) and capacity (litres/ml) to the nearest appropriate unit, using thermometers and measuring vessels</li> <li>• compare and order lengths, mass, volume/capacity and record the results using <math>&gt;</math>, <math>&lt;</math> and <math>=</math></li> <li>• add and subtract numbers using concrete objects, pictorial representations, and mentally, including: two two-digit numbers</li> <li>• use mathematical</li> </ul>	<p>measures.</p> <ul style="list-style-type: none"> <li>• Solve problems with addition and subtraction applying my increasing knowledge of mental and written methods.</li> <li>• Recall and use multiplication and division facts for the 2, 5 and 10x tables, including recognising odd and even numbers.</li> <li>• Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication, division and equals signs.</li> <li>• Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in context.</li> <li>• Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.</li> <li>• Show that multiplication of two numbers can be done in any order (commutative) and division</li> </ul>
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## NOTTINGHAM BRITISH SCHOOL – CURRICULUM DEVELOPMENT 2019



	<p>quantities and measures</p> <ul style="list-style-type: none"> <li>• applying their increasing knowledge of mental and written methods</li> <li>• choose and use appropriate standard units to estimate and measure length/height in any direction to the nearest appropriate unit, using rulers</li> <li>• compare and order lengths and record the results using <math>&gt;</math>, <math>&lt;</math> and <math>=</math></li> </ul>	<p>minutes, including quarter past/to the hour and draw the hands on a clock face to show these times</p> <ul style="list-style-type: none"> <li>• know the number of minutes in an hour.</li> </ul>	<p>and even numbers</p> <ul style="list-style-type: none"> <li>• calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (<math>\times</math>), division (<math>\div</math>) and equals (<math>=</math>) signs</li> <li>• solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.</li> <li>• choose and use appropriate standard units to estimate and measure mass (kg/g) to the</li> </ul>	<p>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).</p> <ul style="list-style-type: none"> <li>• compare and sequence intervals of time</li> <li>• 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</li> <li>• know the number of minutes in an hour and the number of hours in a day.</li> </ul>	<p>of one number by another cannot.</p> <p><b>Fractions</b></p> <ul style="list-style-type: none"> <li>•Recognise, find, name and write fractions <math>1/3</math>, <math>1/4</math>, <math>2/4</math> and <math>3/4</math> of a length, shape, set of objects or quantity.</li> <li>•Write simple fractions.</li> <li>•Recognise the equivalence of <math>2/4</math> and <math>1/2</math>.</li> </ul> <p><b>Measurement</b></p> <ul style="list-style-type: none"> <li>•Compare and order lengths, mass, volume/capacity and record the results using <math>&gt;</math> <math>&lt;</math> and <math>=</math>.</li> <li>•Choose and use standard units to estimate and measure length/height in any direction in m and cm using rulers.</li> <li>•Choose and use standard units to estimate and measure mass in kg and g using scales.</li> <li>•Choose and use standard units to estimate and measure temperature in <math>^{\circ}\text{C}</math> using thermometers.</li> <li>•Choose and use standard units to estimate and measure capacity in l and ml using</li> </ul>
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## NOTTINGHAM BRITISH SCHOOL – CURRICULUM DEVELOPMENT 2019



			<p>nearest appropriate unit, using scale</p> <ul style="list-style-type: none"><li>• compare and order lengths, mass, volume/capacity and record the results using <math>&gt;</math>, <math>&lt;</math> and <math>=</math></li></ul>		<p>measuring vessels.</p> <ul style="list-style-type: none"><li>•Recognise and use symbols for £ and p and combine amounts to make a particular value.</li><li>•Find different combinations of coins that equal the same amount of money.</li><li>•Tell and write the time to five minutes, including quarter to/past and draw the hands on a clock face to show these times.</li><li>•Compare and sequence intervals of time.</li><li>•Know the number of minutes in an hour.</li><li>•Know the number of hours in a day.</li><li>•Solve simple problems in a practical context involving addition and subtraction of money of the same units, including giving change.</li></ul> <p><b>Geometry -properties of shapes</b></p> <ul style="list-style-type: none"><li>•Compare and sort common 2D shapes and everyday objects.</li><li>•Compare and sort common 3D shapes and everyday objects.</li><li>•Identify and describe the</li></ul>
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## NOTTINGHAM BRITISH SCHOOL – CURRICULUM DEVELOPMENT 2019



					<p>properties of 2D shapes, including the number of sides and line of symmetry in a vertical line.</p> <ul style="list-style-type: none"><li>•Identify and describe the properties of 3D shapes including the number of edges, vertices and faces.</li><li>•Identify 2D shapes on the surface of 3D shapes.</li></ul> <p><b>Geometry -position and direction</b></p> <ul style="list-style-type: none"><li>•Order and arrange combinations of mathematical objects in patterns and sequences.</li><li>•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).</li></ul> <p><b>Statistics</b></p> <ul style="list-style-type: none"><li>•Interpret and construct simple pictograms.</li><li>•Interpret and construct tally charts.</li></ul>
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## NOTTINGHAM BRITISH SCHOOL – CURRICULUM DEVELOPMENT 2019



					<ul style="list-style-type: none"><li>• Interpret and construct block diagrams.</li><li>• Interpret and construct simple tables.</li><li>• Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.</li><li>• Ask and answer questions about totalling and comparing categorical data.</li></ul>
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## NOTTINGHAM BRITISH SCHOOL – CURRICULUM DEVELOPMENT 2019



<p>Science</p>	<p>Children will be taught to:</p> <ul style="list-style-type: none"><li>• Explore and compare the differences between things that are living, dead, and things that have never been alive</li><li>• 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.</li><li>• Identify and name a variety of plants and animals in their</li></ul>	<p>Children will be taught to:</p> <ul style="list-style-type: none"><li>• Observe and describe how seeds and bulbs grow into mature plants</li><li>• Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</li></ul>	<p>Children will be taught to:</p> <ul style="list-style-type: none"><li>• Identify and describe the basic needs of animals, including humans, for survival (water, food and air)</li><li>• Notice that animals, including humans, have offspring which grow into adults</li></ul>	<p>Children will be taught to:</p> <ul style="list-style-type: none"><li>• Distinguish between an object and the material from which it is made</li><li>• Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li><li>• Describe the simple physical properties of a variety of everyday materials</li><li>• Compare and group together a variety of everyday materials on the basis of their simple physical properties</li></ul> <p>In addition, children will consolidate and review all</p>	<ul style="list-style-type: none"><li>• Ask simple questions.</li><li>• Recognise that questions can be answered in different ways.</li><li>• Make a simple prediction - based on something they have observed before.</li><li>• Make close observations related to the task or test.</li><li>• Use simple equipment to make observations (hand lenses, camera).</li><li>• Carry out a simple test.</li><li>• With help, begin to choose ways to try and answer a question. Identify objects, materials and living things.</li><li>• Classify objects, materials and living things.</li><li>• Measure using uniform non-standard units and measuring equipment.</li><li>• Read scales to nearest labelled division.</li></ul>
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## NOTTINGHAM BRITISH SCHOOL – CURRICULUM DEVELOPMENT 2019



	<p>habitats, including microhabitats</p> <ul style="list-style-type: none"> <li>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain</li> </ul>			<p>previous areas of learning in line with National Curriculum Year 2 objectives to prepare for exams and facilitate a smooth transition into Year 3.</p> <p>Areas of learning:</p> <ul style="list-style-type: none"> <li>Living things and their habitats</li> <li>Plants</li> <li>Animals including humans</li> <li>Everyday Materials</li> </ul>	<ul style="list-style-type: none"> <li>Use their observations and ideas to suggest answers to questions. Find information using secondary sources (books, photographs and videos).</li> <li>Gather and record data to help answer a question. Review</li> <li>Talk about what they have found out and how they found it out. Record and communicate their findings in a range of ways.</li> <li>Begin to use simple scientific language.</li> <li>Read and spell key scientific vocabulary.</li> </ul>
Humanities	<p>This term children will be taught to:</p> <ul style="list-style-type: none"> <li>Use world maps, atlases and globes to identify countries, continents and</li> </ul>	<p>This term children will be taught to:</p> <ul style="list-style-type: none"> <li>Understand the lives of significant individuals in the past who have contributed to</li> </ul>	<p>This term children will be taught to:</p> <ul style="list-style-type: none"> <li>Understand the lives of significant individuals in the past who have contributed to national and</li> </ul>	<p>This term children will be taught to:</p> <ul style="list-style-type: none"> <li>Identify seasonal and daily weather patterns in the United Kingdom, and locate hot and cold areas of the world in relation to</li> </ul>	<ul style="list-style-type: none"> <li>Identify significant individuals in the past who have contributed to national and international achievements.</li> <li>Identify and locate the name of the seven continents and the five oceans</li> <li>Identify and name the four</li> </ul>





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	<p>oceans</p> <ul style="list-style-type: none"><li>• Name and locate the world's seven continents and five oceans</li><li>• 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</li></ul>	<p>national and international achievements.</p>	<p>international achievements.</p> <ul style="list-style-type: none"><li>• Understand significant historical events, people and places in their own locality.</li></ul>	<p>the Equator and the North/South Pole.</p>	<p>countries and capital cities of the UK and its surrounding seas</p> <ul style="list-style-type: none"><li>• Understand geographical similarities and differences through studying the human and physical geography of small area of the United Kingdom, and of a small area in a contrasting non-European country.</li><li>• Understand significant historical events, people and places in their own locality.</li><li>• 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 Pole.</li><li>• Identify the different types of houses.</li><li>• Recognize and name the different parts of a house.</li></ul>
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