



# YEAR TWO

Heavers Farm and Selsdon Primary Schools

**TEACHER NAME:**

**CLASS:**

**CURRICULUM 2019/20**

This document forms part of our curriculum planning and assessment for 2019/20. This includes the key learning in each curriculum subject for this year group and the half termly assessment for each subject.

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YEAR 2	ART
<p style="text-align: center;"><b>'art makes children powerful'</b></p> <p style="text-align: center;"><i>It is important to start with children's own ideas. It is also important to teach children that nothing is right or wrong in art. You should encourage children's creativity and support this by teaching them the art skills to express and develop this. Good art teaching increases children's self-esteem, self-confidence and independence which supports them to become independent learners across the curriculum.</i></p> <p>Please ensure that children are given the opportunity over the year to go and look at actual artworks. <u>Please avoid any 'colouring in' and filling in of photocopied sheets made by an adult.</u> Art skills should be broken down and taught in the same way any other subject knowledge is taught in school so please avoid showing children a video of someone 'doing art' and then expect them to copy this. You would not dream of doing this when teaching maths, so please use the same rigour when teaching art!</p>	
<p><b>Use a range of materials</b></p>	<p>Investigate <b>different methods of designing</b>; including drawing and use of IT. Decide on methods, materials and processes.</p> <p>Use a <b>range of mediums</b> to produce artworks based on own preference.</p> <p>Experiment with <b>different types of materials</b>.</p> <p><b>Remember scale!</b> Give children lots of opportunities to work with projects on a large scale (<i>i.e. not always on A4/A3 paper</i>)</p>
<p><b>Share ideas, experience and imagination (using drawing, painting and sculpture)</b></p>	<p>Observe different artists by having the opportunity of <b>seeing real art</b> and identifying possible inspiration behind the artist's work.</p> <p>Discover together <b>how to use drawing as a precursor</b> for other art word, by <b>using a sketch book</b>.</p> <p>Make art <b>individually and collaboratively</b>, sharing ideas for design, technique and use of materials.</p>
<p><b>Develop a range of art and design techniques.</b></p>	<p><b>Collage:</b> Experiment with a range of materials and methods to create a variety Identify how to cut shapes accurately from paper and thin card and cut different kinds of line.</p> <p><b>Drawing 2D:</b> Create drawings (observational, imagination etc.) by understanding that they are made using lines to create shapes, patterns, textures and can be added to with dark and light tones.</p> <p><b>Printing:</b> Understand that the purpose of printmaking is to create multiple images and patterns. Mimic print from the environment (e.g. wallpapers). Make mono prints by spreading paint. Experiment with a variety of objects to create a print. Press, roll, rub, and stamp to make prints.</p> <p><b>IT:</b> Experiment with digital media to use a wide range of tools to create different textures, lines and tones, colours and shapes.</p>

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	<p><b>3D Clay:</b> Make models in clay or other malleable materials for particular purposes. Discover how to join two pieces of clay so they won't fall apart, by roughing both surfaces with a toothbrush. Learn how to roll an even slab of clay by using a rolling pin on top of two wooden batons.</p>
<p><b>Study a range of artists – linked to half term projects.</b></p>	<p>Discuss and describe the work of <b>notable artists, artisans and designers</b> including those who use painting, printing, sculpture, installation, drawing, collage etc. <i>Please include living artists, women and people of colour.</i> Talk about why the artist made what they did, what they were interested in etc.</p> <p>Use the <b>studied artists to create pictures in the style of their works.</b> <i>This should not simply be a pastiche of this artist's work, but an attempt to look deeper at what motivated this artist, the techniques they used and to give the children a chance to use this to make work of their own based on their own ideas.</i></p>

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YEAR 2	COMPUTING
<b>E-safety</b>	<ul style="list-style-type: none"> <li>– To know the e-safety rules for the school.</li> <li>– To use technology safely and respectfully, keeping personal information private.</li> <li>– To identify where to go for help and support when they have concerns about content on the internet or other online technologies.</li> </ul>
<b>Programming</b>	<ul style="list-style-type: none"> <li>– To create and debug simple programs.</li> <li>– To use logical reasoning to predict the behaviour of simple programs</li> <li>– To follow and debug precise and ambiguous instructions.</li> <li>– To use a simple graphical programming language such as Logo, Scratch or Turtle to navigate around the screen</li> <li>– To use logical reasoning to predict the behaviour of simple programmes.</li> </ul>
<b>ICT</b>	<ul style="list-style-type: none"> <li>– To recognise different technology at home and at school.</li> <li>– To use basic word processing package and to write and illustrate a short story</li> <li>– To learn to make simple presentations</li> <li>– To learn to make a simple animation for instance in Puppet Pals</li> <li>– To learn to use digital microphones for a purpose</li> <li>– To learn to create and use a pictogram</li> <li>– To gain confidence exploring online learning games.</li> </ul>
<b>Communicating</b>	<ul style="list-style-type: none"> <li>– To send replies to messages.</li> </ul>

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YEAR 2	DESIGN AND TECHNOLOGY
<p><i>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].</i></p>	
<p><b>When designing and making, pupils should be taught to:</b></p>	
<p><b>Design</b></p>	<ul style="list-style-type: none"> <li>– Start to generate ideas by drawing on their own and other people's experiences.</li> <li>– Begin to develop their design ideas through discussion, observation, drawing and modelling.</li> <li>– Identify a purpose for what they intend to design and make.</li> <li>– Understand how to identify a target group for what they intend to design and make based on a design criteria.</li> <li>– Develop their ideas through talk and drawings and label parts. Make templates and mock ups of their ideas in card and paper or using ICT.</li> </ul>
<p><b>Make</b></p>	<ul style="list-style-type: none"> <li>– Begin to select tools and materials; use correct vocabulary to name and describe them.</li> <li>– Build structures, exploring how they can be made stronger, stiffer and more stable.</li> <li>– With help measure, cut and score with some accuracy.</li> <li>– Learn to use hand tools safely and appropriately.</li> <li>– Start to assemble, join and combine materials in order to make a product.</li> <li>– Demonstrate how to cut, shape and join fabric to make a simple product. Use basic sewing techniques.</li> <li>– Start to choose and use appropriate finishing techniques based on own ideas.</li> </ul>
<p><b>Evaluate</b></p>	<ul style="list-style-type: none"> <li>– Evaluate their work against their design criteria.</li> <li>– Look at a range of existing products explain what they like and dislike about products and why.</li> <li>– Start to evaluate their products as they are developed, identifying strengths and possible changes they might make.</li> <li>– With confidence talk about their ideas, saying what they like and dislike about them.</li> </ul>
<p><b>Cooking and Nutrition</b></p>	<ul style="list-style-type: none"> <li>– Understand that all food comes from plants or animals.</li> <li>– Know that food has to be farmed, grown elsewhere (e.g. home) or caught.</li> <li>– Understand how to name and sort foods into the five groups in 'The Eat well plate'</li> <li>– Know that everyone should eat at least five portions of fruit and vegetables every day.</li> <li>– Demonstrate how to prepare simple dishes safely and hygienically, without using a heat source.</li> <li>– Demonstrate how to use techniques such as cutting, peeling and grating.</li> </ul>

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<b>YEAR 2</b>	<b>ENGLISH – SPOKEN LANGUAGE</b>
<b>Spoken language</b>	<ul style="list-style-type: none"><li>– Articulate and justify answers</li><li>– Initiate and respond to comments</li><li>– Use spoken language to develop understanding</li></ul>

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YEAR 2	ENGLISH – WRITING
<b>Phonic &amp; whole word spelling</b>	<ul style="list-style-type: none"> <li>– segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>– learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones</li> <li>– learning to spell common exception words</li> <li>– distinguishing between homophones and near-homophones</li> </ul>
<b>Other word building spelling</b>	<ul style="list-style-type: none"> <li>– learning the possessive apostrophe (singular)</li> <li>– learning to spell more words with contracted forms</li> <li>– add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</li> <li>– apply spelling rules and guidelines from Appendix 1</li> </ul>
<b>Transcription</b>	<ul style="list-style-type: none"> <li>– write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</li> </ul>
<b>Handwriting</b>	<ul style="list-style-type: none"> <li>– form lower-case letters of the correct size relative to one another</li> <li>– 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</li> <li>– write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>– use spacing between words that reflects the size of the letters.</li> </ul>
<b>Contexts for Writing</b>	<ul style="list-style-type: none"> <li>– writing narratives about personal experiences and those of others (real and fictional)</li> <li>– writing about real events</li> <li>– writing poetry</li> <li>– writing for different purposes</li> </ul>
<b>Planning Writing</b>	<ul style="list-style-type: none"> <li>– planning or saying out loud what they are going to write about</li> </ul>
<b>Drafting Writing</b>	<ul style="list-style-type: none"> <li>– writing down ideas and/or key words, including new vocabulary</li> <li>– encapsulating what they want to say, sentence by sentence</li> </ul>
<b>Editing Writing</b>	<ul style="list-style-type: none"> <li>– evaluating their writing with the teacher and other pupils</li> <li>– rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> <li>– proofreading to check for errors in spelling, grammar and punctuation</li> </ul>
<b>Performing Writing</b>	<ul style="list-style-type: none"> <li>– read aloud what they have written with appropriate intonation to make the meaning clear</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>– expanded noun phrases to describe and specify</li> </ul>
<b>Grammar</b> <i>(edited to reflect content in Appendix 2)</i>	<ul style="list-style-type: none"> <li>– sentences with different forms: statement, question, exclamation, command</li> <li>– the present and past tenses correctly and consistently including the progressive form</li> <li>– subordination (using when, if, that, or because) and co- ordination (using or, and, or but)</li> <li>– some features of written Standard English</li> <li>– suffixes to form new words (-ful, -er, -ness)</li> <li>– sentence demarcation</li> </ul>

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	<ul style="list-style-type: none"><li>– commas in lists</li><li>– apostrophes for omission &amp; singular possession</li></ul>
<b>Punctuation</b> ( <i>edited to reflect content in Appendix 2</i> )	<ul style="list-style-type: none"><li>– learning 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 (singular)</li></ul>
<b>Grammatical Terminology</b>	<ul style="list-style-type: none"><li>– noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb tense (past, present) , apostrophe, comma</li></ul>

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YEAR 2	ENGLISH – READING
<b>Decoding</b>	<ul style="list-style-type: none"> <li>– secure phonic decoding until reading is fluent</li> <li>– read accurately by blending, including alternative sounds for graphemes</li> <li>– read multisyllable words containing these graphemes</li> <li>– read common suffixes</li> <li>– read exception words, noting unusual correspondences</li> <li>– read most words quickly &amp; accurately without overt sounding and blending</li> </ul>
<b>Range of Reading</b>	<ul style="list-style-type: none"> <li>– 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</li> </ul>
<b>Familiarity with texts</b>	<ul style="list-style-type: none"> <li>– becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>– recognising simple recurring literary language in stories and poetry</li> </ul>
<b>Poetry &amp; Performance</b>	<ul style="list-style-type: none"> <li>– continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> </ul>
<b>Word meanings</b>	<ul style="list-style-type: none"> <li>– discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> <li>– discussing their favourite words and phrases</li> </ul>
<b>Understanding</b>	<ul style="list-style-type: none"> <li>– discussing the sequence of events in books and how items of information are related</li> <li>– drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>– checking that the text makes sense to them as they read and correcting inaccurate reading</li> </ul>
<b>Inference</b>	<ul style="list-style-type: none"> <li>– making inferences on the basis of what is being said and done</li> <li>– answering and asking questions</li> </ul>
<b>Prediction</b>	<ul style="list-style-type: none"> <li>– predicting what might happen on the basis of what has been read so far</li> </ul>
<b>Authorial Intent</b>	<ul style="list-style-type: none"> <li>–</li> </ul>
<b>Non-fiction</b>	<ul style="list-style-type: none"> <li>– being introduced to non-fiction books that are structured in different ways</li> </ul>
<b>Discussing reading</b>	<ul style="list-style-type: none"> <li>– participate in discussion about books, poems &amp; other works that are read to them &amp; those that they can read for themselves, taking turns and listening to what others say</li> <li>– explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</li> </ul>

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GEOGRAPHY		
Year 2	Breadth of Study	Skills
<b>Locational and Place knowledge</b>	<ul style="list-style-type: none"> <li>– <b>Name and locate the world’s 7 continents and 5 oceans</b>, understanding the terms ‘continent’ and ‘sea’.</li> <li>– Understand that a <b>world map shows all the countries in the world</b>.</li> <li>– Identify the <b>UK and the countries</b> where members of the class come from.</li> </ul> <p>Understand the geographical similarities and differences through studying the human and physical geography of a <b>small area of the UK</b> and of a <b>small area in a contrasting non-European country</b> (<u>a different location to the one studied in year 1</u>)</p>	<ul style="list-style-type: none"> <li>– <b>Use maps and globes</b> to identify the <b>continents and oceans</b> and understand that both a map and a globe show the same thing.</li> <li>– <b>Use simple compass directions</b> (North, South, East and West) to describe the location of features on a map.</li> <li>– <b>Study</b> pictures/videos of two differing localities, one in the UK and one in a contrasting <b>non-European country</b>, and <b>ask geographical questions</b> e.g. <i>What is it like to live in this place? How is this place different to where I live? How is the weather different? How are lifestyles different?</i></li> <li>– Label pictures to show <b>differences and similarities</b>.</li> </ul>
<b>Human and Physical Geography</b>	<p>Identify the location of <b>hot and cold areas</b> in the world in relation to the Equator and the North and South Poles.</p> <p>Identify the <b>human and physical</b> features of the two localities studied (<i>a small area of the UK and of a small area in a contrasting non-European country – see above</i>)</p>	<ul style="list-style-type: none"> <li>– <b>Use both maps and globes</b>, identify the coldest places in the world – The North and South pole.</li> <li>– Children to <b>identify</b> the equator and <b>locate</b> the places on the Equator which are the hottest.</li> <li>– <b>Use basic geographical vocab to refer to key physical features, including:</b> beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</li> <li>– <b>Use basic geographical vocab to refer to key human features, including:</b> city, town, village, factory, farm, house, office, port, harbour and shop.</li> </ul>
<b>Fieldwork</b> <b><u>Spend at least one whole week on this</u></b>	<p><b>Fieldwork</b> to develop knowledge and understanding of <b>the school and local area</b>.</p> <p>Use simple fieldwork and observational skills to study the geography of the school and its grounds and the key human and physical features of its surrounding environment – fieldwork in the</p>	<ul style="list-style-type: none"> <li>– <b>Study maps and aerial photographs</b> of the school and local area.</li> <li>– <b>Use simple compass directions</b> (North, South, East and West) and <b>locational and directional language</b> to <b>describe</b> the location of features and routes on a map.</li> <li>– <b>Draw own maps</b> of the local area; use and <b>construct basic symbols in a key</b>.</li> <li>– <b>Observe and record the features</b> around the school e.g. the different types of plants, the</li> </ul>

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	local area/close proximity to the school e.g. the road, park, woods, church, shops.	animals seen on the road, the different amounts of traffic on the main road, compared to a side road. <ul style="list-style-type: none"><li>- <b>Communicate findings in different ways</b> e.g. reports, graphs, sketches, diagrams, pictures.</li><li>- Children <b>make sketches/notes</b> of their trip to school/trip to the local area and then <b>create a map to direct others</b> which uses a key and includes the main physical and human features.</li></ul>
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Year 2	HISTORY - CONTENT
	<p><i>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should 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. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</i></p> <p><i>In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.</i></p> <p><i>Pupils should be taught about:</i></p> <ul style="list-style-type: none"> <li>– <b>changes within living memory</b> – where appropriate, these should be used to reveal aspects of change in national life</li> <li>– <b>events beyond living memory</b> that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</li> <li>– <b>the lives of significant individuals</b> 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, 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]</li> <li>– <b>significant historical events, people and places in their own locality</b></li> </ul>

Year 2	HISTORY - SKILLS
<b>Chronological understanding</b>	<ul style="list-style-type: none"> <li>– Recount changes in own life over time</li> <li>– Put 3 people, events or objects in order using a given scale.</li> <li>– Use words and phrases such as recently, before, after, now, later.</li> <li>– Use past and present when telling others about an event.</li> </ul>
<b>Knowledge and understanding of events, people and changes in the past</b>	<ul style="list-style-type: none"> <li>– Use information to describe the past.</li> <li>– Use information to describe differences between then and now.</li> <li>– Recount main events from a significant in history.</li> <li>– Use evidence to explain reasons why people in past acted as they did.</li> </ul>
<b>Historical interpretation</b>	<ul style="list-style-type: none"> <li>– Look at books and pictures (and eye-witness accounts, photos, artefacts, buildings and visits, internet).</li> <li>– Understand why some people in the past did things.</li> </ul>
<b>Historical enquiry</b>	<ul style="list-style-type: none"> <li>– Look carefully at pictures or objects to find information about the past.</li> <li>– Ask and answer questions such as: ‘what was it like for a ....?’, ‘what happened in the past?’, ‘how long ago did .... happen?’,</li> </ul>

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	<ul style="list-style-type: none"><li>– Estimate the ages of people by studying and describing their features.</li></ul>
<b>Organisation and communication</b>	<ul style="list-style-type: none"><li>– Describe objects, people and events.</li><li>– Write own date of birth.</li><li>– Write simple stories and recounts about the past.</li><li>– Draw labelled diagrams and write about them to tell others about people, events and objects from the past.</li></ul>

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Year 2	MATHS
Counting	<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> </ul>
Place Value	<ul style="list-style-type: none"> <li>– recognise the place value of each digit in a two-digit number</li> <li>– compare and order numbers from 0 up to 100; use <math>&lt;</math>, <math>&gt;</math> and <math>=</math> signs</li> </ul>
Representing number	<ul style="list-style-type: none"> <li>– identify, represent and estimate numbers using different representations, including the number line</li> <li>– read and write numbers to at least 100 in numerals and in words</li> </ul>
Number facts (+/-)	<ul style="list-style-type: none"> <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> </ul>
Mental +/-	<ul style="list-style-type: none"> <li>– add and subtract numbers using concrete objects, pictorial representations, and mentally, including: <math>TU+U</math>, <math>TU+T</math>, <math>TU+TU</math> and <math>U+U+U</math></li> <li>– show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot</li> </ul>
Problems +/-	<ul style="list-style-type: none"> <li>– solve problems with addition and subtraction, using concrete, pictorial and abstract representations</li> <li>– recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</li> </ul>
Number facts (x/÷)	<ul style="list-style-type: none"> <li>– recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</li> </ul>
Mental (x/÷)	<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>– show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot</li> </ul>
Problems (x/÷)	<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> </ul>
Recognising fractions	<ul style="list-style-type: none"> <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> </ul>
Fraction calculations	<ul style="list-style-type: none"> <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> </ul>
Measures	<ul style="list-style-type: none"> <li>– choose and use appropriate standard units to estimate and measure length/height (m/cm); mass (kg/g); temperature (<math>^{\circ}\text{C}</math>); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, 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> </ul>
Money	<ul style="list-style-type: none"> <li>– recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value</li> <li>– find different combinations of coins that equal the same amounts of money</li> </ul>

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	<ul style="list-style-type: none"> <li>– solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change</li> </ul>
<b>Time</b>	<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>
<b>Shape vocabulary</b>	<ul style="list-style-type: none"> <li>– (vertices, edges, faces, symmetry)</li> </ul>
<b>Properties of 2-d shape</b>	<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 and 3-D shapes and everyday objects.</li> </ul>
<b>Properties of 3-d shape</b>	<ul style="list-style-type: none"> <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> </ul>
<b>Position &amp; Direction</b>	<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</li> <li>– angles for quarter, half and <math>\frac{3}{4}</math> turns</li> </ul>
<b>Interpreting data</b>	<ul style="list-style-type: none"> <li>– interpret and construct simple pictograms, tally charts, block diagrams and simple tables</li> </ul>
<b>Extract info from data</b>	<ul style="list-style-type: none"> <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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<b>Year 2</b>	<b>MUSIC</b>
<b>Play and Perform</b>	<ul style="list-style-type: none"> <li>– Sing songs in ensemble following the tune (melody) well.</li> <li>– Use voice to good effect understanding the importance of warming up first.</li> <li>– Perform in ensemble with instructions from the leader. Make and control long and short sounds using voices and instruments, playing by ear and including simple improvisation (duration).</li> </ul>
<b>Create and compose</b>	<ul style="list-style-type: none"> <li>– Carefully choose sounds to achieve an effect (including use of ICT).</li> <li>– Order sounds to create an effect (structure- beginnings/endings).</li> <li>– Create short musical patterns.</li> <li>– Create sequences of long and short sounds- rhythmic patterns (duration).</li> <li>– Control playing instruments so they sound as they should.</li> <li>– Use pitch changes to communicate an idea.</li> <li>– Start to compose with two or three notes.</li> </ul>
<b>Respond and Review</b>	<ul style="list-style-type: none"> <li>– Identify the pulse in music.</li> <li>– Recognise changes in timbre (sound quality- smooth, crisp, scratchy, rattling, tinkling etc.), dynamics (loud and quiet), tempo (fast and slow) and pitch (high and low).</li> <li>– Start to recognise different instruments.</li> </ul>
<b>Listening and applying</b>	<ul style="list-style-type: none"> <li>– Use changes in dynamics, timbre and pitch to organise music.</li> <li>– Change sounds to suit a situation.</li> <li>– Make own sounds and symbols to make and record music.</li> <li>– Start to look at basic formal notation- play by ear first.</li> <li>– Know music can be played or listened to for a variety of purposes (in history/ different cultures).</li> </ul>

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Year 2	PSHE
<b>Living in the Wider World (PSHE)</b>	<ul style="list-style-type: none"> <li>– That they belong to various groups and communities such as family and school</li> <li>– That money comes from different sources and can be used for different purposes, including the concepts of spending and saving</li> <li>– About the role money plays in their lives including how to manage their money, keep it safe, choices about spending money and what influences those choices</li> <li>– What improves and harms their local, natural and built environments and about some of the ways people look after them</li> </ul>
<b>Health and Wellbeing: (PSHE)</b>	<ul style="list-style-type: none"> <li>– Rules for and ways of keeping physically and emotionally safe (including safety online, the responsible use of ICT, the difference between secrets and surprises and understanding not to keep adults’ secrets; road safety, cycle safety and safety in the environment (including rail, water and fire safety)</li> <li>– To recognise that they share a responsibility for keeping themselves and others safe, when to say, ‘yes’, ‘no’, ‘I’ll ask’ and ‘I’ll tell’</li> <li>– Anti-bullying focus</li> <li>– How some diseases are spread and can be controlled and the responsibilities they have for their own health and that of others</li> <li>– That household products, including medicines, can be harmful if not used properly</li> </ul>
<b>Relationships (PSHE)</b>	<ul style="list-style-type: none"> <li>– To recognise how their behaviour affects other people</li> <li>– To recognise what is fair and unfair, kind and unkind, what is right and wrong</li> <li>– To identify their special people (family, friends, carers), what makes them special and how special people should care for one another</li> <li>– Know that there are different types of teasing and bullying, that these are wrong and unacceptable</li> <li>– How to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help</li> <li>– To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)</li> <li>– To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class</li> <li>– To offer constructive support and feedback to others</li> </ul>
<b>SRE</b>	<ul style="list-style-type: none"> <li>– Growing and changing and new opportunities and responsibilities that increasing independence may bring</li> <li>– The names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls</li> <li>– NSPCC PANTS programme – no means no</li> </ul>

# HEAVERS FARM AND SELSDON PRIMARY SCHOOLS

## CURRICULUM PROGRESSION 2019-20

YEAR 2	PE
<b>Fundamental Movement Skills</b>	<ul style="list-style-type: none"> <li>– Become increasingly competent and confident with agility, balance and coordination</li> <li>– Access a broad range of opportunities to extend agility, balance and coordination</li> <li>– Apply agility, balance and coordination in a range of activities</li> <li>– Apply running, jumping, throwing and catching to a range of activities</li> </ul>
<b>Fundamental Sports Skills</b>	<ul style="list-style-type: none"> <li>– Engage in competitive (both against self and others) and cooperative games and sports in a range of increasingly challenging situations</li> <li>– Participate in competitive team games</li> <li>– Participate in team games that have more complex rules</li> <li>– Develop simple tactics for attacking and defending in games</li> </ul>
<b>Physical Literacy</b>	<ul style="list-style-type: none"> <li>– Applying controlled body movements and body positions appropriately to games and activities</li> <li>– Using different body positions and body movements to move at different speeds and create different movements, e.g. jogging, sprinting, gliding, striding</li> <li>– Using awareness of body movements to strike an object with a body part to help with a game, e.g. learning to pass a football or dribble a basketball</li> </ul>
<b>Dance</b>	<ul style="list-style-type: none"> <li>– Perform dances using more complex movement patterns</li> </ul>

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YEAR 2	RELIGIOUS EDUCATION
We follow <b>Croydon's Agreed Syllabus for Religious Education 2018</b> . Please read this for more detail.	

AUT 1	AUT 2	SPR 1	SPR 2	SUM 1	SUM 2
<b>Judaism</b> Writings Lifestyle <b>Harvest</b> (Sukhot)	Festivals of light- <b>Judaism,</b> <b>Christianity,</b> <b>Hinduism</b>  <b>Christmas</b>	<b>Islam</b> Authority & Worship Writings	<b>Islam</b> Lifestyle & celebrations <b>Easter</b>	<b>Christianity</b> Visit & Lifestyle	Why are some things special?

SUGGESTED RESOURCES		
Christianity	Judaism	Hinduism
<ul style="list-style-type: none"> <li>• Various versions of the Bible e.g. Good news, Lion Storyteller Bible, Children's Bible</li> <li>• Cross/crucifix, various types</li> <li>• Wafers</li> <li>• Icons</li> <li>• Candles (votive, Baptismal, Paschal)</li> <li>• Palm Cross</li> <li>• Rosary</li> <li>• Church service sheet, Baptism/Confirmation service sheet</li> <li>• Pictures and/or statues of Jesus and Virgin Mary</li> <li>• Advent ring</li> <li>• Trading games</li> <li>• Hymn book</li> <li>• Various baptism, confirmation, Easter and Christmas cards</li> </ul>	<ul style="list-style-type: none"> <li>• Mezuzah and a copy of the Shema</li> <li>• Hanukkah and candles</li> <li>• Shabbat candlesticks and candles</li> <li>• Seder Plate</li> <li>• Matzos</li> <li>• Havdala candle</li> <li>• Memorial candle</li> <li>• Purim rattle</li> <li>• Miniature Torah Scroll and Yad</li> <li>• Tallit (prayer shawl)</li> <li>• Yamulka (cap)</li> <li>• Dreidle</li> <li>• Various cards ie Passover and Hannukah</li> </ul>	<ul style="list-style-type: none"> <li>• Puja Tray</li> <li>• Arti lamp</li> <li>• Divas</li> <li>• Garlands</li> <li>• Murtis (e.g Rama &amp; Sita, Shiva, Lakshmi, Ganesh,</li> <li>• Krishna, Vishnu)</li> <li>• Bhagavad Gita</li> <li>• Rakhi and Rakhi cards</li> <li>• Diwali/celebration cards</li> <li>• Russian doll</li> <li>• Three faced puppets</li> </ul>

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Year 2	SCIENCE - SKILLS
<b>Planning and predicting</b>	<ul style="list-style-type: none"> <li>– With help, suggest some ideas and questions.</li> <li>– Think about how to collect evidence.</li> <li>– Suggest what might happen.</li> <li>– Think about and discuss whether comparisons and tests are fair or unfair.</li> </ul>
<b>Investigating and observing</b>	<ul style="list-style-type: none"> <li>– Make observations and comparisons using simple equipment, following simple instructions.</li> <li>– Use first-hand experience and, with help, simple information sources to answer questions.</li> </ul>
<b>Recording, analysing and evaluating.</b>	<ul style="list-style-type: none"> <li>– Record findings in simple ways including tables, graphs etc.</li> <li>– Say whether what happened was what was expected and draw simple conclusions.</li> </ul>

Year 2	SCIENCE - CONTENT
<b>LIVING THINGS AND THEIR HABITATS</b>	<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, and how they depend on each other</li> <li>– identify and name a variety of plants and animals in their habitats, including microhabitats</li> <li>– 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</li> </ul>

**Non-statutory guidance**

*Pupils should be introduced to the idea that all living things have certain characteristics that are essential for keeping them alive and healthy. They should raise and answer questions that help them to become familiar with the life processes that are common to all living things. Pupils should be introduced to the terms ‘habitat’ (a natural environment or home of a variety of plants and animals) and ‘microhabitat’ (a very small habitat, for example for woodlice under stones, logs or leaf litter). They should raise and answer questions about the local environment that help them to identify and study a variety of plants and animals within their habitat and observe how living things depend on each other, for example, plants serving as a source of food and shelter for animals. Pupils should compare animals in familiar habitats with animals found in less familiar habitats, for example, on the seashore, in woodland, in the ocean, in the rainforest.*

*Pupils might work scientifically by: sorting and classifying things according to whether they are living, dead or were never alive, and recording their findings using charts. They should describe how they decided where to place things, exploring questions like: ‘Is a flame alive? Is a deciduous tree dead in winter?’ and talk about ways of answering their questions. They could construct a simple food chain that includes humans (eg, grass, cow, human). They could describe the conditions in different habitats and microhabitats (under log, on stony path, under bushes); and find out how the conditions affect the number and type(s) of plants and animals that live there.*

HEAVERS FARM AND SELSDON PRIMARY SCHOOLS  
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<b>PLANTS</b>	<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><b>Non-statutory guidance</b></p> <p><i>Pupils should use the local environment throughout the year to observe how plants grow. Pupils should be introduced to the requirements of plants for germination, growth and survival, as well as the processes of reproduction and growth in plants.</i></p> <p><i>Note: seeds and bulbs need water to grow but most do not need light; seeds and bulbs have a store of food inside them.</i></p> <p><i>Pupils might work scientifically by: observing and recording, with some accuracy, the growth of a variety of plants as they change over time from a seed or bulb, or observing similar plants at different stages of growth; setting up a comparative test to show that plants need light and water to stay healthy.</i></p>	
<b>ANIMALS INCLUDING HUMANS</b>	<ul style="list-style-type: none"> <li>– notice that animals, including humans, have offspring which grow into adults</li> <li>– find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>– describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</li> </ul>
<p><b>Non-statutory guidance</b></p> <p><i>Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.</i></p> <p><i>The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, adult.</i></p> <p><i>Pupils might work scientifically by: observing, through video or first-hand observation and measurement, how different animals, including humans, grow; asking questions about what things animals need for survival and what humans need to stay healthy; and suggesting ways to find answers to their questions.</i></p>	
<b>USES OF EVERYDAY MATERIALS</b>	<ul style="list-style-type: none"> <li>– identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li> <li>– find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</li> </ul>

<p><b>Non-statutory guidance</b></p> <p><i>Pupils should identify and discuss the uses of different everyday materials so that they become familiar with how some materials are used for more than one thing (metal can be used for coins, cans, cars and table legs; wood can be used for matches, floors, and telegraph poles) or different materials are used for the same thing (spoons can be made from plastic, wood, metal, but not normally from glass). They should think about the properties of materials that make them suitable or unsuitable for particular purposes and they should be encouraged to think about unusual and creative uses for everyday materials. Pupils might find out about people who have developed useful new materials, for example John Dunlop, Charles Macintosh or John McAdam.</i></p> <p><i>Pupils might work scientifically by: comparing the uses of everyday materials in and around the school with materials found in other places (at home, the journey to school, on visits, and in stories, rhymes and songs); observing closely, identifying and classifying the uses of different materials, and recording their observations.</i></p>	

## CURRICULUM AIMS

### **Safety**

Build safe, caring and compassionate relationships.

Be healthy.

Manage conflict.

### **Resilience**

Respond confidently to the changes or uncertainties.

Develop self-motivation, determination and personal well-being.

Overcome adversity.

Broaden knowledge.

Improve confidence.

### **Community**

Develop teamwork.

Respect each other.

Demonstrate integrity, and openness to innovation and new ideas.

### **Equality**

Celebrate diversity.

Unite in a common purpose.

Ensure equality of opportunity is at the core of everything we do.

Respect each other.

Ensure that our diverse population is one of our greatest strengths.

### **Opportunity**

Experience a wide range of opportunities.

Achieve to the highest standards.