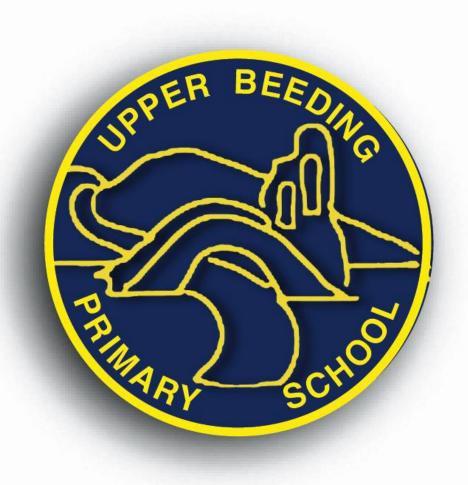
UPPER BEEDING PRIMARY SCHOOL

National Curriculum 2014



Statutory Requirements
Year 2

This document contains all of the statutory requirements of the National Curriculum (2014) broken down by subject. Please note this document should also be read in conjunction with the English and Maths appendices.

The document is to support the long, medium and short term planning processes to ensure both full coverage and progression. In the non-core subjects it is important that Key Stage teams plan for progression as this is not prescribed within the curriculum document. This document will form the start of the planning process and can be used as a monitoring tool to ensure all elements of the core areas are covered within the National Curriculum Year Group.

			ENGLISH			
Spoken Word	Word Reading	Comprehension	Writing – transcription	Writing – Handwriting	Writing – Composition	Writing – Grammar, Vocabulary and Punctuation
Pupils should be taught to: Ilisten and respond appropriat ely to adults and their peers ask relevant questions to extend their understan ding and knowledg e use relevant strategies to build their vocabular y articulate and justify answers, argument s and opinions give well-	Pupils should be taught to: continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes	Pupils should be taught to: 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 nonfiction at a level beyond that at which they can read independently discussing the sequence of events in books and how items of information are related becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales being introduced to non-fiction	Spelling (see English Appendix 1) Pupils should be taught to: segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly 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 learning to spell common exception words learning to spell more words with contracted forms learning the	Pupils should be taught to: form lower-case letters of the correct size relative to one another 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 write capital letters and digits of the correct size, orientation and relationship	Pupils should be taught to: develop positive attitudes towards and stamina for writing by: writing narratives about personal experiences and those of others (real and fictional) writing about real events writing poetry writing for different purposes 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	Pupils should be taught to: develop their understanding of the concepts set out in English Appendix 2 by: learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) learn how to use: sentences with different forms: statement, question, exclamation, command expanded noun phrases to describe and specify [for example, the blue butterfly] the present and past tenses

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and	read aloud	correcting		
exploring	books	inaccurate		
ideas	closely	reading		
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audibly	their	on the basis of		
and	improving	what is being said		
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discussio	hesitation	other works that are read to		
ns,	re-read	them and those that they		
presentati	.0.044	can read for themselves,		
ons,	these books to	taking turns and listening		
performa		to what others say		
nces, role	build up their			
play,	fluency and	 explain and discuss their 		
improvisa	confidence	understanding of books,		
tions and		poems and other material,		
debates	in word reading.	both those that they listen		
■ gain,	reaurry.	to and those that they		
maintain		read for themselves.		
and				
monitor				
the				
interest of				
the				
		l		

	listener(s)				
•	consider				
	and				
	evaluate				
	different				
	viewpoint				
	s,				
	attending				
	to and				
	building				
	on the				
	contributi				
	ons of				
	others				
•	select				
	and use				
	appropriat				
	е				
	registers				
	for				
	effective				
	communi				
	cation.				

			Maths				
Number –	Number – Addition	Number –	Number –	Measurement	Geometry –	Geometry –	Statistics
Number and	and subtraction	Multiplication	fractions		Properties of	Position and	
Place Value		and division			shape	direction	
Pupils should be taught to: count in steps of 2, 3, and 5 from 0, and in tens from any number, forward	Pupils should be taught to: solve problems with addition and subtraction: using concrete objects and pictorial	Pupils should be taught to: recall and use multiplication and division facts for the 2, 5 and 10 multiplication	Pupils should be taught to: recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a	Pupils should be taught to: choose and use appropriate standard units to estimate and measure	Pupils should be taught to: identify and describe the properties of 2-D shapes, including the number of	Pupils should be taught to: order and arrange combinations of mathematical objects in	Pupils should be taught to: interpret and construct simple pictogram

and backward	representations,	tables, including	length, shape,	length/he	eight in	sides and line	patterns and	s, tally
and backward	including those	recognising odd	set of objects or	any direc	-	symmetry in a	sequences	charts,
 recognise the 	involving	and even	quantity	(m/cm); r		vertical line	0094011000	block
place value of	numbers.	numbers	' '	(kg/g);	111033		use	diagrams
each digit in a	quantities and	Hambers	write dirriple	temperat	turo	identify and	mathematical	and simple
two-digit number	measures	 calculate 	fractions for	(°C); cap		describe the	vocabulary to	tables
(tens, ones)		mathematical	example, $\frac{1}{2}$ of	` '. '	•	properties of 3-	describe	lables
	applying their	statements for	_	(litres/ml)) to the	D shapes,	position,	ask and
identify,	increasing	multiplication and	6 = 3 and	nearest .		including the	direction and	answer
represent and	knowledge of	division within the	recognise the	appropria	*	number of	movement,	simple
estimate	mental and	multiplication	equivalence of	using rul	ers,	edges, vertices	including	questions
numbers using	written methods	tables and write	$\frac{2}{4}$ and $\frac{1}{2}$.	scales,		and faces	movement in a	by
different	 recall and use addition 	them using the	4 and 2.	thermom		:-	straight line	counting
representations,	and subtraction facts to	multiplication (x),		and mea	suring	identify 2-D	and	the
including the	20 fluently, and derive	division (÷) and		vessels		shapes on the surface of 3-D	distinguishing	number of
number line	and use related facts up	equals (=) signs		compare	and		between	objects in
compare and	to 100	, .		order len		shapes [for	rotation as a	each
order numbers	10 100	show that		mass,	J. 1,	example, a	turn and in	category
from 0 up to	 add and subtract 	multiplication of		volume/c	capacity	circle on a	terms of right	and
100; use <, >	numbers using concrete	two numbers can		and reco		cylinder and a	angles for	sorting the
and = signs	objects, pictorial	be done in any		results us	sina >. <	triangle on a	quarter, half	categories
and oigno	representations, and	order		and =	,	pyramid]	and three-	by quantity
 read and write 	mentally, including:	(commutative)				compare and	quarter turns	
numbers to at	 a two-digit 	and division of		 recognise 		sort common 2-	(clockwise and	ask and
least 100 in	number and	one number by		use syml		D and 3-D	anti-clockwise).	answer
numerals and in	ones	another cannot		pounds (` '	shapes and	,	questions
words		 solve problems 		pence (p	-	everyday		about
 use place value 	 a two-digit 	involving		combine		objects.		totalling
and number	number and	multiplication		amounts				and
facts to solve	tens	and division,		a particu	lar value			comparing
problems.	two two-digit	using materials,		find diffe	rent			categorical
ριουιστίο.	numbers	arrays, repeated		combinat				data.
	 adding three 	addition, mental		coins tha				
	one-digit	methods, and		the same				
	numbers	multiplication		amounts				
		and division		money				
	 show that addition of 	facts, including		money				
	two numbers can be	problems in		solve sim	nple			
	done in any order	contexts.		problems	s in a			
	(commutative) and	COITICALS.		practical	context			
	subtraction of one			involving	addition			

number from another	and subtraction
cannot	of money of the
	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.

		Science		
Working Scientifically	Living Things and their	Plants	Animals, inc Humans	Use of everyday materials
	habitats			
During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: - asking simple questions and recognising that they can be answered in different ways - observing closely, using simple	Pupils should be taught to: explore and compare the differences between things that are living, dead, and things that have never been alive identify that most living things live in habitats to which they are suited and describe how different habitats provide for the	Pupils should be taught to: 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.	Pupils should be taught to: notice that animals, including humans, have offspring which grow into adults find out about and describe the basic needs of animals, including humans, for survival (water, food and air)	Pupils should be taught to: identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses find out how the shapes of solid objects made from some

equipment	basic needs of different kinds of	•	describe the importance for	materials can be changed by
performing simple tests identifying and classifying using their observations and ideas to suggest answers to questions	animals and plants, and how they depend on each other identify and name a variety of plants and animals in their habitats, including microhabitats		humans of exercise, eating the right amounts of different types of food, and hygiene.	squashing, bending, twisting and stretching.
gathering and recording data to help in answering questions.	 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. 			

			Non-Core Subjects			
Art & Design	Computing	Design & Technology	Geography	History	Music	PE
Pupils should be taught: to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	Pupils should be taught to: 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 use technology purposefully to create, organise, store, manipulate and retrieve digital content recognise common uses of information technology beyond school use technology safely and respectfully, keeping personal information private; identify where to go	Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment]. When designing and making, pupils should be taught to: **Design** design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mockups and, where appropriate, information and communication technology	Pupils should be taught to: Locational knowledge name and locate the world's seven continents and five oceans name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Place 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 Human and physical geography identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the	Pupils should be taught about: changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria,	Pupils should be taught 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 interrelated dimensions of music.	Pupils should be taught to: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending perform dances using simple movement patterns.

for help and support	Make	world in relation to	Christopher	
when they have	 select from and use 	the Equator and the	Columbus and Neil	
concerns about	a range of tools and	North and South	Armstrong, William	
content or contact	equipment to	Poles	Caxton and Tim	
on the internet or	perform practical	use basic	Berners-Lee, Pieter	
other online	tasks [for example,	geographical	Bruegel the Elder	
technologies.	cutting, shaping,	vocabulary to refer	and LS Lowry, Rosa	
	joining and	to:	Parks and Emily	
	finishing]		Davison, Mary	
	 select from and use 	key physical	Seacole and/or	
	a wide range of	features,	Florence	
	materials and	including:	Nightingale and	
	components,	beach, cliff,	Edith Cavell]	
	including	coast, forest,	significant historical	
	construction	hill,	events, people and	
	materials, textiles	mountain,	places in their own	
	and ingredients,	sea, ocean,	locality.	
	according to their	river, soil,	l locality.	
	characteristics	valley,		
		vegetation,		
	Evaluate	season and		
	explore and	weather		
	evaluate a range of	key human		
	existing products	features,		
	 evaluate their ideas 	including:		
	evaluate their lacas	city, town,		
	and products	village,		
	against design criteria	factory, farm,		
	Unteria	house,		
	Toohnigal Imaculadas	office, port,		
	Technical knowledge ■ build structures,	harbour and		
	exploring how they	shop		
	can be made			
	stronger, stiffer and	Geographical skills and		
	more stable	fieldworkuse world maps,		
		atlases and globes		
	 explore and use 	to identify the United		
	mechanisms [for	Kingdom and its		
	example, levers,	countries, as well as		
	sliders, wheels and	Journal of Well as		

axles], in their	the countries,
products.	continents and
	oceans studied at
Cooking & Nutrition	this key stage
Pupils should be taugl	ht to:
	400 Simple Sompass
Key stage 1	directions (North, South, East and
400 1110 24010	West) and locational
principles of a	
healthy and va	
diet to prepare	
dishes	example, near and
 understand wh 	far; left and right], to describe the location
food comes fro	describe the location
	of features and
	routes on a map
	 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
	use simple fieldwork and absence the second translation.
	and observational
	skills to study the
	geography of their
	school and its
	grounds and the key
	human and physical
	features of its
	surrounding
	environment.