St Philip's Learning Pathway

Year 2

Reading

Reading – word reading

Statutory requirements

Pupils should be 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.

Reading – comprehension

Statutory requirements

Pupils should be taught to:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
  - listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
  - discussing the sequence of events in books and how items of information are related
  - becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
  - being introduced to non-fiction books that are structured in different ways
  - recognising simple recurring literary language in stories and poetry
  - discussing and clarifying the meanings of words, linking new meanings to known vocabulary
  - discussing their favourite words and phrases
  - continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- understand both the books that they can already read accurately and fluently and those that they listen to by:
  - drawing on what they already know or on background information and vocabulary provided by the teacher
  - checking that the text makes sense to them as they read and correcting inaccurate reading
  - making inferences on the basis of what is being said and done
  - answering and asking questions
  - predicting what might happen on the basis of what has been read so far
- participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

English - Writing

Writing – transcription

Statutory requirements

Spelling (see English Appendix 1)

Pupils should be taught to:

- spell by:
  - segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
  - learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
  - learning to spell common exception words
  - learning to spell more words with contracted forms
  - learning the possessive apostrophe (singular) [for example, the girl's book]
  - distinguishing between homophones and near-homophones
- add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly
- apply spelling rules and guidance, as listed in English Appendix 1
- write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

Statutory requirements

Handwriting

Pupils should be taught to:

- form lower-case letters of the correct size relative to one another
- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- use spacing between words that reflects the size of the letters.

English - Writing

Writing – composition

Statutory requirements

Pupils should be taught to:

- develop positive attitudes towards and stamina for writing by:
  - writing narratives about personal experiences and those of others (real and fictional)
  - writing about real events
  - writing poetry
  - writing for different purposes
- consider what they are going to write before beginning by:
  - 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:
  - 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.

Writing – vocabulary, grammar and punctuation

Statutory requirements

Pupils should be taught to:

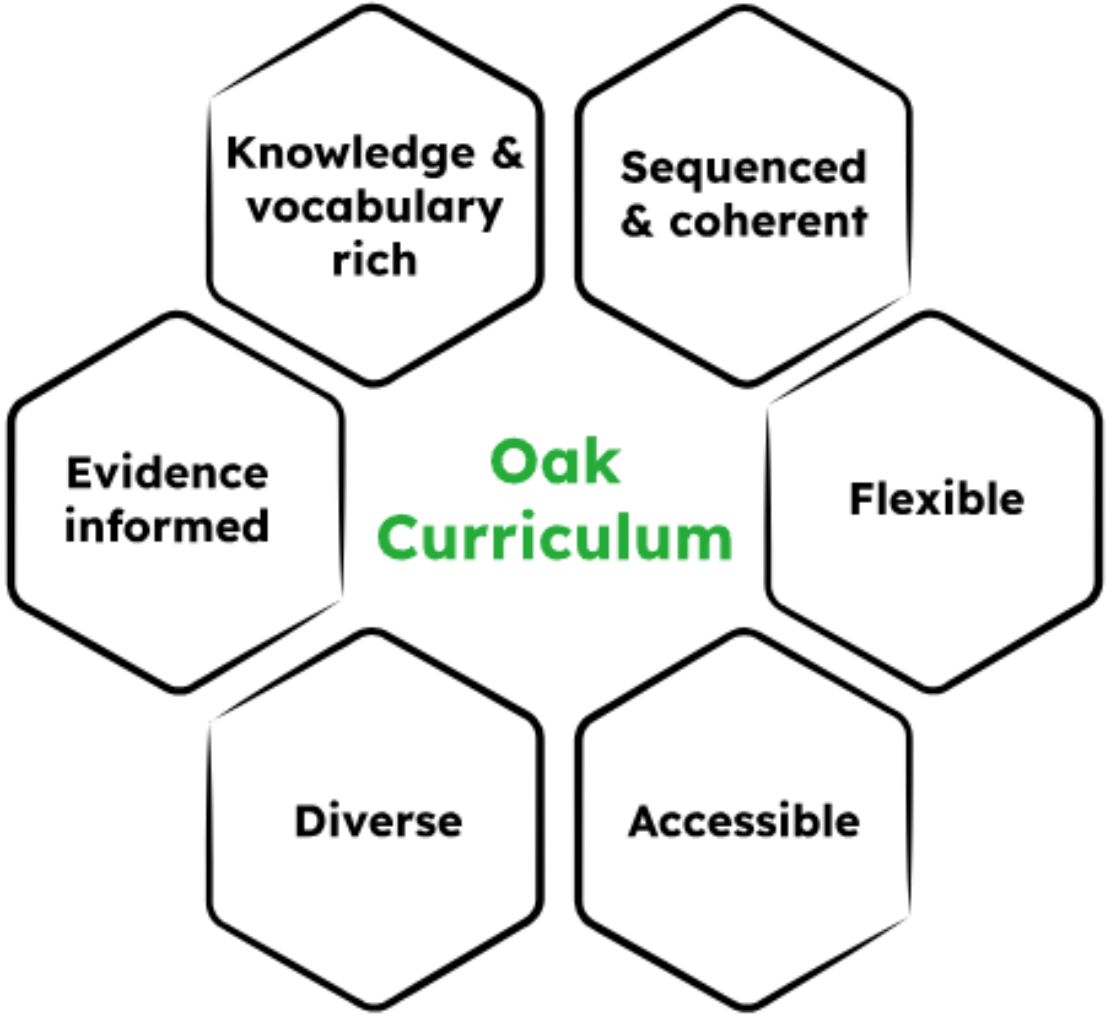
- develop their understanding of the concepts set out in English Appendix 2 by:
  - learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
- learn how to use:
  - sentences with different forms: statement, question, exclamation, command
  - expanded noun phrases to describe and specify [for example, the blue butterfly]
  - the present and past tenses correctly and consistently including the progressive form
  - subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
  - the grammar for year 2 in English Appendix 2
  - some features of written Standard English
- use and understand the grammatical terminology in English Appendix 2 in discussing their writing.

Click the links below

English Appendix 1: Spelling

English Appendix 2: Vocabulary, grammar and punctuation

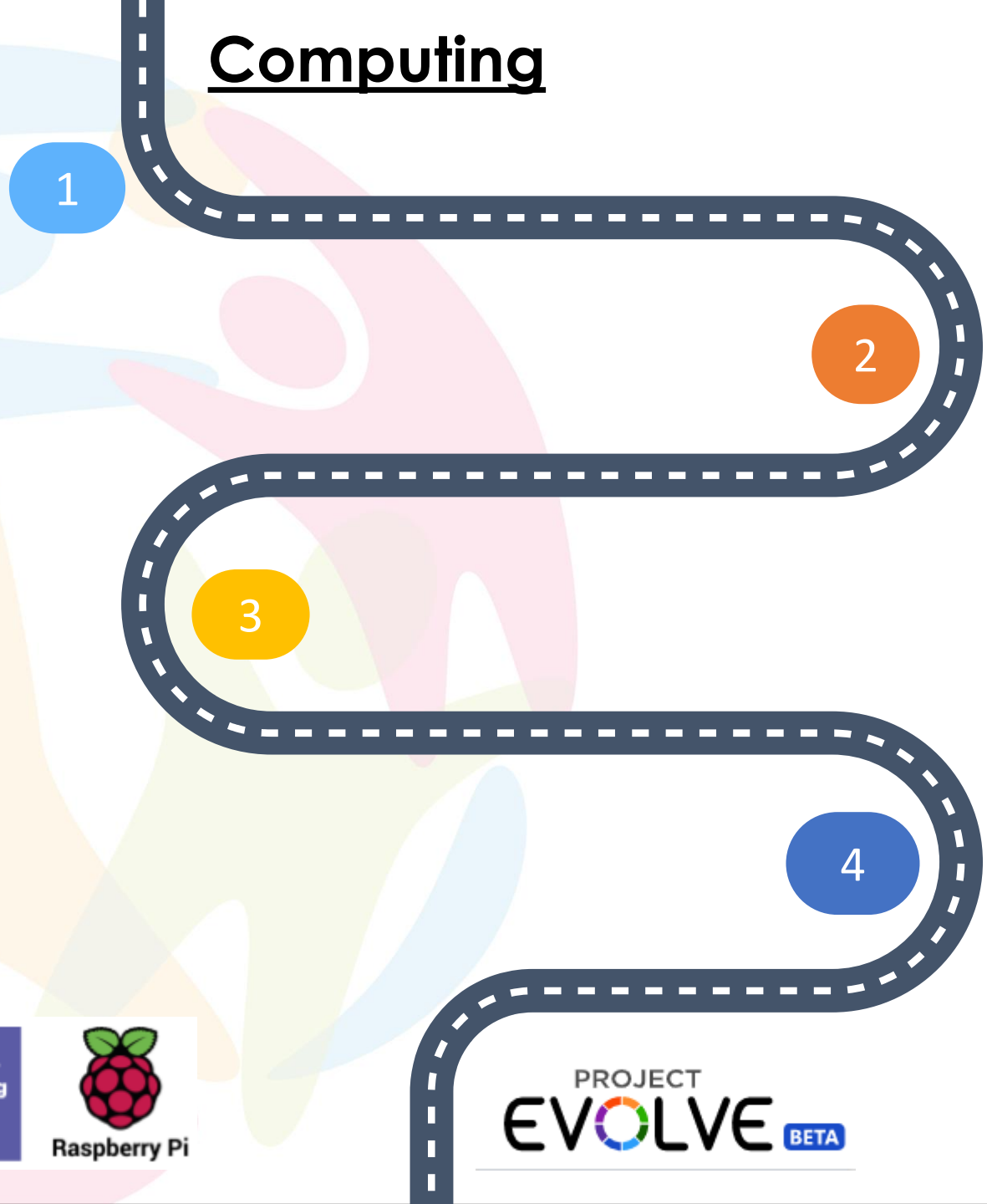
Mathematics



Click the link to see the unit sequence for each year group
https://www.thenational.academy/teachers/curriculum/maths-primary/units

Oak National Academy

Computing



Digital Literacy - Online Safety

Keeping myself and others safe online

Systems and Networks

Identifying IT and how its responsible use improves our world

Programming

Creating and debugging programs, and using logical reasoning

Creating Media

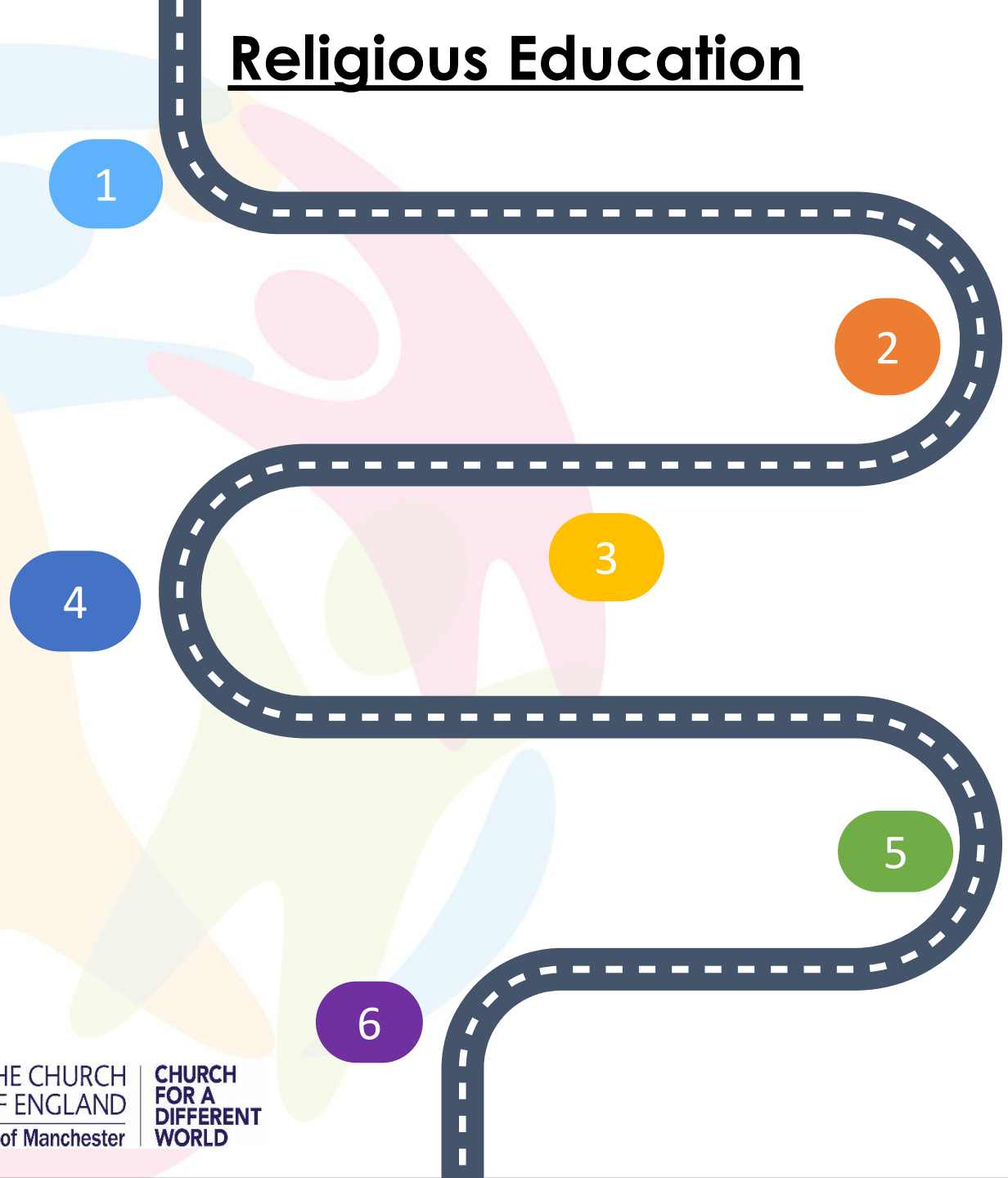
learn to recognise that different devices can be used to capture photographs and will gain experience capturing, editing, and improving photos

National Centre for Computing Education

Raspberry Pi

PROJECT EVOLVE BETA

Religious Education



1.4 Gospel

What is the ‘good news’ Christians believe Jesus brings? Part 1

1.4 Gospel

What is the ‘good news’ Christians believe Jesus brings? Part 2

1.6 - Islam

Who is a Muslim and how do they live? Part 1

1.5 Salvation

Why does Easter matter to Christians?

1.6 Islam

Who is a Muslim and how do they live? Part 2

1.8 - Places

What makes some places sacred to believers?

THE CHURCH OF ENGLAND
Diocese of Manchester
CHURCH FOR A DIFFERENT WORLD

HSRE

Being Me in My World

Celebrating Difference

Dreams and Goals

Healthy Me

Relationships

Changing Me

Science

Animals including Humans

Explore life cycles, basic needs for survival and the importance for humans to exercise

Living Things and their Habitats

Name a variety of habitats. Explore habitats that suit different animals and provide for basic needs

Everyday Materials

Identify and compare the suitability of a variety of everyday materials.

Plants

Observe and describe the life cycle of plants. Find out what plants need to grow and stay healthy

Revision

Revise all Year 2 units of work

PiXL

Humanities

History Unit 1 – Childhood

Explore different aspects of childhood in the past and compare it to the present

Geography Unit 1 – Mapping

Explore aerial maps and cardinal points. Develop maps of the local area

History Unit 2 – Significant Individuals

Find out about a range of significant people from explorers to activists to sports people

Geography Unit 2 – Hot and Cold Places in the World

Find out how weather in equatorial and polar regions differs from the UK

History Unit 3 – Housing

Explore how houses have changed / stayed the same

Geography Unit 3 – Two Contrasting Places in the World

Compare and contrast an area in the UK to a non-European area

Digimap for Schools
Learning. Mapping. Exploring.

Art & Design
Design & Technology

1

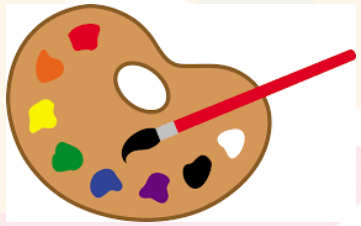
2

3

4

5

6



Art & Design – Mark Making

Investigate tone and pattern. Control the types of marks made with a range of media

Design & Technology - Textiles

Design, make and evaluate

Art & Design - Printing

Demonstrate some experience with relief and impressed printing

Design & Technology - Mechanisms

Design, make and evaluate

Art & Design – 3D and Sculpture

Shape, form, construct and model from observation and imagination

Design & Technology - Food

Design, make and evaluate

Music

Hands, Feet, Heart

South African music

Ho Ho Ho

Christmas music which continues to embed the interrelated dimensions of music

I Wanna Play in a Band

Rock music

Zootime

Reggae music

Friendship Song

A song about being friends

Reflect, Rewind and Replay

Consolidate the learning that has occurred during the year

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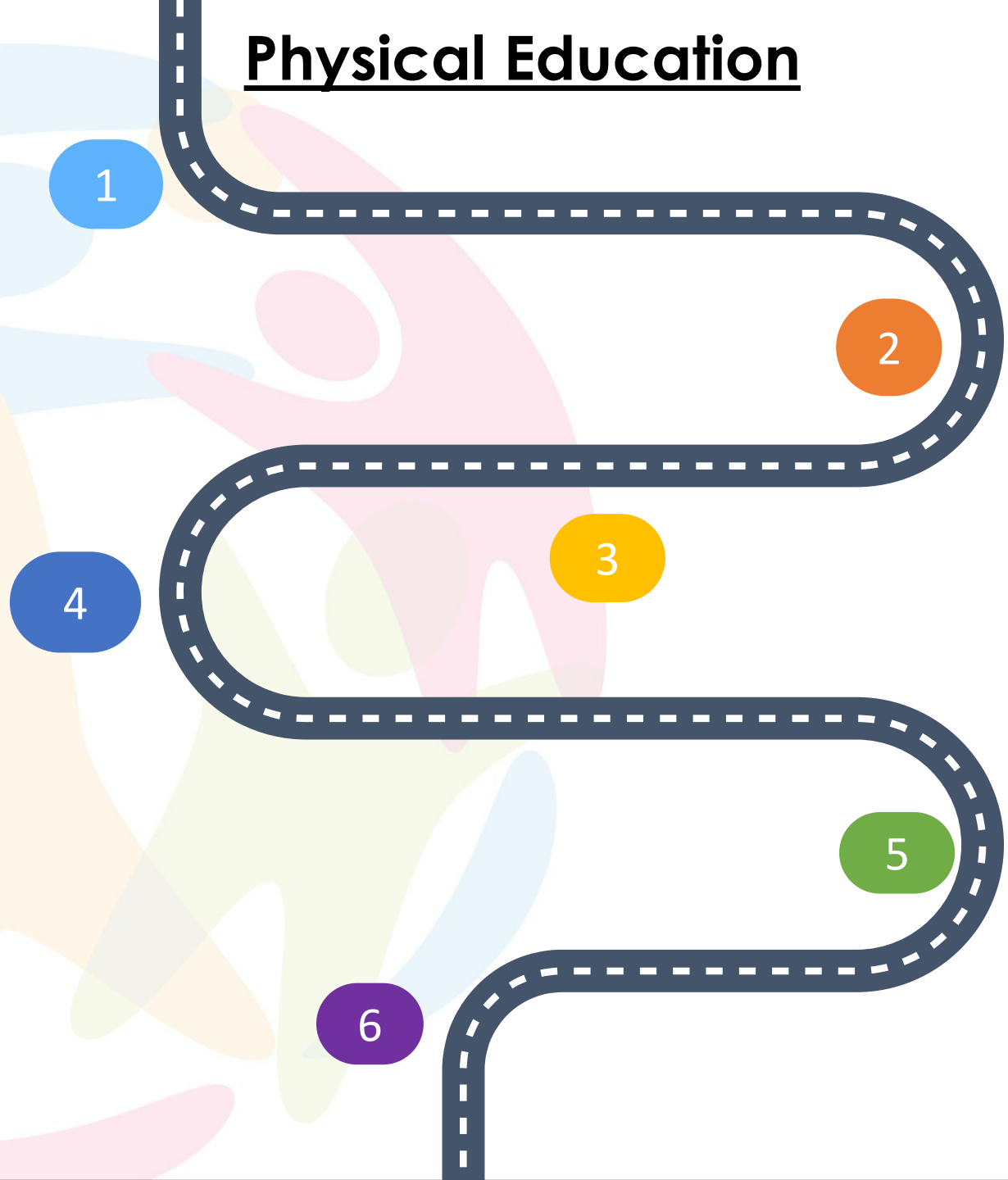
Physical Education



Movement Skills

Deepen the development of movement skills and apply them to a range of simple games

Invasion Games

Develop basic games into invasion games with simple attack and defend opportunities

Gymnastics

Linking actions / sections together to perform sequences

Dance and Basic Skills

Control movement and begin to use contrast
Throwing and catching

Movement and Target Games

Develop more control and accuracy with hitting a target in a variety of ways

Athletics

Learn to run at different paces
Throw an object in different ways