



BCI YEAR 2 CURRICULUM OVERVIEW 2021-22



KEY SKILLS

Reading Skills

- Continue to apply phonic knowledge and skills as the route to decode words and build fluency.
- Read accurately by blending sounds.
- Read further common exception words.
- Read words containing common suffixes.
- Read accurately words of two or more syllables.
- read most words quickly and accurately without overt sounding out and blending.
- read books aloud, accurately.
- Re-read these books to build up their fluency and confidence in word reading.

Writing

- Spell by segmenting into phonemes including new ways of spelling phonemes and homophones.
- Spell common exception words.
- Spell words with contracted forms.
- Use possessive apostrophe.
- Add common prefixes and suffixes to spell longer words.
- Use appropriately sized letters and spacing.
- Develop stamina for writing.
- Begin to plan ideas for writing.
- Record coherent narratives.
- Use punctuation . ? ! ' ,
- Begin to expand noun phrases.
- Use coordinating and subordinating conjunctions.
- Use some features of Standard English
- Make simple additions and changes after proof-reading.

Maths

- Count forwards and backwards from any number in 2s, 3s, 5s and 10s.
- Recognise the place value of each digit in two-digit numbers.
- Compare and order numbers to 100 and use < > = symbols.
- Read and write numbers to 100 in numerals and words.
- Use place value and number facts to solve problems
- Solve addition and subtraction problems.
- Recall and use + and - facts to 20 and related facts to 100.
- Add and subtract two-digit numbers and ones, tens and other two-digit numbers.
- Understanding and use commutative and inverse relationships (+ - x).
- Know 2, 5, 10 times tables.
- Use x and ÷ symbols.
- Find and write simple fractions and know $\frac{2}{4} = \frac{1}{2}$
- Know and use standard measures.
- Read scales to nearest whole unit.
- Use symbols for £ and p when adding and subtracting amounts.
- Tell the time to the nearest 5 minutes.
- Identify, compare and sort 2D and 3D shapes and their properties.
- Identify 2D shapes on 3D surfaces.
- Use terminology of position and movement.
- Interpret simple tables and pictograms.
- Ask and answer questions about comparisons and totalling.

CARE AND CONSIDERATION

SEMH*

- Self-awareness
 - Recognise and name their emotions
 - Identify and discuss own strengths, limitations and aspirations
 - Understand that we all experience a range of thoughts and emotions.
- Self-management
 - Express feelings with increasing clarity.
 - Explore and develop strategies for self-regulation in various scenarios
- Social awareness
 - Develop their understanding and empathy towards others
- Relationship skills
 - Know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships.
 - Show respect for the rights of others.
 - Understand how to work effectively with and alongside peers.
- Responsible decision making
 - Begin to make careful choices about personal and social behaviour.
 - Represent class, school and wider community.

PE

- Master basic movements (running, jumping, throwing and catching).
- Develop balance, agility and co-ordination, and begin to apply these in a range of activities.
- Participate in team games.

PSHE

- Relationship education*:
 - Families and people who care for me.
 - Caring friendships
 - Respectful Relationships
 - Online relationships
 - Being safe

ROSIS SOW

- The caring school and feelings, friends and friendships.
- Healthy lifestyles.
- Growing and changing.
- Keeping myself safe.
- The world of drugs.

*supporting information from mentallyhealthyschools.org

*Statutory RSE (DfE)

COMMUNICATION

Speaking and Listening

- Listen and respond appropriately to adults and their peers.
- Ask relevant questions.
- Listen to and learn a wide range of vocabulary.
- Offer descriptions, explanations and narratives to others and explain their answers, opinions and feelings.
- Engage in meaningful discussions with consideration of different viewpoints.
- Use spoken language to explore ideas and stories.
- Speak to and in front of peers clearly with an increasing command of Standard English.

Writing

- Fiction
 - Write stories with imaginary settings
 - Write stories that use the language of fairy tales and traditional tales.
 - Write stories that mimic significant authors.
 - Write narrative diaries
- Non-fiction:
 - Write instructions
 - Write recounts
 - Write non-chronological reports
- Poetry
 - Write poems that use pattern, rhyme and description.
 - Write nonsense and humorous poems and limericks

Reading

- Discuss and express views about fiction, non-fiction and poetry, including the sequence of events/information.
- Listen to and become family with a wide range of texts and traditional tales.
- Recognise recurring literacy language in stories and poetry.
- Learn some poems by heart.
- Discuss and clarify the meaning of new vocabulary.
- Ask and answer questions.
- Make relevant predictions.
- Make inferences.

Drama and Role Play

- Create and choose roles, using movement, expression and voice.
- Create and present drama which explores real and imaginary situations using improvisations and script.
- Present and perform for audience and be part of an audience for others people's presentations/performances.

COMMUNITY AND BEYOND

Geography

- Compare and contrast the human and physical features of our local area and a non-European country.
- Use maps to plan routes to countries outside of the UK, using simple compass directions.
- Name and locate the seven continents and five oceans
- Name, locate and identify characteristics of a European country.
- Use observational skills and fieldwork to identify and compare weather patterns in the UK and overseas.

RE

- Ask and respond to questions about different communities
- Observe and recount different ways of expressing identity and belonging.
- Explore and express opinions about belonging, meaning and truth.
- Explore and discuss cooperation between people who are different.
- Begin to express ideas and opinions about questions of right or wrong.

History

- Explore local history through local sculptor Daisy Makeig-Jones.
- Understand the influence of significant individuals, in particular 'explorers' and their achievements
- Explore significant events from the past through Remembrance.
- Explore significant, recent changes to our country's history through the theme of monarchy.

British Values

Across the curriculum start to understand:

- Democracy
- Rule of law
- Mutual respect and tolerance
- Individually liberty

CREATIVITY

Art

- Use a range of materials creatively to design and make products
- Share ideas using drawing, painting and sculpture.
- Explore a variety of techniques for expressing ideas.
- Learn about the work of a range of artists.

Music

- Use their voices expressively.
- Play tuned and untuned instruments musically.
- Listen carefully to a range of music.
- Make and combine sounds.

DT

- Design purposeful, functional and appealing products.
- Generate and communicate ideas.
- Use a range of tools and material to complete tasks.
- Evaluate existing products and their own ideas.
- Build and improve structure and mechanisms.

Dance

- Create short dance sequences, using travel, turn, jump, gesture and pause.
- Express thoughts, ideas and feelings through dance.

Forest School

- Independent tripod structures.
- Introduction of lean to shelters.
- Basic tool use (incl. bow saw).
- Purposeful knot tying (e.g. cow hitch). Introduce of lashing and frapping techniques
- Make a bird feeder (woodwork).
- Plant and care for bedding plants.

Working Scientifically

- Ask simple questions.
- Observe closely, using simple equipment.
- Perform simple tests.
- Identify and classify.
- Use their observations and ideas to suggest answers to questions.
- Gather and record data.

CURIOSITY AND EXPLORATION

Science

- Explore and compare living and non-living things.
- Identify that most living things live in habitats to which they are suited.
- Identify and name a variety of plans and animals in their habitats.
- Describe how animals obtain their food using the ideas of food chains.
- Observe and describe plant growth and describe what they need to stay healthy.
- Explore animal and human offspring.
- Explore the basic needs of animals and humans and the importance of a healthy lifestyle.
- Identify and compare the suitability of everyday materials and how some objects can be changed.

Computing

- Access, retrieve and use info from electronic sources.
- Understand use of algorithms.
- Write and test simple programs.
- Use logical reasoning to make predictions.
- Organise, store and retrieve data.
- Communicate safely and responsibly online.
- Recognise use of IT outside of school.