

Year 2

During year 2, teachers continue to focus on establishing pupils' accurate and speedy word reading skills. They 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 (see English Appendix 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 learn that there is not always an obvious connection between the way a word is said and the way it is spelt. Variations are explained as words that keep us smart because they try to trick us and 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. For fun, children

are asked to "say it silly" pronouncing words as phonetically written or being playful by imagining that, "mischievous elves changed the spelling rules of some words to keep us on our toes."

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 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.

Pupils are taught to:

- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- read accurately words of two or more syllables that contain the same graphemes as above
- read words containing common suffixes
- 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.

Pupils revise and consolidate the GPCs and the common exception words taught in year 1. The exception words taught will vary slightly, depending on the phonics programme being used. As soon as pupils can read words comprising the year 2 GPCs accurately and speedily, they should move on to the years 3 and 4 programme of study for word reading. When pupils are taught how to read longer words, they are shown syllable boundaries and how to read each syllable separately before they combine them to read the word. Pupils should be taught how to read suffixes by building on the root words that they have already learnt. The whole suffix is taught as well as the letters that make it up. Pupils who are still at the early stages of learning to read should have ample practice in reading books that are closely matched to their developing phonic knowledge and knowledge of common exception words. As soon as the decoding of most regular words and common exception words is embedded fully, the range of books that pupils can read independently will expand rapidly. Pupils have opportunities to exercise choice in selecting books and be taught how to do so appropriately.

Statutory requirements Rules and guidance (non-statutory) Example words (non-statutory) The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y The letter j is never used for the /dʒ/ sound at the end of English words. At the end of a word, the /dʒ/ sound is spelt –dge straight after the /æ/, /ɛ/, /ɪ/, /ɒ/, /ʌ/ and /ʊ/ sounds (sometimes called ‘short’ vowels). After all other sounds, whether vowels or consonants, the /dʒ/ sound is spelt as –ge at the end of a word. In other positions in words, the /dʒ/ sound is often (but not always)

spelt as g before e, i, and y. The /dʒ/ sound is always spelt as j before a, o and u. badge, edge, bridge, dodge, fudge age, huge, change, charge, bulge, village gem, giant, magic, giraffe, energy jacket, jar, jog, join, adjust The /s/ sound spelt c before e, i and y race, ice, cell, city, fancy The /n/ sound spelt kn and (less often) gn at the beginning of words The 'k' and 'g' at the beginning of these words was sounded hundreds of years ago. knock, know, knee, gnat, gnaw The /r/ sound spelt wr at the beginning of words This spelling probably also reflects an old pronunciation. write, written, wrote, wrong, wrap The /l/ or /əl/ sound spelt -le at the end of words The -le spelling is the most common spelling for this sound at the end of words. table, apple, bottle, little, middle English 56 Statutory requirements Rules and guidance (non-statutory) Example words (non-statutory) The /l/ or /əl/ sound spelt -el at the end of words The -el spelling is much less common than -le. The -el spelling is used after m, n, r, s, v, w and more often than not after s. camel, tunnel, squirrel, travel, towel, tinsel The /l/ or /əl/ sound spelt -al at the end of words Not many nouns end in -al, but many adjectives do. metal, pedal, capital, hospital, animal Words ending -il There are not many of these words. pencil, fossil, nostril The /aɪ/ sound spelt -y at the end of words This is by far the most common spelling for this sound at the end of words. cry, fly, dry, try, reply, July Adding -es to nouns and verbs ending in -y The y is changed to i before -es is added. flies, tries, replies, copies, babies, carries Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it The y is changed to i before -ed, -er and -est are added, but not before -ing as this would result in ii. The only ordinary words with ii are skiing and taxiing. copied, copier, happier, happiest, cried, replied ...but copying, crying, replying Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it The -e at the end of the root word is dropped before -ing, -ed, -er, -est, -y or any other suffix beginning with a vowel letter is added. Exception: being. hiking, hiked, hiker, nicer, nicest, shiny Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter The last consonant letter of the root word is doubled to keep the /æ/, /ɛ/, /ɪ/, /ɒ/ and /ʌ/ sound (i.e. to keep the vowel 'short'). Exception: The letter 'x' is never doubled: mixing, mixed, boxer, sixes. patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny The /ɔ:/ sound spelt a before l and ll The /ɔ:/ sound ('or') is usually spelt as a before l and ll. all, ball, call, walk, talk, always The /ʌ/ sound spelt o other, mother, brother, nothing, Monday English 57 Statutory requirements Rules and guidance (non-statutory) Example words (non-statutory) The /i:/ sound spelt -ey The plural of these words is formed by the addition of -s (donkeys, monkeys, etc.). key, donkey, monkey, chimney, valley The /ɒ/ sound spelt a after w and qu a is the most common spelling for the /ɒ/ ('hot') sound after w and qu. want, watch, wander, quantity, squash The /ɜ:/ sound spelt or after w There are not many of these words. word, work, worm, world, worth The /ɔ:/ sound spelt ar after w There are not many of these words. war, warm, towards The /z/ sound spelt s television, treasure, usual The suffixes -ment, -ness, -ful, -less and -ly If a suffix starts with a consonant letter, it is added straight on to most root words without any change to the last letter of those words. Exceptions: (1) argument (2) root words ending in -y with a consonant before it but only if the root word has more than one syllable. enjoyment, sadness, careful, playful, hopeless, plainness (plain + ness), badly merriment, happiness, plentiful, penniless, happily Contractions In contractions, the apostrophe shows where a letter or letters would be if the words were written in full (e.g. can't - cannot). It's means it is (e.g. It's raining) or sometimes it has (e.g. It's been raining), but it's is never used for the possessive. can't, didn't, hasn't, couldn't, it's, I'll The possessive apostrophe (singular nouns) Megan's, Ravi's, the girl's, the child's, the man's Words ending in -tion station, fiction, motion, national, section English 58 Statutory requirements Rules and guidance (non-statutory) Example words (non-statutory) Homophones and near-homophones It is important to know the difference in meaning between homophones. there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight Common exception words Some words are exceptions

in some accents but not in others – e.g. past, last, fast, path and bath are not exceptions in accents where the a in these words is pronounced /æ/, as in cat. Great, break and steak are the only common words where the /ei/ sound is spelt ea. door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas – and/or others according to programme used. Note: ‘children’ is not an exception to what has been taught so far but is included because of its relationship with ‘child’. Year 2: Detail of content to be introduced (statutory requirement) Word Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman] Formation of adjectives using suffixes such as –ful, –less (A fuller list of suffixes can be found on page 56 in the year 2 spelling section in English Appendix 1) Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs Sentence Subordination (using when, if, that, because) and co-ordination (using or, and, but) Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command

Grammatical terms Year 2: Detail of content to be introduced (statutory requirement) Text Correct choice and consistent use of present tense and past tense throughout writing Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting] Punctuation Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl’s name] Terminology for pupils noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma

Maths Year 2

Number -

number and place value

Pupils are taught 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.

Using materials and a range of representations, pupils practise counting, reading, writing and comparing numbers to at least 100 and solving a variety of related problems to develop fluency. They count in multiples of three to support their later understanding of a third. As they become more confident with numbers up to 100, pupils are introduced to larger numbers to develop further their recognition of patterns within the number system and represent them in different ways, including spatial representations. Pupils should partition numbers in different ways (for example, $23 = 20 + 3$ and $23 = 10 + 13$) to support subtraction. They become fluent and apply their knowledge of numbers to reason with, discuss and solve problems that emphasise the value of each digit in two-digit numbers. They begin to understand zero as a place holder.

addition and subtraction

Children are taught 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.

Pupils extend their understanding of the language of addition and subtraction to include sum and difference. Pupils practise addition and subtraction to 20 to become increasingly fluent in deriving facts such as using $3 + 7 = 10$; $10 - 7 = 3$ and $7 = 10 - 3$ to calculate $30 + 70 = 100$; $100 - 70 = 30$ and $70 = 100 - 30$. They check their calculations, including by adding to check subtraction and adding numbers in a different order to check addition (for example, $5 + 2 + 1 = 1 + 5 + 2 = 1 + 2 + 5$). This establishes commutativity and associativity of addition. Recording addition and subtraction in columns supports place value and prepares for formal written methods with larger numbers.

multiplication and division

Pupils are taught 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. Notes and guidance (non-statutory) Pupils use a variety of language to describe multiplication and division. Pupils are introduced to the multiplication tables. They practise to become fluent in the 2, 5 and 10 multiplication tables and connect them to each other. They connect the 10 multiplication table to place value, and the 5 multiplication table to the divisions on the clock face. They begin to use other multiplication tables and recall multiplication facts, including using related division facts to perform written and mental calculations. Pupils work with a range of materials and contexts in which multiplication and division relate to grouping and sharing discrete and continuous quantities, to arrays and to repeated addition. They begin to relate these to fractions and measures (for example, $40 \div 2 = 20$, 20 is a half of 40). They use commutativity and inverse relations to develop multiplicative reasoning (for example, $4 \times 5 = 20$ and $20 \div 5 = 4$).

fractions

Pupils are taught to:

- recognise, find, name and write fractions $\frac{3}{4}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity
- write simple fractions for example, $\frac{2}{6} = \frac{1}{3}$ and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$. Mathematics 110 Notes and guidance (non-statutory) Pupils use fractions as 'fractions of' discrete and continuous quantities by solving problems using shapes, objects and quantities. They connect unit fractions to equal sharing and grouping, to numbers when they can be calculated, and to measures, finding fractions of lengths, quantities, sets of objects or shapes. They meet $\frac{4}{3}$ as the first example of a non-unit fraction. Pupils should count in fractions up to 10, starting from any number and using the $\frac{2}{4}$ and $\frac{1}{2}$ equivalence on the number line (for example, $\frac{1}{4}$, $\frac{2}{4}$ (or $\frac{1}{2}$), $\frac{3}{4}$, 2). This reinforces the concept of fractions as numbers and that they can add up to more than one.

Measurement

Pupils are taught 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.
- Pupils use standard units of measurement with increasing accuracy, using their knowledge of the number system. They use the appropriate language and record using standard abbreviations. Comparing measures includes simple multiples such as 'half as high'; 'twice as wide'.
- They become fluent in telling the time on analogue clocks and recording it.
- Pupils become fluent in counting and recognising coins. They read and say amounts of money confidently and use the symbols £ and p accurately, recording pounds and pence separately.

Geometry - properties of shapes

Pupils are taught to:

- identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line
- 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.)
- Pupils handle and name a wide variety of common 2-D and 3-D shapes including: quadrilaterals and polygons, and cuboids, prisms and cones, and identify the properties of each shape (for example, number of sides, number of faces).
- Pupils identify, compare and sort shapes on the basis of their properties and use vocabulary precisely, such as sides, edges, vertices and faces.
- Pupils read and write names for shapes that are appropriate for their word reading and spelling.
- Pupils draw lines and shapes using a straight edge.

Geometry – position and direction

Pupils are taught 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 anticlockwise).
- Pupils should work with patterns of shapes, including those in different orientations.
- Pupils use the concept and language of angles to describe 'turn' by applying rotations, including in practical contexts (for example, pupils themselves moving in turns, giving instructions to other pupils to do so, and

programming robots using instructions given in right angles).

Statistics

Pupils are taught 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. Notes and guidance (non-statutory) Pupils record, interpret, collate, organise and compare information (for example, using many-to-one correspondence in pictograms with simple ratios 2, 5, 10).

SCIENCE year 2

During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: They are encouraged to:

- asking simple questions and recognising that they can be answered in different ways
- observing closely, using simple equipment
- performing simple tests
- identifying and classifying

- using their observations and ideas to suggest answers to questions
- gathering and recording data to help in answering questions.
- explore the world around them and raise their own questions. experience different types of scientific enquiries, including practical activities, and begin to recognise ways in which they might answer scientific questions.
- use simple features to compare objects, materials and living things and, with help, decide how to sort and group them, observe changes over time, and, with guidance, they should begin to notice patterns and relationships.
- ask people questions and use simple secondary sources to find answers.
- use simple measurements and equipment (for example, hand lenses, egg timers) to gather data, carry out simple tests, record simple data, and talk about what they have found out and how they found it out.
- with help, they should record and communicate their findings in a range of ways and begin to use simple scientific language.

These opportunities for working scientifically are provided across years 1 and 2 so that the expectations in the programme of study can be met by the end of year 2.

Living things and their habitats

Pupils are taught to:

- explore and compare the differences between things that are living, dead, and things that have never been alive
- identify that most living things live in habitats to which they are suited and describe how different habitats provide for the 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 microhabitats
 - 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.
- be introduced to the idea that all living things have certain characteristics that are essential for keeping them alive and healthy.
 - raise and answer questions that help them to become familiar with the life processes that are common to all living things.
 - be introduced to the terms 'habitat' (a natural environment or home of a variety of plants and animals) and 'micro-habitat' (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 for example: 'Is a flame alive? Is a deciduous tree dead in winter?' and talk about ways of answering their questions.

- construct a simple food chain that includes humans (e.g. grass, cow, human).
- They will describe the conditions in different habitats and micro-habitats (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.
 - 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. Notes and guidance (non-statutory) Pupils should use the local environment throughout the year to observe how different plants grow. Pupils should be introduced to the requirements of plants for germination, growth and survival, as well as to the processes of reproduction and growth in plants. Note: Seeds and bulbs need water to grow but most do not need light; seeds and bulbs have a store of food inside them.
 - 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.

Animals, including humans

Pupils are taught to:

- notice that animals, including humans, have offspring which grow into adults

- find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. Notes and guidance (non-statutory)
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. 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.
- 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.

Uses of everyday materials

Pupils are taught to:

- identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses
- find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

- 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).
- 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.
- find out about people who have developed useful new materials, for example John Dunlop, Charles Macintosh or John McAdam.
- 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);
- observe closely, identifying and classifying the uses of different materials, and recording their observations.

ART AND DESIGN year2

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 are encouraged to think critically and develop a more rigorous understanding of art and design. They learn how art and design

both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Lowca curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.
- Key stage 1 Pupils are 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

CITIZENSHIP year 2

Key stage 1 During key stage 1 pupils learn about themselves as developing individuals and as members of their communities, building on their own experiences and on the early learning goals for personal, social and emotional development. They learn the basic rules and skills for keeping themselves healthy

and safe and for behaving well. They have opportunities to show they can take some responsibility for themselves and their environment. They begin to learn about their own and other people's feelings and become aware of the views, needs and rights of other children and older people. As members of a class and school community, they learn social skills such as how to share, take turns, play, help others, resolve simple arguments and resist bullying. They begin to take an active part in the life of their school and its neighbourhood.

Knowledge, skills and understanding

Developing confidence and responsibility and making the most of their abilities

Pupils are taught:

- to recognise what they like and dislike, what is fair and unfair, and what is right and wrong;
- to share their opinions on things that matter to them and explain their views;
- to recognise, name and deal with their feelings in a positive way;
- to think about themselves, learn from their experiences and recognise what they are good at;
- how to set simple goals.

Preparing to play an active role as citizens

Pupils are taught:

- to take part in discussions with one other person and the whole class;
- to take part in a simple debate about topical issues;
- to recognise choices they can make, and recognise the difference between right and wrong; to agree and follow rules

for their group and classroom, and understand how rules help them;

- to realise that people and other living things have needs, and that they have responsibilities to meet them;
- that they belong to various groups and communities, such as family and school; . what improves and harms their local, natural and built environments and about some of the ways people look after them;
- to contribute to the life of the class and school;
- to realise that money comes from different sources and can be used for different purposes.

Developing a healthy, safer lifestyle

Pupils are taught:

- how to make simple choices that improve their health and wellbeing;
- to maintain personal hygiene;
- how some diseases spread and can be controlled;
- about the process of growing from young to old and how people's needs change;
- the names of the main parts of the body;
- that all household products, including medicines, can be harmful if not used properly;
- rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe.

Developing good relationships and respecting the differences between people

Pupils are taught:

- to recognise how their behaviour affects other people;
- to listen to other people, and play and work cooperatively;
- to identify and respect the differences and similarities between people;

- that family and friends should care for each other;
- that there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying.

Breadth of opportunities

During the key stage, pupils are taught the knowledge, skills and understanding through opportunities to:

- take and share responsibility (for example, for their own behaviour; by helping to make classroom rules and following them; by looking after pets well);
- feel positive about themselves (for example, by having their achievements recognised and by being given positive feedback about themselves);
- take part in discussions (for example, talking about topics of school, local, national, European, Commonwealth and global concern, such as 'where our food and raw materials for industry come from');
- make real choices (for example, between healthy options in school meals, what to watch on television, what games to play, how to spend and save money sensibly);
- meet and talk with people (for example, with outside visitors such as religious leaders, police officers, the school nurse);
- develop relationships through work and play (for example, by sharing equipment with other pupils or their friends in a group task);
- consider social and moral dilemmas that they come across in everyday life (for example, aggressive behaviour, questions of fairness, right and wrong, simple political issues, use of money, simple environmental issues);
- ask for help (for example, from family and friends, midday supervisors, older pupils, the police.)

COMPUTING year 2

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.

Lowca curriculum for computing encourages all pupils:

- to understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- to analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- to evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems

- to be responsible, competent, confident and creative users of information and communication technology.
- 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 year 2

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

The Lowca school curriculum for design and technology ensures that all pupils:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
 - build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
 - critique, evaluate and test their ideas and products and the work of others
 - understand and apply the principles of nutrition and learn how to cook.
- through a variety of creative and practical activities, pupils taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making.

They work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment].

When designing and making, pupils are 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
- 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.

GEOGRAPHY year 2

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world helps them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.

Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's

features at different scales are shaped, interconnected and change over time.

Lowca school curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places - both terrestrial and marine - including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
- collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length. 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.

Pupils should be taught to:

Locational knowledge

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Place knowledge

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country Human and physical geography
- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the 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 year 2

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching equips pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Lowca school curriculum for history teaches pupils so that they :

- know and understand the history of these islands as a coherent, chronological narrative, from the

earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world

- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed .
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales. Key stage 1 Pupils develop an awareness of the past, using common words and phrases relating to the passing of time. They are taught 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 are encouraged to 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.

Pupils are 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 year 2

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.

Lowca curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Pupils have opportunities 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

PE year 2

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It provides 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.

Lowca school curriculum for physical education gives its pupils opportunities to:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

Key stage 1 Pupils 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 are able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils are 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.