



Year 2 Curriculum

Key Stage 1

Pupils in Year 2 will build on their knowledge and skills acquired in Year 1, through a broad, balanced, and engaging curriculum that continues to strengthen the foundations in reading, writing and maths, while also developing children's curiosity, creativity, social skills, and understanding of the world around them.

Homework

In year 2, children build on their prior learning of phonics. To reinforce and consolidate this learning, regular practice at home is strongly encouraged. As pupils develop increasing confidence and fluency, they are provided with materials to extend their learning beyond the classroom. Each week, children will receive:

- **A phonics e-book** – to be read daily by the child under the guidance and supervision of an adult.
- **A reading-for-pleasure book** – to be read aloud to the child by an adult, supporting vocabulary development, comprehension, and a lifelong enjoyment of reading.

This structured approach ensures that pupils not only make steady progress in early reading but also cultivate positive reading habits and a genuine love for literature.

As the children become more confident, simple homework tasks linked to their phonics, spelling and mathematics learning will be assigned to complete during homework club.

Curriculum

Academically, we will be building on pupils' foundation skills and concepts, whilst introducing new ones in accordance with the British National Curriculum requirements for Key Stage 1. Children will learn most of the Key Stage 1 skills and knowledge in topics (e.g. science, history, geography and RS could be covered through an over-arching topic); the skills that will be taught in each of the curriculum areas are below.

	YEAR 2 CURRICULUM
English	<p>Reading</p> <ul style="list-style-type: none"> • Use their phonics skills to read new words until reading becomes fluent and automatic. • Blend sounds to read longer words, including words with two or more syllables. • Recognise different sounds for the same letters and read words with common endings like <i>-ed</i>, <i>-ing</i>, <i>-er</i>, <i>-est</i>. • Read more tricky words (common exception words) that don't follow normal phonics rules. • Read most words quickly and accurately without needing to sound them out each time. • Read aloud books matched to their phonics knowledge and re-read them to build confidence and fluency. • Enjoy a wide range of books – Listen to and talk about stories, poems and non-fiction, including classic and modern texts, even those beyond their own reading level. • Understand and retell – Sequence events, retell traditional tales and fairy stories, and begin to explore how non-fiction books are organised. • Explore language – Notice patterns in stories and poems, discuss favourite words and phrases, and build vocabulary by linking new words to ones they already know. • Learn and perform poetry – Recite poems from memory with clear expression and intonation. • Think about meaning – Check that what they read makes sense, predict what might happen next, and make simple inferences (work out what is happening from clues). • Talk about books – Ask and answer questions, share their ideas in discussions, and explain their understanding of what they have read or listened to. <p>Writing</p> <ul style="list-style-type: none"> • Spell words by breaking them into sounds and writing the correct letters. • Learn new spellings for sounds they already know, including tricky words and homophones (e.g. <i>there/their</i>). • Use contractions (e.g. <i>can't</i>, <i>didn't</i>) and the possessive apostrophe (<i>the girl's book</i>). • Add common word endings like <i>-ment</i>, <i>-ness</i>, <i>-ful</i>, <i>-less</i>, <i>-ly</i>. • Form letters and numbers correctly and of the right size. • Begin to join some letters. • Leave clear spaces between words • Write stories about real and made-up experiences, poems, and information pieces for different purposes. • Plan their writing by talking about ideas, making notes, and using new vocabulary. • Read over their work to check it makes sense and make simple changes.

	<ul style="list-style-type: none"> • Read their writing aloud clearly and with expression. • Use capital letters, full stops, question marks, exclamation marks, commas in lists, and apostrophes correctly. • Write different kinds of sentences: statements, questions, exclamations, and commands. • Expand sentences with describing words (e.g. <i>the blue butterfly</i>). • Use present and past tense correctly, including progressive forms (<i>was running, is playing</i>). • Join ideas with words like <i>and, but, or, because, when, if, that</i>. • Begin to use the correct grammar terms to talk about their writing.
Maths	<p>Numbers and Place Value</p> <ul style="list-style-type: none"> • Count in 2s, 3s, 5s, and 10s forwards and backwards. • Understand tens and ones in two-digit numbers. • Read, write, compare and order numbers up to 100. • Solve problems using place value and number facts. <p>Addition and Subtraction</p> <ul style="list-style-type: none"> • Quickly recall number facts up to 20 and use them to work with numbers up to 100. • Add and subtract two-digit numbers with tens and ones. • Solve problems using objects, pictures, and mental methods. • Understand that addition can be done in any order, but subtraction cannot. • Use the link between addition and subtraction to check answers. <p>Multiplication and Division</p> <ul style="list-style-type: none"> • Learn times tables for 2, 5 and 10, and spot odd and even numbers. • Solve multiplication and division problems using objects, pictures, repeated addition, and facts. • Understand that multiplication can be done in any order, but division cannot. <p>Fractions</p> <ul style="list-style-type: none"> • Find halves, quarters and thirds of shapes, sets of objects and numbers. • Recognise simple fraction equivalences (e.g. $\frac{1}{2} = \frac{2}{4}$). <p>Measurement</p> <ul style="list-style-type: none"> • Measure length/height, weight, capacity and temperature using cm, m, g, kg, ml, l, °C. • Use money: recognise £ and p, make amounts in different ways, and work out change. • Tell the time to 5 minutes, including quarter past and quarter to. • Know how many minutes in an hour and hours in a day.

	<p>Shape and Space</p> <ul style="list-style-type: none"> • Name and describe 2D and 3D shapes and their properties (sides, edges, vertices, faces, symmetry). • Recognise shapes on the surface of 3D objects (e.g. a circle on a cylinder). • Use words to describe position, direction, and turns (quarter, half, three-quarter). • Create and continue patterns and sequences. <p>Data Handling</p> <ul style="list-style-type: none"> • Read and make simple pictograms, tally charts, block diagrams and tables. • Answer questions by counting, comparing, and adding up data.
Science	<p>Living things and their habitat</p> <ul style="list-style-type: none"> • 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 <p>Plants</p> <ul style="list-style-type: none"> • 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. <p>Animals including humans</p> <ul style="list-style-type: none"> • 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. <p>Use of everyday materials</p> <ul style="list-style-type: none"> • 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.

History	<p>Explore the past</p> <ul style="list-style-type: none"> Learn about changes within living memory (e.g. how life has changed for families), and important events beyond living memory. <p>Learn about important people</p> <ul style="list-style-type: none"> Discover the lives of significant individuals and compare life in different times. <p>Understand local history</p> <ul style="list-style-type: none"> Find out about significant people and events in their own area. <p>Use timelines</p> <ul style="list-style-type: none"> Begin to order people, objects and events to understand what happened in the past and what is happening now. <p>Think about “then and now”</p> <ul style="list-style-type: none"> Spot differences between life today and life in the past and talk about why people acted as they did. <p>Use evidence</p> <ul style="list-style-type: none"> Look at books, photos, stories, artefacts, museums and historical sites to ask and answer questions about the past.
Geography	<p>Locational knowledge</p> <ul style="list-style-type: none"> Name and locate the world’s seven continents. Explore similarities and differences between different continents. Name significant countries in each of the continents. <p>Human and physical geography</p> <ul style="list-style-type: none"> 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 <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> Use world maps, atlases and globes to identify the 7 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.
TPE	<ul style="list-style-type: none"> Describe some religious ideas from stories & some basic religious beliefs, teachings and events Identify how religion & belief is expressed in different ways Talk about cultures other than their own Identify the effects of actions on others when considering moral dilemmas

	<ul style="list-style-type: none"> • Respond sensitively to the values and concerns of others, including those with a faith, in relation to matters of right & wrong • Identify similarities & differences in features of religions & beliefs.
Art and Design	<ul style="list-style-type: none"> • Experiment with different tools & techniques & apply these to a range of materials • Represent observations, ideas & feelings, & to design & make images & artefacts from their own experiences • Review their work & identify what could be changed or developed in the future • Explore colour, pattern & texture, line & tone, shape, form & space.
Music	<ul style="list-style-type: none"> • Follow & create musical patterns • Dictate simple rhythms • Know how sounds can be made in different ways & described using notation • Explore, choose & organise musical sounds & ideas & make improvements to their work • Play a range of percussion instruments • Sing more complicated songs, including singing solos & in rounds • Understand stave notation with pentatonic scale • Be able to improvise through movement • Recognise simple time & compound time • Participate in group & class performances.
Drama	<ul style="list-style-type: none"> • Create & sustain roles individually & when working with others • Comment constructively on drama they have watched or in which they have taken part to inform their own learning • Listen & respond to others imaginatively & with confidence to take risks • Work as a team to make decisions in a group or individually by making quick creative decisions, saying 'Yes' to the creative ideas of others. • Understand how to use the face, body & voice in creating a character & expressing feelings • Share the lead in a creative situation • Understand their role within a story.
Sport	<ul style="list-style-type: none"> • Apply rules & conventions for different activities • Observe, describe & copy a variety of actions & sequenced movements • Vary the way skills are used & improve the quality & control of their work • Understand how important it is to be active & describe how their bodies move during different activities • Know how to stay safe when exercising.
Spanish	<ul style="list-style-type: none"> • Use Spanish phonic sounds & memorise pronunciation • Understand basic classroom instructions • Listen & respond with repetition &/or actions • Communicate simple words & phrases in Spanish • Topics may include greetings; introducing yourself; colours; numbers 1- 10; parts of the body; animals; fruit & vegetables.
Information Technology	<ul style="list-style-type: none"> • 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

	<ul style="list-style-type: none"> • Use technology purposefully to create, organise, store, manipulate and retrieve digital content recognise common uses of information technology beyond school
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Learning Support

Haileybury Malta is a non-selective school, and we welcome children who may require some additional support. We believe that the strengths of every child should be celebrated, and it is understood that some may require specific tools or learning interventions at different stages of their journey through the school to achieve their best. Please contact the SENDCo should you have any queries regarding learning support.

Communication

Please note that teaching staff rarely have the opportunity to read or reply to email during the course of the school day as they are busy teaching and caring for your children, so do please allow a reasonable amount of time before expecting a reply. Any urgent messages should be conveyed through the school office.

We are always happy to see you regarding any worries or concerns. We prefer to feel that we are all working together and if queries are dealt with at an early stage, then any issues can be kept to a minimum and both you and your children can look forward to a happy and productive year.