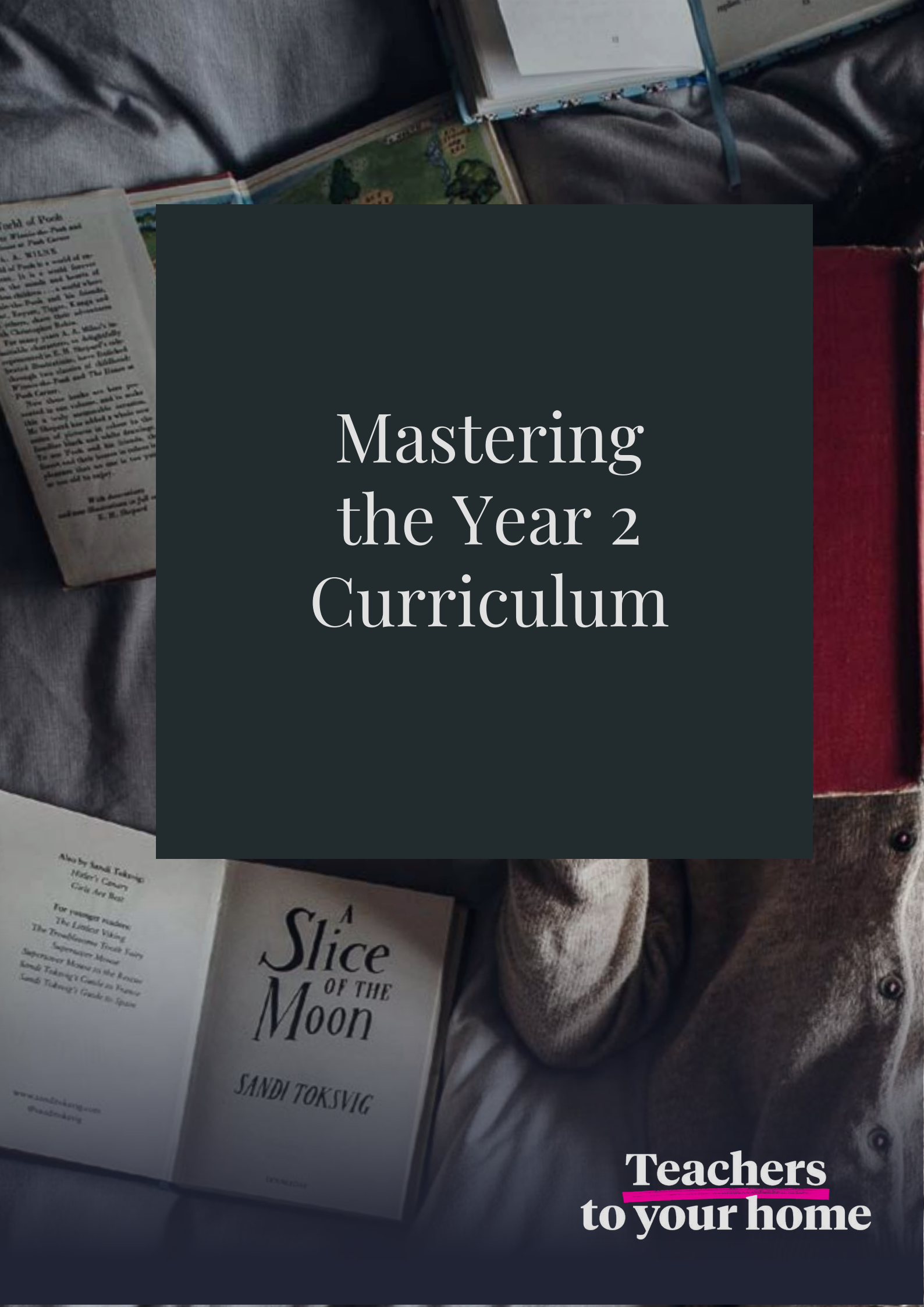


The background of the image shows a collection of books. On the left, a book titled 'The World of Pook' by A. A. Milne is open, showing text and illustrations. Below it, another book by Sandi Toksvig is visible, listing titles like 'Helen's Canary', 'Girls Are Best', 'The Littlest Viking', 'The Troublesome Tooty Fairy', 'Superhero Mouse', 'Sandi Toksvig's Guide to France', and 'Sandi Toksvig's Guide to Spain'. In the center, a dark grey rectangular overlay contains the main title in white serif font. At the bottom right, the text 'Teachers to your home' is displayed, with 'Teachers' underlined in pink. The overall scene is dimly lit, with a focus on the text and the books.

Mastering the Year 2 Curriculum

Teachers
to your home



Introduction

Welcome to our guide to the Year 2 curriculum

Many parents worry that they are unsure what their child should know in each year group. Are they behind? Are they ahead?

That's why we created these guides.

Each chapter covers a different subject taught in Year 2 and is then broken down into the different skills your child should have mastered by the end of the year.

You can print this guide out, or keep a digital copy and tick off each skill when your child feels they have mastered it.

We recommend you use this guide regularly to engage with your child about their education and you can even use it with a tutor to work through the curriculum.

Happy reading!

Teachers To Your Home

We are a leading UK tutoring company that specialises in connecting families with experienced and qualified teachers, either for lessons in your home or online.

We do this because we believe that the best tutor is a professional teacher, someone who is experienced teaching children and is up to date with the curriculum.

If you think your child could benefit from a tutor, visit our website: www.teacherstoyourhome.co.uk

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English

By the beginning of year 2, pupils should be able to read all common graphemes. They should be able to read unfamiliar words containing these graphemes, accurately and without undue hesitation, by sounding them out in books that are matched closely to each pupil's level of word reading knowledge. They should also be able to read many common words containing GPCs taught so far [for example, shout, hand, stop, or dream], without needing to blend the sounds out loud first. Pupils' reading of common exception words [for example, you, could, many, or people], should be secure. Pupils will increase their fluency by being able to read these words easily and automatically. Finally, pupils should be able to retell some familiar stories that have been read to and discussed with them or that they have acted out during year 1.

During year 2, teachers should continue to focus on establishing pupils' accurate and speedy word reading skills. They should also make sure that pupils listen to and discuss a wide range of stories, poems, plays and information books; this should include whole books. The sooner that pupils can read well and do so frequently, the sooner they will be able to increase their vocabulary, comprehension and their knowledge across the wider curriculum.

In writing, pupils at the beginning of year 2 should be able to compose individual sentences orally and then write them down. They should be able to spell correctly many of the words covered in year 1. They should also be able to make phonically plausible attempts to spell words they have not yet learnt. Finally, they should be able to form individual letters correctly, so establishing good handwriting habits from the beginning.

It is important to recognise that pupils begin to meet extra challenges in terms of spelling during year 2. Increasingly, they should learn that there is not always an obvious connection between the way a word is said and the way it is spelt.

Variations include different ways of spelling the same sound, the use of so-called silent letters and groups of letters in some words and, sometimes, spelling that has become separated from the way that words are now pronounced, such as the 'le' ending in table. Pupils' motor skills also need to be sufficiently advanced for them to write down ideas that they may be able to compose orally. In addition, writing is intrinsically harder than reading: pupils are likely to be able to read and understand more complex writing (in terms of its vocabulary and structure) than they are capable of producing themselves.

For pupils who do not have the phonic knowledge and skills they need for year 2, teachers should use the year 1 programmes of study for word reading and spelling so that pupils' word reading skills catch up. However, teachers should use the year 2 programme of study for comprehension so that these pupils hear and talk about new books, poems, other writing, and vocabulary with the rest of the class.

Reading - word reading

Your Year 2 child should be able 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

Read accurately words of two or more syllables that contain the same graphemes as above

Read words containing common suffixes



English

Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word

Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered

Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation

Re-read these books to build up their fluency and confidence in word reading

Reading - comprehension

Your Year 2 child should be able 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 non-fiction 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 books that are structured in different ways
- Recognising simple recurring literary language in stories and poetry

- Discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- Discussing their favourite words and phrases
- 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:

- Drawing on what they already know or on background information and vocabulary provided by the teacher
- Checking that the text makes sense to them as they read and correcting inaccurate reading
- Making inferences on the basis of what is being said and done
- Answering and asking questions
- Predicting what might happen on the basis of what has been read so far

Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say

Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves



English

Writing - transcription

Your Year 2 child should be able to:

Spell by:

- 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 possessive apostrophe (singular) [for example, the girl's book]
- Distinguishing between homophones and near-homophones

Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly

Apply simple spelling rules and guidance

Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far

Handwriting

Your Year 2 child should be able 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 and orientation to each other and lower case letters

Use spacing between words that reflects the size of the letters

Writing - composition

Your Year 2 child should be able to:

Develop positive attitudes 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 write before beginning by:

- Planning or saying out loud what they are going to write
- Writing down ideas and/or key words, including new vocabulary
- Encapsulating what they want to say, sentence by sentence

Make simple additions, revisions and corrections to their own writing by:

- Evaluating their writing with the teacher and pupils
- Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form



English

- Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]

Read aloud what they have written with appropriate intonation to make the meaning clear

Writing – vocabulary, grammar and punctuation

Your Year 2 child should be able to:

Develop their understanding of the concepts by:

- 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)

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 correctly and consistently including the progressive form
- Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
- The grammar for year 2
- Some features of written Standard English

Use and understand the grammatical terminology in discussing their writing

“The more that
you read,
the more things
you will know.
The more that you
learn, the more
places you’ll go.”

—
Dr. Seuss



Maths

Mathematics is a creative and highly inter-connected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems.

It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment.

A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment about the subject.

Number – number and place value

Your Year 2 child should be able to:

Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward

Recognise the place value of each digit in a two-digit number (tens, ones)

Identify, represent and estimate numbers using different representations, including the number line

Compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs

Read and write numbers to at least 100 in numerals and in words

Use place value and number facts to solve problems

Number – addition and subtraction

Your Year 2 child should be able to:

Solve problems with addition and subtraction:

- Using concrete objects and pictorial representations, including those involving numbers, quantities and measures
- Applying their increasing knowledge of mental and written methods

Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100

Add and subtract numbers using concrete objects, pictorial representations, and mentally, including:

- A two-digit number and ones
- A two-digit number and tens
- Two two-digit numbers
- Adding three one-digit numbers

Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot

Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems



Maths

Number – multiplication and division

Your Year 2 child should be able to:

Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers

Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication ($\times$), division ($\div$) and equals ($=$) signs

Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot

Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.

Number – fractions

Your Year 2 child should be able to:

Recognise, find, name and write fractions one third, one quarter, two quarters and three quarters of a length, shape, set of objects or quantity

Write simple fractions for example, half of 6 = 3 and recognise the equivalence of two quarters and one half

Measurement

Your Year 2 child should be able to:

Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}\text{C}$); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels

Compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$

Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value

Find different combinations of coins that equal the same amounts of money

Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change

Compare and sequence intervals of time tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times

Know the number of minutes in an hour and the number of hours in a day

Geometry – property of shapes

Your Year 2 child should be able to:

Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line



Maths

Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces

Identify 2-D shapes on the surface of 3-D shapes [for example, a circle on a cylinder and a triangle on a pyramid]

Compare and sort common 2-D and 3-D shapes and everyday objects

Geometry – position and direction

Your Year 2 child should be able to:

Order and arrange combinations of mathematical objects in patterns and sequences

Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise)

Statistics

Your Year 2 child should be able to:

Interpret and construct simple pictograms, tally charts, block diagrams and simple tables

Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity

Ask and answer questions about totalling and comparing categorical data

“Without mathematics, there’s nothing you can do. Everything around you is mathematics. Everything around you is numbers.”

—
Shakuntala Devi



Science

The principal focus of science teaching in key stage 1 is to enable pupils to experience and observe phenomena, looking more closely at the natural and humanly-constructed world around them.

They should be encouraged to be curious and ask questions about what they notice. They should be helped to develop their understanding of scientific ideas by using different types of scientific enquiry to answer their own questions, including observing changes over a period of time, noticing patterns, grouping and classifying things, carrying out simple comparative tests, and finding things out using secondary sources of information. They should begin to use simple scientific language to talk about what they have found out and communicate their ideas to a range of audiences in a variety of ways. Most of the learning about science should be done through the use of first-hand practical experiences, but there should also be some use of appropriate secondary sources, such as books, photographs and videos.

‘Working scientifically’ is described separately in the programme of study, but must always be taught through and clearly related to the teaching of substantive science content in the programme of study. Throughout the notes and guidance, examples show how scientific methods and skills might be linked to specific elements of the content.

Pupils should read and spell scientific vocabulary at a level consistent with their increasing word reading and spelling knowledge at key stage 1.

Living things and their habitats

Your Year 2 child should be able 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 basic needs of different kinds of animals and plants, and how they depend on each other

Identify and name a variety of plants and animals in their habitats, including micro-habitats

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

Plants

Your Year 2 child should be able 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



Science

Animals, including Humans

Your Year 2 child should be able 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)

Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Use of everyday materials

Your Year 2 child should be able 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 materials can be changed by squashing, bending, twisting and stretching

“Look up at the stars
and not down at your
feet.

Try to make sense of
what you see, and
wonder about what
makes the universe
exist. Be curious.”

—
Stephen Hawking



Art and Design

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design.

As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design.

They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Your Year 2 child 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

“I found I could say things with color and shapes that I couldn’t say any other way – things I had no words for.”

—
Georgia O’Keeffe



Computing

A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems.

The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming.

Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

Your Year 2 child 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 for help and support when they have concerns about content or contact on the internet or other online technologies



Design and Technology

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, school, leisure, culture, enterprise, industry and the wider environment].

When designing and making, your Year 2 child 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, mock-ups and, where appropriate, information and communication technology

Make

Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]

Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Evaluate

Explore and evaluate a range of existing products

Evaluate their ideas and products against design criteria

Technical knowledge

Build structures, exploring how they can be made stronger, stiffer and more stable

Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

Cooking and nutrition

As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity.

Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

Use the basic principles of a healthy and varied diet to prepare dishes

Understand where food comes from



Geography

Pupils should develop knowledge about the world, the United Kingdom and their locality.

They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Your Year 2 child 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 world in relation to the Equator and the North and South Poles

Use basic geographical vocabulary to refer to:

- Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage

Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to 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 observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment



History

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.

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.

Your Year 2 child 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, 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]

Significant historical events, people and places in their own locality



Music

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement.

As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

Your Year 2 child 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 inter-related dimensions of music

“As a rock star, I have two instincts, I want to have fun, and I want to change the world. I have a chance to do both.”

—
Bono



Physical Education

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.

They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Your Year 2 child 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

“There is no way
around the hard
work. Embrace it.”

—
Roger Federer

A child is lying down, reading a book. The child's head is visible on the left, and their legs are in the foreground. The background is a soft, grey, textured surface, possibly a blanket or bedspread. A green book is visible on the right. The text is centered in a dark blue-grey box.

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