



THE STOKE POGES SCHOOL

Year 2 Curriculum Overview for Parents

We are delighted to share an overview of the exciting learning journey your child will follow this year. At The Stoke Poges School, we want every child to feel inspired, challenged and proud of what they achieve. Our curriculum has been carefully designed to spark curiosity, develop important skills and nurture a love of learning that will last a lifetime.

In this booklet, you will find the key themes across each subject. It is intended as a guide to help you understand what your child will be learning and to support conversations at home. We hope it also gives you a sense of the variety and creativity that make our curriculum both engaging and enjoyable.

Working in partnership with you is central to your child's success. By sharing in their learning, celebrating their progress and encouraging their interests, you play a vital role in helping them flourish.





Reading	Writing	Maths
Pupils should be taught to: 1. Read most words of two or more syllables 2. Read most words containing common suffixes 3. Read most common exception words, noting unusual correspondence between spelling and sound and where these occur in the word 4. Read most words quickly and accurately without overt sounding and blending, and sufficiently fluently (e.g. at over 90 words per minute) to allow them to focus on their understanding rather than on decoding individual words in age-appropriate books 5. Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation Develop pleasure in reading, motivation to read, vocabulary and understanding by: 6. Listening to, discussing and expressing views about a wide range of poetry (including contemporary and classic), stories and non-fiction at a level beyond that at which they can read independently 7. Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales 8. Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear Understand both the books that they can already read accurately and fluently and those that they listen to by: 9. Checking that the text makes sense to them as they read and correcting inaccurate reading 10. Answering questions and making inferences based on what is being said and done 11. Explaining what has happened so far in what they have read	<u>Spelling</u> 1. Spell some words with contracted forms 2. Learn to spell many common exception words 3. Segment spoken words into phonemes and represent these by graphemes, spelling many correctly and making phonically plausible attempts at others 4. Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly <u>Handwriting</u> 5. 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 6. Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters 7. Use spacing between words that reflects the size of the letters <u>Vocabulary and Grammar</u> 8. Demarcate most sentences with capital letters and full stops and use question marks correctly when required 9. Use expanded noun phrases for description e.g. the blue butterfly 10. Use the present and past tense mostly correctly and consistently 11. Use co-ordination (e.g. or, and, but) and some subordination (e.g. when, if, that, because) to join clauses <u>Composition</u> 12. Write simple, coherent narratives about personal experiences and those of others (real or fictional) 13. Write about real events, recording these simply and clearly 14. Make simple additions, revisions and corrections to writing with the teacher and other pupils	<u>Number and Place Value</u> 1. Count in steps of 2, 3 and 5 from 0, and in 10s from any number, forward and backward 2. Partition 2-digit numbers into different combinations of 10s and ones. 3. Compare and order numbers from 0 up to 100; use <, >, and = signs correctly 4. Use place value and number facts to solve problems <u>Addition and Subtraction</u> 5. Solve addition and subtraction problems using concrete objects and pictorial representations, including those involving numbers, quantities and measures 6. Add and subtract two 2-digit numbers within 100 and demonstrate the method using concrete apparatus or pictorial representations 7. Subtract mentally a 2-digit number from another 2-digit number when there is no regrouping required 8. Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and work out missing numbers <u>Multiplication and Division</u> 9. Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables to solve simple problems, demonstrating an understanding of commutativity as necessary <u>Fractions (including decimals)</u> 10. Recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 and know that all parts must be equal parts of a whole <u>Measurement</u> 11. Read scales in divisions of ones, twos, fives, and tens in a practical situation where all numbers on the scale are given 12. Find different combinations of coins that equal the same amounts of money 13. Read the time on the clock to the nearest 15 minutes <u>Geometry</u> 14. Identify and describe the properties of 2D shapes, including the number of sides and line symmetry in a vertical line 15. Identify and describe the properties of 3D shapes, including the number of edges, vertices and faces <u>Statistics</u> 16. Ask and answer questions about totalling and comparing categorical data



	They Made a Difference		Maybe it's because I'm a Londoner		Our Wonderful World	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	Uses of everyday materials Would rubber be a good material to make a classroom table with?	Living things: habitats Why don't we find polar bears in the rainforest?	Living things: microhabitats What does a botanist do?	Animals: life cycles and health How do I keep my body healthy as it changes?	Plants What differences and similarities do plants have?	Making connections Which materials are suitable for making homemade plant pots?
History	They Made a Difference What makes somebody a hero?			The Great Fire of London What lessons were learnt from the Great Fire of London?		
Geography			Hot and cold places Would you prefer to live in a hot or cold place?		Our World Why is our world wonderful?	The Coast What is it like to live by the coast?
Art	Drawing Tell a story		Painting and mixed media Life in colour		Sculpture and 3D Clay houses	
DT		Mechanisms – wheels and axles Making vehicles		Textiles Decorative bunting		Food – healthy and varied diet Flapjacks
Computing		Computing systems and networks What is a computer?	Online safety	Programming 1 Algorithms and debugging	Programming 2 ScratchJr	Data handling International space station

Music	Britpop and the sound of the '90s Exploring pulse and rhythm	The Nutcracker Ballet Exploring duration	Music from around the world Exploring music from other cultures	C.21st popular music Exploring pitch	Britten's 'The Young Person's Guid to the Orchestra' Exploring the instruments of the orchestra	Holst's 'The Planets' Exploring texture, tempo and dynamics
PE	Fundamentals Team Building	Dance Net and Wall Games	Fitness Sending and Receiving	Invasion Games Gymnastics	Athletics Yoga	Target Games Striking and Receiving
RE	Why do we need to give thanks?	Why is light important to people?	How do we know some people have a special connection to God?	What is a prophet?	How do some people talk to God?	Where do some people talk to God?
PSHE	Being Me in My World Celebrating Difference		Dreams and Goals Healthy Me		Relationships Changing Me	

Year 2 curriculum overview for parents and carers

Science curriculum overview

Autumn 1	Uses of everyday materials Building on their knowledge of everyday materials and their properties, the children will learn that materials are suited to specific purposes and explore how actions such as stretching and bending affect the shape of solid objects. They will compare the suitability of materials; gather and record data in tables and block graphs and use their results to answer questions. They will also learn about the harmful effects of plastic and explore eco-friendly alternatives.	Autumn 2	Living things: habitats Considering the life processes that all living things have in common, the children will classify objects into alive, was once alive or has never been alive. They will explore global habitats, naming plants and animals that can be found there and learn how a range of different living things depend on each other for food or shelter. They will then explore this further by creating food chains to show the sequence that living things eat each other for energy to grow and stay healthy.
Spring 1	Living things: microhabitats Developing their understanding of scientific enquiry, the children will learn that scientists use a range of skills to answer questions. They will discover that microhabitats provide what minibeasts need to survive and carry out a survey to find out where different minibeasts live in the school grounds. They will practise asking scientific questions and follow a method to investigate which conditions woodlice prefer. The children will explore the job role of a botanist by identifying flowering plants.	Spring 2	Animals: life cycles and health Studying the life cycles of various animals, the children will learn what animals need to survive and how they change over time. They will collect data that allows them to observe changes in their peers, while also developing their ability to take measurements and record data. They will consider the role of expert scientific knowledge in careers that inform people to make healthy choices.
Summer 1	Plants: plant growth Carrying out comparative tests, the children will identify the conditions required for seed germination and compare these to the survival needs of plants in later growth phases. They will use rulers to measure stem growth and record data in a table. They will use their results to conclude that plants need water, light and a suitable temperature to grow and stay healthy. The children will also identify the stages in a plant's life cycle and discover how humans impact plants in the environment.	Summer 2	Making connections: plant-based materials Identifying ways to reduce, reuse and recycle, the children will draw on their knowledge of properties to invent creative uses for old objects. They will discover some natural materials derived from plants and look at the processes involved in making paper. Using their observational skills, they will conduct simple tests to choose the most suitable material for homemade plant pots, venturing outdoors to find natural materials to decorate them.

Please see the learning journey and long-term plan which can be found on the website under 'Teaching and Learning: Our Curriculum'

History and Geography curriculum overview

Autumn 1	They make a Difference: What makes somebody a hero? The children will study the lives of significant individuals in the past who have contributed to national and international achievements. They will acquire historical knowledge whilst developing their use of historical concepts to evaluate the significance of the individuals in the past. They will discuss several historical people to ask the question, 'What makes somebody a hero?'	Autumn 2	They make a Difference: What makes somebody a hero? Continuation of Autumn 1.
Spring 1	Hot and cold places: Would you prefer to live in a hot or cold place? The children will examine climate zones and locate hot and cold places around the world. They will compare the North and South Poles, Kenya and their local area, while learning the four compass points and the names and locations of the seven continents.	Spring 2	The Great Fire of London: What lessons were learnt? The children will study an event beyond living memory that is significant nationally. They will study the Great Fire of London, acquiring historical knowledge whilst developing their understanding of cause.
Summer 1	Our World: Why is our world wonderful? The children will explore the geography of the UK and the wider world by identifying key features in the UK, naming the oceans and locating them on a world map. They will investigate natural habitats in their local area and use fieldwork to collect, present and interpret geographical information.	Summer 2	The coast: What is it like to live by the coast? The children will explore coastal environments by locating the seas and oceans surrounding the UK and investigating the physical features of the Jurassic Coast. They will examine how people use coastal areas, carry out fieldwork on their local coast and present findings from their own geographical enquiry.

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Art and DT curriculum overview

Autumn 1	Drawing – Tell a story Using storybook illustrations as a stimulus, the children will develop their mark-making skills to explore a wider range of tools. They will experiment with creating patterned surfaces to add texture and detail to drawings.	Autumn 2	Mechanisms – Wheels and axles The children will explore and use wheels, axles and axle holders. They will distinguish between fixed and freely moving axles. They will evaluate their completed moving vehicle using technical vocabulary relevant to the project.
Spring 1	Painting and mixed media – Life in colour Taking inspiration from the collage work of artist Derek Gores, the children will consolidate their knowledge of colour mixing and create textures in paint using different tools. They will create their own painted paper in the style of Gores and use it in a collage, linked to a theme suited to their topic.	Spring 2	Textiles – Decorative bunting The children will learn how simple 3D textile products are made, using a template to create two identical shapes. They will begin to understand how to join fabrics using different techniques, e.g. running stitch, glue, overstitch, stapling. They will also explore different finishing techniques, e.g. using painting, fabric crayons, sequins, buttons and ribbon.
Summer 1	Sculpture and 3D – Clay houses Developing their ability to work with clay, the children will learn how to create simple thumb pots, exploring the work of sculptor Ranti Bam. They will apply her ideas in a final piece that uses techniques such as cutting, shaping, joining and impressing into clay.	Summer 2	Food – Healthy and varied diet In order to make their flapjacks, the children will learn where a range of ingredients come from, e.g. farmed or grown at home. They will learn and use basic principles of a healthy and varied diet.

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Computing curriculum overview

Autumn 1		Autumn 2	Computer systems and networks – Using computers The children will explore how computers use inputs, programs and outputs to make things happen. They will identify common input and output devices, recognise computers in everyday life, learn how to log in and out safely and save and organise files.
Spring 1	Online safety The children will investigate online safety, including what happens to information posted online, how to keep personal information private and how permission is given or denied in online spaces.	Spring 2	Programming – Algorithms and debugging The children will be introduced to the fundamentals of programming through unplugged and digital activities. They will learn to create, test and debug algorithms, developing logical thinking and an understanding of how precise instructions control outcomes.
Summer 1	Programming - ScratchJr The children will explore how programming blocks work using the app ScratchJr and follow a cycle of predict, test and review.	Summer 2	Data handling The children will explore data by collecting, organising and presenting information using digital tools. They will learn how to group data, create simple digital charts and pictograms and evaluate how effectively information has been represented and communicated.

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Music curriculum overview

Autumn 1	Britpop and the sound of the '90s The children will explore pulse and rhythm.	Autumn 2	The Nutcracker Ballet The children will explore duration.
Spring 1	Music from around the world The children will explore music from other cultures.	Spring 2	Twenty-first-century popular music The children will explore pitch.
Summer 1	Britten's 'The Young Person's Guide to the Orchestra The children will explore the instruments of the orchestra	Summer 2	Holst's 'The Planets' The children will explore texture, tempo and dynamics.

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PE curriculum overview

Autumn 1	Fundamentals In this unit, the children will develop the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. They will be given opportunities to work with a range of different equipment. They will be asked to observe and recognise improvements in their own and others' skills and identify areas of strength. Team building In this unit, the children will develop key skills of communication and problem solving. They will learn to discuss, plan and reflect on ideas and strategies. They will lead a partner whilst considering safety. Children will have the opportunity to show honesty and fair play. They will also begin to use basic map skills.	Autumn 2	Dance In this unit, the children will explore space and how the body can move to express an idea, mood, character or feeling. They will expand their knowledge of travelling actions and use them in relation to a stimulus. They will build on their understanding of dynamics and expression. They will use counts of 8 consistently to keep in time with the music and a partner. Net and ball games In this unit, the children will develop their understanding of attacking and defending principles in net games, such as using a ready position to defend their court and placement of a ball into space. They will use and develop skills such as throwing and catching, tracking and hitting a ball. They will learn how to score points and how to play to the rules.
Spring 1	Fitness In this unit, children will take part in a range of activities to develop components of fitness. They will begin to explore and develop agility, balance, co-ordination, speed and stamina. They will develop perseverance and show determination to work for longer periods of time. Sending and receiving In this unit, children will develop their sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball. They will use equipment to send and receive a ball. Children will be given opportunities to work with a range of different-sized balls. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities.	Spring 2	Invasion games In this unit, children will develop their understanding of the principles of defending and attacking for invasion games. They will use and develop skills such as sending and receiving with both feet and hands, as well as dribbling with both feet and hands. They will have the opportunity to play uneven and even sided games, learning how to score in these types of games and learn to play to the rules. Gymnastics In this unit, children will learn to explore and develop basic gymnastic actions on the floor and using apparatus. They will develop skills of jumping, rolling, balancing and travelling individually and in combination to create short sequences and movement phrases. They will develop an awareness of compositional devices when creating sequences to include the use of shapes, levels and directions.
Summer 1	Athletics In this unit, children will develop skills required in athletic activities such as running at different speeds, jumping and throwing. In all athletics-based activities, they will engage in performing skills and measuring performance, competing to improve on their own score and against others. They will be given opportunities to work collaboratively as well as independently. Yoga In this unit, children will learn about mindfulness and body awareness. They will begin to learn poses and techniques that will help them to connect their mind and body. The unit looks to improve wellbeing by building strength, flexibility, co-ordination and balance. The learning includes breathing and meditation through fun and engaging activities.	Summer 2	Target games In this unit children will develop their understanding of the principles of defending and attacking for target games. They will develop the skills of throwing, rolling and striking towards a target and be given opportunities to select and apply the appropriate action for the target, considering the size and distance of the challenge. They will understand the importance of abiding by rules, learn how to score points and use simple tactics. Striking and receiving In this unit, children will develop their understanding of the principles of defending and attacking for striking and fielding games. They will use and develop skills such as throwing and catching, tracking and striking a ball. They will learn how to score points in these types of games, how to play to the rules and use simple tactics.

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RE curriculum overview

Autumn 1	Why do we need to give thanks? The children will investigate how people express gratitude by exploring beliefs and practices linked to making offerings. They will examine survey data and artefacts used during puja, considering the meaning behind these traditions. They will create their own song lyrics to express thanks.	Autumn 2	Why is light important to people? The children will examine the symbolism of light in different religious and worldview traditions by exploring festivals, stories and artwork. They will investigate the use of candles in celebrations such as Advent and Hanukkah, create Advent wreaths using natural materials and develop their understanding of the meanings associated with light.
Spring 1	How do we know some people have a special connection to God? The children will explore the lives of significant religious figures by listening to stories from different traditions and worldviews. They will investigate how some people are believed to have a special connection to God, using clues from religious stories to interpret meaning and understand symbolism.	Spring 2	What is a prophet? The children investigate the lives of significant religious figures by exploring stories, artwork and traditions linked to Abraham, Jonah, Moses, Jesus, Muhammad and Guru Nanak. They will search for clues about their characteristics and teachings, examine the messages associated with them and develop their own understanding of what makes someone a prophet.
Summer 1	How do some people talk to God? The children will examine prayer as a form of communication by exploring why people pray and the different ways prayer is practised. They investigate objects used in prayer and consider how movement and the whole body can be used to express beliefs and feelings.	Summer 2	Where do some people talk to God? The children will investigate places of worship by exploring buildings in the local area and beyond. They will examine how features of these buildings can reflect beliefs about God and apply their learning by designing their own place of worship.

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PSHE curriculum overview

Autumn 1	Being Me in My World <i>Knowledge</i> - Identifying hopes and fears for the year ahead - Understand the rights and responsibilities of class members - Know that it is important to listen to other people - Understand that their own views are valuable - Know about rewards and consequences and that these stem from choices - Know that positive choices impact positively on self-learning and the learning of others <i>Social and Emotional Skills</i> - Recognise own feelings and know when and where to get help - Know how to make their class a safe and fair place - Show good listening skills - Recognise the feeling of being worried - Be able to work cooperatively	Autumn 2	Celebrating Difference <i>Knowledge</i> - Know there are stereotypes about boys and girls - Know that it is OK not to conform to gender stereotypes - Know it is good to be yourself - Know that sometimes people get bullied because of difference - Know the difference between right and wrong and the role that choice has to play in this - Know that friends can be different and still be friends - Know where to get help if being bullied - Know the difference between a one-off incident and bullying <i>Social and Emotional Skills</i> - Understand that boys and girls can be similar in lots of ways and that is OK - Understand that boys and girls can be different in lots of ways and that is OK - Explain how being bullied can make someone feel - Can choose to be kind to someone who is being bullied - Know how to stand up for themselves when they need to - Recognise that they shouldn't judge people because they are different - Understand that everyone's differences make them special and unique
Spring 1	Dreams and Goals <i>Knowledge</i> - Know how to choose a realistic goal and think about how to achieve it - Know that it is important to persevere - Know how to recognise what working together well looks like - Know what good group working looks like - Know how to share success with other people <i>Social and Emotional Skills</i> - Be able to describe their own achievements and the feelings linked to this - Recognise their own strengths as a learner - Recognise how working with others can be helpful - Be able to work effectively with a partner	Spring 2	Healthy Me <i>Knowledge</i> - Know what their body needs to stay healthy - Know what relaxed means - Know what makes them feel relaxed / stressed - Know how medicines work in their bodies - Know that it is important to use medicines safely - Know how to make some healthy snacks - Know why healthy snacks are good for their bodies - Know which foods give their bodies energy <i>Social and Emotional Skills</i> - Desire to make healthy lifestyle choices - Identify when a feeling is weak and when a feeling is strong - Feel positive about caring for their bodies and keeping it healthy

	• Be able to choose a partner with whom they work well • Be able to work as part of a group • Recognise how it feels to be part of a group that succeeds and store this feeling • Can store feelings of success so that they can be used in the future		• Have a healthy relationship with food • Express how it feels to share healthy food with their friends
Summer 1	Relationships <i>Knowledge</i> • Know that everyone's family is different • Know that families function well when there is trust, respect, care, love and co-operation • Know that there are lots of forms of physical contact within a family • Know how to say stop if someone is hurting them • Know some reasons why friends have conflicts • Know that friendships have ups and downs and sometimes change with time • Know how to use the Mending Friendships or solve-it-together problem-solving methods • Know there are good secrets and worry secrets and why it is important to share worry secrets • Know what trust is <i>Social and Emotional Skills</i> • Can identify the different roles and responsibilities in their family • Can recognise the value that families can bring • Can recognise and talk about the types of physical contact that is acceptable or unacceptable • Can use positive problem-solving techniques (Mending Friendships or Solve-it-together) to resolve a friendship conflict • Can identify the negative feelings associated with keeping a worry secret • Can identify the feelings associated with trust • Can identify who they trust in their own relationships • Can give and receive compliments • Can say who they would go to for help if they were worried or scared	Summer 2	Changing Me <i>Knowledge</i> • Know that life cycles exist in nature • Know that aging is a natural process including old-age • Know that some changes are out of an individual's control • Know how their bodies have changed from when they were a baby and that they will continue to change as they age • Know the physical differences between male and female bodies • Know the correct names for private body parts (vagina, penis, vulva, testicles) • Know that private body parts are special and that no one has the right to hurt these • Know who to ask for help if they are worried or frightened • Know there are different types of touch and that some are acceptable and some are unacceptable <i>Social and Emotional Skills</i> • Can appreciate that changes will happen and that some can be controlled and others not • Be able to express how they feel about changes • Show appreciation for people who are older • Can recognise the independence and responsibilities they have now compared to being a baby or toddler • Can say what greater responsibilities and freedoms they may have in the future • Can say who they would go to for help if worried or scared • Can say what types of touch they find comfortable/ uncomfortable • Be able to confidently ask someone to stop if they are being hurt or frightened • Can say what they are looking forward to in the next year

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