



St Ann's Well Academy

A L.E.A.D. Academy

Year Two Curriculum Objectives.

Headteacher: Mrs E Thorne

Contents

English	2
Maths Objectives	5
Science Objectives.....	6
Art Objectives.	8
Computing Objectives.....	9
Design and Technology Objectives.	10
Geography Objectives.....	11
History Objectives.....	12
R.E. Objectives.....	13
Music Objectives.....	14
P.E. Objectives.....	15

English

Transcription – Spelling
Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.
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
Distinguishing between homophones and near-homophones
Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly
Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
Formation of nouns using suffixes such as <i>–ness, –er</i> and by compounding [for example, <i>whiteboard, superman</i>]
Formation of adjectives using suffixes such as <i>–ful, –less</i>
Use of the suffixes <i>–er, –est</i> in adjectives and the use of <i>–ly</i> in Standard English to turn adjectives into adverbs
Learning to spell more words with contracted forms (apostrophes)
Learning the possessive apostrophe (singular) .
Apply spelling rules as listed in Appendix 1.
Handwriting
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, orientation and relationship to one another and to lower case letters
Use spacing between words that reflects the size of the letters.
Composition
Pupils should be taught to develop positive attitudes towards and stamina for writing by:
<ul style="list-style-type: none"> • Writing narratives about personal experiences and those of others (real and fictional) • Writing about real events • Write poetry • Writing for different purposes
Consider what they are going to write before beginning by:
<ul style="list-style-type: none"> • Planning or saying out loud what they are going to write about • 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:
<ul style="list-style-type: none"> • Evaluating their writing with the teacher and other 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 • 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.
Punctuation

Year Two Curriculum Objectives.

Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences
Commas to separate items in a list.
Apostrophes for contracted forms and singular possession.
Begin to use inverted commas to punctuate direct speech.
Grammar – Sentence Level
Subordination (using <i>when, if, that, because</i>) including in fronted position
Coordination (R from Y1 – but, and) Y2 – or, so.
Expanded noun phrases for description and specification
Use ambitious verbs, adjectives and adverbs to make sentences lively and interesting. (Referenced in Spoken Language objectives)
Adverbs (including fronted) of time, place and manner. (Time/Place - build on Y1)
How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.
Grammar – Text Level
Correct choice and consistent use of past tense and present tense throughout writing
Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming, he was shouting</i>]
To match organisational devices to purpose – Using paragraphs and sub-headings.
Some features of written standard English.
Spoken Language (Same objectives for years 1-6)
Listen and respond appropriately to adults and their peers
Use relevant strategies to build their vocabulary
Ask relevant questions to extend their understanding and knowledge
Articulate and justify answers, arguments and opinions
Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
Speak audibly and fluently with an increasing command of Standard English
Participate in discussions, presentations, performances, role play, improvisations and debates
Gain, maintain and monitor the interest of the listener(s)
Consider and evaluate different viewpoints, attending to and building on the contributions of others
Select and use appropriate registers for effective communication.
Reading – Word Reading
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.

Reading - Comprehension
Pupils should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by:
<ul style="list-style-type: none">• 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
<ul style="list-style-type: none">• Discussing the sequence of events in books and how items of information are related
<ul style="list-style-type: none">• Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
<ul style="list-style-type: none">• Being introduced to non-fiction books that are structured in different ways
<ul style="list-style-type: none">• Recognising simple recurring literary language in stories and poetry
<ul style="list-style-type: none">• Discussing and clarifying the meanings of words, linking new meanings to known vocabulary
<ul style="list-style-type: none">• 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
<i>Understand both the books they can already read accurately and fluently and those they listen to by:</i>
<ul style="list-style-type: none">• Drawing on what they already know or on background information and vocabulary provided by the teacher
<ul style="list-style-type: none">• Checking that the text makes sense to them as they read and correcting inaccurate reading
<ul style="list-style-type: none">• Making inferences on the basis of what is being said and done
<ul style="list-style-type: none">• Answering and asking questions
<ul style="list-style-type: none">• Predicting what might happen on the basis of what has been read so far
<ul style="list-style-type: none">• 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.
<ul style="list-style-type: none">• Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

Yellow – Non-stat NC Content

Maths Objectives

Counting and Ordering
Compare & order numbers up to 100.
Numbers and more/less
Read & write all numbers to 100 in digits & words.
Say 10 more/less than any number to 100.
Tables and Multiples
Count in multiples of 2, 3 & 5 & 10 from any number up to 100.
Recall & use multiplication & division facts for 2, 5 & 10 tables.
Bonds and Facts
Recall & use +/- facts to 20.
Derive & use related facts to 100.
Place Value and Rounding
Consolidate TU in 2 digit numbers and 3 digit number.
Calculations +/-
Add & subtract:
○ 2-digit nos & ones
○ 2-digit nos & tens
○ Two 2-digit nos
Three 1-digit nos
Recognise & use inverse.
Calculations x/-
Calculate & write multiplication & division calculations using multiplication tables.
Recognise & use inverse.
Fractions and Percentages
Recognise, find, name & write $\frac{1}{3}$; $\frac{1}{4}$; $\frac{2}{4}$; $\frac{3}{4}$ of a set of objects or quantity.
Recognise equivalence of simple fractions e.g. $\frac{1}{2} = \frac{2}{4}$
Time
Tell time to five minutes, including quarter past/to.
Shape
Describe properties of 3D and 2D shapes including lines of symmetry and right angles.
Recognise right angles in the environment and within 2D shapes.
Understand what regular and irregular shapes.
Measures
Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}$ C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels.
Recognise and use symbols for pounds (£) and pence (p) and combine amounts to make a particular value.
Algebra
Recognise and describe simple number sequences. Also, solve and explain their solution to find the next number.

Science Objectives.

Plants
I can observe and describe how seeds and bulbs grow into mature plants.
I know what plants need to grow and stay healthy – (water, light and a suitable temperature).
I can describe how plants need water, light and a suitable temperature to stay healthy.
Animals, including humans
I know that animals, including humans, have offspring which grow into adults.
I know and can describe the basic needs of animals, including humans, for survival (water, food and air)
I know and can describe the importance for humans of exercise.
I know and can describe the importance for humans of eating the right amounts of different types of food.
I know and can describe the importance for humans of hygiene.
Use of everyday materials
I can identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.
I know how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.
Living things and their habitats
I know the differences between things that are living, dead, and things that have never been alive
I know that most living things live in habitats to which they are suited.
I know and can describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other
I can identify and name a variety of plants and animals in their habitats, including microhabitats
I know how animals obtain their food from plants and other animals.
I understand the idea of a simple food chain, and can identify and name different sources of food
Working Scientifically
Questioning – I can ask simple questions about the world around us.
Questioning – I know that questions can be answered in different ways.
Questioning – I can use some different types of enquiry to answer questions.
Observing – I can observe closely, using simple equipment with help.
Observing – I can say what I need to measure.
Observing – I can use simple equipment to make measurements.
Observing – I can say what I am looking for and what I am measuring.
Observing – I can measure with non-standards and simple standard units eg, mm, cm, m, ml etc.
Investigations – I can perform a simple test.
Investigation – I can think about what we are doing and begin to share my ideas.
Identifying and classifying – I can begin to identify and compare a variety of objects, materials and living things.
Identifying and classifying – I can begin to sort and group a range of objects, materials and living things.

Year Two Curriculum Objectives.

Recording data – I can collect simple data.
Recording data – I can record data in a table my teacher has provided.
Recording data – I can draw and label simple diagrams.
Recording data – I can talk about what I have found out.

Art Objectives.

Painting
I am beginning to direct brush marks effectively and with purpose.
I can paint up to lines drawn accurately when filling shapes.
I can use a variety of brushes.
I am beginning to adhere to paintbrush care regime.
Colour theory
I can name the Secondary Colours and which primaries are mixed to make them.
I know what Tertiary colours are and know how they are made.
I am beginning to use a colour wheel and my knowledge of colour mixing to reproduce specific colours.
Autumn Unit - Portraits
I know and am beginning to apply basic facial features measurements (position of eyes, ears and nose) in my own self- portrait.
Spring Unit – Drawing Shape
I can accurately draw a variety of shapes.
I can use a variety of shapes to draw an object or composition.
Summer Unit -Printing
I can use observational drawing to inform a design suitable to print.
I can use a variety of lines to represent texture.
I can carve a design into foam to create a block print.
I can effectively and evenly apply paint to printing equipment.
I can create a systematic and considered image through the art of printing.

Computing Objectives.

Information Technology – Word Processing
I can enter short pieces of text and correct mistakes
I can develop basic editing skills eg shift key for upper case, question marks, spaces after punctuation
I can choose to use enter or word wrap depending on their type of writing
I can save, print and retrieve with help
I can use the mouse or arrow keys to insert words or sentences
Computer Science - Programming
I understand that programs respond to different sorts of inputs
I understand that the keyboard can be used to control objects on screen, not just by clicking them directly
I can combine start up and input events to create more advanced apps and programs
I understand that one object can be used to control another object. e.g. writing code so clicking a button gives an instruction to make a lorry move
Finding Things Out
I can begin to explore a website by clicking on the arrows, menus and hyperlinks.
I understand that there are different types of questions which can be answered in different ways
E-Safety
I understand our school's e-safety code of conduct.
I can use the internet purposefully to answer specific questions.
I know that not everything on the internet is true.
I know who to go to for help and support.
I can recognise what should and should not be shared online.
I know what is meant by personal information.
I have a secure understanding of the differences between real life scenarios and those that take place on the computer.

Design and Technology Objectives.

Wheels and Axels.

Design
I can develop my design idea through research, discussion and making mock ups of my product design.
I can draw and label my design.
I can talk about the features and the function of an object (transport).
Make
I can join a number of different materials (wood, paper and cardboard) together.
I can use finishing techniques to improve the appearance of my design.
Evaluate
I can discuss how successful my work is against my design criteria.
I can identify any strengths and possible changes I might make.
Technical knowledge
I can explore and use mechanisms (wheels and axels) in my products.

Geography Objectives.

Locational knowledge
I can name and locate the world's 7 continents.
I can name and locate the world's 5 oceans.
I can name, locate and identify characteristics of the 4 countries of the United Kingdom (revisit).
I can name and locate the capital cities of the United Kingdom (revisit).
I can name the surrounding seas of the United Kingdom (revisit).
Place knowledge
Human and physical geography
I can use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office and shop.
I can use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, valley, vegetation and weather.
Geographical skills and fieldwork
I can use world maps and atlases to identify the United Kingdom and its countries.
I can use world maps, atlases and globes to identify countries and continents: Europe – France; Asia – China; Australia; Africa – Kenya; North America (USA); South America – Brazil and Antarctica
I can use aerial photographs of Nottingham to identify key physical and human features.
I can use simple locational language (for example, next to, nearby, near, far, close to, behind, in front, furthest, closest, further than) to describe the location of something.
I can use simple compass directions (North, South, East and West) to describe the location of features or follow directions.
Drawing and representing - I can draw a simple map and construct basic symbols in a key.
I understand what a map key is.
I can use letter / no. co-ordinates to locate features on a map.

History Objectives.

Chronological understanding
I can sequence the events of the Fire of London
I can use common words and phrases relating to the passing of time.
Range and depth of historical knowledge
I can identify similarities and differences between ways of life at different times (London in 1066 and now).
I recognise and understand why/how events happened and what happened as a result (the Great Fire of London).
Interpretations of history
I can use pictures or photographs places or events in the past.
I am able to discuss reliability of photos/ accounts/stories
Historical enquiry
I understand what a source is and can explain why it is helpful.
I know that Samuel Pepys diary is an information source.
I can ask and find the answers to simple questions about the past from sources of information.
Historical Study
I know about Mary Seacole and how she contributed to international achievements.
Events beyond living memory that are significant nationally – I know how the Great Fire of London started.
I know and understand key features of the Great Fire of London.
I understand what happened as a result of the fire.
I know who Samuel Pepys was and how he responded to the Great Fire of London.

R.E. Objectives.

Autumn 1 – Is it possible to be kind to everyone all of the time?
I know a story Jesus told about being kind to others or I can give an example of Jesus being kind.
I can tell you some ways Christians try and follow Jesus' example of being kind.
Autumn 2 – Why do Christians believe God gave Jesus to the world? Colour theory
I know the Christmas story and can start to explain that Christians believe Jesus was a gift from God.
I know that the Christmas story can be found in The Gospels of Luke and Matthew in the Bible.
I can say how I could help solve a problem by showing love.
Spring 1 – How important is it for Jewish people to do what God asks them to do
I know about Sedar meal, or another Jewish practice, with some detail and some correct vocabulary.
I can say what makes me do as some people ask but not others, and explain what influences my choices.
Spring 2 – How important is it to Christians that Jesus came back to life after his crucifixion?
I know what Christians believe happened on Easter Sunday.
I can say what I believe happens to you when you die and tell you how I remember people close to me.
Summer 1 – How special is the relationship Jews have with God?
I know a story about Abraham or Moses and say why one of these men is important to Jews today.
I can explain why agreements are important and why they should be kept.
Summer 2 – What is the best way for a Jew to show commitment to God?
I know one of the ways Jews show commitment to God.

Music Objectives.

Listening
I can focus on one piece of music.
I can identify specific instruments within a piece of music.
I can identify the mood of a piece of music.
I am beginning to understand that music is written in different styles.
Rhythms
I can hear and copy simple rhythms.
I can create my own rhythms.
Dynamics
I can apply my knowledge of dynamics on my own and as a group.
Tempo
I can apply my knowledge of tempo on my own and as a group.
Pitch
I can recognise high and low sounds.
I can demonstrate high and low phrases using my body and voice.
I can apply my knowledge of pitch on my own and as a group.
I am beginning to relate pitch to a tuned instrument.
I am beginning to understand notation.
Contrast
I can apply my knowledge of contrast individually and as a group.
Pulse
I can recognise the pulse of a piece of music.
I can play a simple rhythm to a pulse.
Performance
I can name a range of untuned and tuned instruments.
I understand that one instrument can be played in more than one way.
I can perform in unison as well as in sections.
I know which my left and right hand is.

P.E. Objectives

Personal – Keep Trying
I try several times if at first I don't succeed.
I ask for help when appropriate
Social – Help and Encourage
I can praise and encourage others in their learning.
Cognitive – Recognise and Order
I can begin to order instructions, movements and skills.
With help, I can recognise similarities and differences in performance.
I can explain why someone is working or performing well.
Physical - Perform Simple Sequences
I can perform a range of skills with some control and consistency.
I can perform a sequence of movements with some changes in level, direction or speed.
Creative – Compare and Develop
I can begin to compare my movements and skills with others.
I can select and link movements together to fit theme.
Practice Safely
I can say how my body feels before, during and after exercise.
I use equipment appropriately.
I can move and land safely.
Hand Ball
Pass and Receive - I can send using a push pass and receive using the two-handed high and low catch.
Shoot - I am beginning to shoot overhand demonstrating accuracy.
Move - I can demonstrate agility, balance and coordination when moving between to find space with and without a ball.
Basketball
Pass and Receive - I can send and receive a chest pass and bounce pass.
Shoot - I am beginning to shoot demonstrating accuracy.
Move I can demonstrate agility, balance and coordination when moving between to find space.
Hockey
Pass and Receive - I can send and receive a ball in a variety of ways and begin to use a hockey stick.
Shoot - I can send the ball using a hockey stick with varying me power.
Move - I can demonstrate agility, balance and coordination when moving between to find space with good posture when holding a hockey stick..
Tennis
Serving - I am beginning to strike a ball with a tennis racket to another person.
Sending and Receiving - I beginning to strike the ball with improving control forehand to a partner.
Movement and Gameplay - I can hold a racket correctly and move my feet when playing with a partner.

Year Two Curriculum Objectives.

Tag Rugby
Pass and Receive - I can pass backwards and receive a variety of different balls including a rugby ball.
Attack - I am beginning to find a space to help my team in simple games.
Defend - I can 'tag' players on an opposing team safely in simple games.
Athletics
Run - I can accelerate to run at speed for 30ms, jump over obstacles when running and sustain a run for 6minutes.
Throw - I can throw using good technique a shotput (beanbag), discuss (quoite), javelin (foam) and do a chest push.
Jump - I can do a standing long jump, speed bounce (30s) and static high jump.
Dance
Performance and musically - I can perform a simple dance with music to an audience.
Choreography - I can link and create simple movements together.
Movement and expression-speed, levels and shape - I can change the speed and shape of my body movements when listening to a range of music.