

## National Curriculum 2014 Planning Document



## **Statutory Requirements**



This document contains all of the statutory requirements of the National Curriculum (2014) broken down by subject. Please note this document should also be read in conjunction with the English and Maths appendices.

The document is to support the long, medium and short term planning processes to ensure both full coverage and progression. In the non-core subjects it is important that Key Stage teams plan for progression as this is not prescribed within the curriculum document. This document will form the start of the planning process and can be used as a monitoring tool to ensure all elements of the core areas are covered within the National Curriculum Year Group.

			ENGLISH			
Spoken Word	Word Reading	Comprehension	Writing – transcription	Writing – Handwriting	Writing – Composition	Writing – Grammar, Vocabulary and Punctuation
<ul> <li>Pupils should be taught to:</li> <li>listen and respond appropriat ely to adults and their peers</li> <li>ask relevant questions to extend their understan ding and knowledg e</li> <li>use relevant strategies to build their vocabular y</li> <li>articulate and justify answers, argument s and opinions</li> </ul>	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	<ul> <li>Pupils should be taught to:</li> <li>develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul> <li>listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and nonfiction at a level beyond that at which they can read independently</li> <li>discussing the sequence of events in books and how items of information are related</li> <li>becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>being introduced to non-fiction</li> </ul> </li> </ul>	<ul> <li>Spelling (see English Appendix 1)</li> <li>Pupils should be taught to: <ul> <li>spell by:</li> <li>segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>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</li> <li>learning to spell common exception words</li> <li>learning to spell more words with contracted forms</li> </ul> </li> </ul>	<ul> <li>Pupils should be taught to:</li> <li>form lower-case letters of the correct size relative to one another</li> <li>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</li> <li>write capital letters and digits of the correct size, orientation and relationship</li> </ul>	<ul> <li>Pupils should be taught to:</li> <li>develop positive attitudes towards and stamina for writing by: <ul> <li>writing narratives about personal experiences and those of others (real and fictional)</li> <li>writing about real events</li> <li>writing poetry</li> <li>writing for different purposes</li> </ul> </li> <li>consider what they are going to write before beginning by: <ul> <li>planning or saying out loud what they are going to write about</li> <li>writing down ideas and/or key words, including new vocabulary</li> <li>encapsulating what they want to say, sentence by sentence</li> </ul> </li> </ul>	<ul> <li>Pupils should be taught to:</li> <li>develop their understanding of the concepts set out in English Appendix 2 by: <ul> <li>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)</li> </ul> </li> <li>learn how to use: <ul> <li>sentences with different forms: statement, question, exclamation, command</li> <li>expanded noun phrases to describe and specify [for example, the blue butterfly]</li> <li>the present and past tenses</li> </ul> </li> </ul>

Year 2 Curriculum overview map

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Year 2 Curriculum overview map

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imagining and exploring ideas       • read aloud books       correcting inaccurate         exploring ideas       closely closely       reading         matched to       • making inferences         matched to       • making inferences         audibly       improving         and       phonic         fluently       knowledge, with an       • answering and asking questions         increasin       out	
and       books       inaccurate         exploring       closely       reading         ideas       matched to       making inferences         matched to       making inferences         speak       their       on the basis of         audibly       improving       what is being said         and       phonic       and done         fluently       knowledge,       answering and         with an       sounding       asking questions         increasin       out       predicting what	
exploring ideas       closely       reading         matched to       making inferences         speak       their       on the basis of         audibly       improving       what is being said         and       phonic       and done         fluently       knowledge, with an       answering and asking questions         increasin       out       predicting what	
ideas       matched to       making inferences         speak       their       on the basis of         audibly       improving       what is being said         and       phonic       and done         fluently       knowledge,       answering and         with an       sounding       asking questions         increasin       out       predicting what	
• speak       their       on the basis of audibly         audibly       improving       what is being said and phonic         and       phonic       and done         fluently       knowledge,       • answering and asking questions         increasin       out       • predicting what	
audiblyimprovingwhat is being saidandphonicand donefluentlyknowledge,answering andwith ansoundingasking questionsincreasinoutpredicting what	
and     phonic     and done       fluently     knowledge,     answering and       with an     sounding     asking questions       increasin     out     predicting what	
fluently     knowledge,       with an     sounding       increasin     out	
with an     sounding     asking questions       increasin     out     predicting what	
increasin Out	
a unfamiliar Predicting what	
might honnon on	
command words the basis of whet	
of accurately, has been read so	
Standard automatical for	
English iyand	
participat     without     participate in discussion	
e in about books, poems and	
discussion other works that are read to	
ns, re-read them and those that they	
presentati these can read for themselves,	
ons, books to taking turns and listening	
performa build up to what others say	
nces, role their explain and discuss their	
play, fluency and understanding of books,	
improvisa confidence poems and other material,	
tions and in word both those that they listen	
debates reading. to and those that they	
<ul> <li>gain,</li> <li>read for themselves.</li> </ul>	
maintain	
and	
monitor	
the	
interest of	

the			
listener(s)			
113161161(5)			
consider			
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evaluate			
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viewpoint			
S,			
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	Maths									
Number – Number and Place Value	Number – Addition and subtraction	Number – Multiplication and division	Number – fractions	Measurement	Geometry – Properties of shape	Geometry – Position and direction	Statistics			
Pupils should be taught to: count in steps of 2, 3, and 5 from 0, and in tens from any	<ul> <li>Pupils should be taught to:</li> <li>solve problems with addition and subtraction:</li> <li>using concrete objects and</li> </ul>	<ul> <li>Pupils should be taught to:</li> <li>recall and use multiplication and division facts for the 2, 5</li> </ul>	<ul> <li>Pupils should be taught to:</li> <li>recognise, find, name and write fractions <sup>1</sup>/<sub>3</sub>, <sup>1</sup>/<sub>4</sub></li> </ul>	Pupils should be taught to: choose and use appropriate standard units to estimate and	<ul> <li>Pupils should be taught to:</li> <li>identify and describe the properties of 2-D shapes, including the</li> </ul>	Pupils should be taught to: • order and arrange combinations of	Pupils should be taught to: interpret and construct simple			

Year 2 Curriculum overview map

number, forward	pictorial	and 10	2 . 3	measure	number of	mathematical	pictograms,
and backward	representations,	multiplication	, $\frac{2}{4}$ and $\frac{3}{4}$ of	length/height in	sides and line	objects in	tally charts,
	including those	tables, including	a length,	any direction	symmetry in a	patterns and	block
<ul> <li>recognise the</li> </ul>	involving	recognising odd	shape, set of	(m/cm); mass	vertical line	sequences	diagrams
place value of	numbers,	and even	objects or	(kg/g);	<ul> <li>identify and</li> </ul>		and simple
each digit in a	quantities and	numbers	quantity	temperature	<ul> <li>describe the</li> </ul>	<ul> <li>USE</li> </ul>	tables
two-digit	measures	<ul> <li>calculate</li> </ul>	<ul> <li>write simple</li> </ul>	(°C); capacity	properties of	mathematical	ask and
number (tens,	<ul> <li>applying their</li> </ul>	<ul> <li>calculate mathematical</li> </ul>	fractions for	(litres/ml) to the	3-D shapes,	vocabulary to describe	asicana
ones)	increasing			nearest	including the		answer
<ul> <li>identify,</li> </ul>	knowledge of	statements for multiplication and	example, $\frac{1}{2}$ of	appropriate unit,	number of	position, direction and	simple questions
represent and	mental and	division within the	6 = 3 and	using rulers,	edges,	movement,	by counting
estimate	written methods	multiplication	recognise the	scales,	vertices and	including	the number
numbers using		tables and write	equivalence of	thermometers	faces	movement in a	of objects
different	<ul> <li>recall and use addition</li> </ul>	them using the		and measuring		straight line	in each
representations,	and subtraction facts to	multiplication	$\frac{2}{4}$ and $\frac{1}{2}$ .	vessels	<ul> <li>identify 2-D</li> </ul>	and	category
including the	20 fluently, and derive	(x), division (÷)		<ul> <li>compare and</li> </ul>	shapes on the	distinguishing	and sorting
number line	and use related facts up	and equals (=)		order lengths,	surface of 3-D	between	the
<ul> <li>compare and</li> </ul>	to 100	signs		mass,	shapes [for	rotation as a	categories
order numbers	<ul> <li>add and subtract</li> </ul>	-		volume/capacity	example, a	turn and in	by quantity
from 0 up to	numbers using concrete	<ul> <li>show that</li> </ul>		and record the	circle on a	terms of right	by quantity
100; use <, >	objects, pictorial	multiplication of		results using >,	cylinder and a	angles for	<ul> <li>ask and</li> </ul>
and = signs	representations, and	two numbers		< and =	triangle on a	quarter, half	answer
and – orgino	mentally, including:	can be done in			pyramid]	and three-	questions
<ul> <li>read and write</li> </ul>	a two-digit	any order		<ul> <li>recognise and</li> </ul>	<ul> <li>compare and</li> </ul>	quarter turns	about
numbers to at	number and	(commutative)		use symbols for	sort common	(clockwise and	totalling
least 100 in	ones	and division of		pounds (£) and	2-D and 3-D	anti-	and
numerals and in		one number by		pence (p);	shapes and	clockwise).	comparing
words	<ul> <li>a two-digit number and</li> </ul>	another cannot		combine	everyday	,	categorical
<ul> <li>use place value</li> </ul>		<ul> <li>solve problems</li> </ul>		amounts to	objects.		data.
and number	tens	involving		make a			
facts to solve	<ul> <li>two two-digit</li> </ul>	multiplication		particular value			
problems.	numbers	and division,		find different			
proviniti	<ul> <li>adding three</li> </ul>	using materials,		combinations of			
	one-digit	arrays, repeated		coins that equal			
	numbers	addition, mental		the same			
	<ul> <li>show that addition of</li> </ul>	methods, and		amounts of			
	two numbers can be	multiplication		money			
	done in any order	and division					
	(commutative) and	facts, including		<ul> <li>solve simple</li> </ul>			
		_		problems in a			

subtraction of one	problems in	practical context		
number from another	contexts.	involving		
cannot		addition and		
		subtraction of		
<ul> <li>recognise and use the</li> </ul>		money of the		
inverse relationship		same unit,		
between addition and		including giving		
subtraction and use this to check calculations		change		
and solve missing		<ul> <li>compare and</li> </ul>		
number problems.		sequence		
		intervals of time		
		<ul> <li>tell and write the</li> </ul>		
		time to five		
		minutes,		
		including quarter		
		past/to the hour		
		and draw the		
		hands on a clock		
		face to show		
		these times		
		<ul> <li>know the</li> </ul>		
		number of		
		minutes in an		
		hour and the		
		number of hours		
		in a day.		

Science								
Working Scientifically	Living Things and their habitats	Plants	Animals, inc Humans	Use of everyday materials				
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:	<ul> <li>Pupils should be taught to:</li> <li>explore and compare the differences between things that are living, dead, and things that have never been alive</li> </ul>	<ul> <li>Pupils should be taught to:</li> <li>observe and describe how seeds and bulbs grow into mature plants</li> </ul>	<ul> <li>Pupils should be taught to:</li> <li>notice that animals, including humans, have offspring which grow into adults</li> </ul>	<ul> <li>Pupils should be taught to:</li> <li>identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass,</li> </ul>				

-	acking simple questions and	-	identify that most living things	-	find out and describe how	-	find out about and describe the	1	brick rock paper and
	asking simple questions and		identify that most living things	- T.		- T			brick, rock, paper and
	recognising that they can be		live in habitats to which they		plants need water, light and a		basic needs of animals,		cardboard for particular uses
	answered in different ways		are suited and describe how		suitable temperature to grow		including humans, for survival	-	find out how the shapes of
•	observing closely, using simple equipment		different habitats provide for the basic needs of different kinds of animals and plants,		and stay healthy.		(water, food and air) describe the importance for		solid objects made from some materials can be changed by
•	performing simple tests		and how they depend on each other				humans of exercise, eating the right amounts of different types		squashing, bending, twisting and stretching.
•	identifying and classifying						of food, and hygiene.		
•	using their observations and ideas to suggest answers to questions	•	identify and name a variety of plants and animals in their habitats, including micro- habitats						
•	gathering and recording data to help in answering questions.	•	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.						

			Non-Core Subjects			
Art & Design	Computing	Design & Technology	Geography	History	Music	PE
<ul> <li>Pupils should be taught:</li> <li>to use a range of materials creatively to design and make products</li> <li>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and</li> </ul>	<ul> <li>Pupils should be taught to:</li> <li>understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</li> <li>create and debug simple programs</li> <li>use logical reasoning to predict the behaviour of simple programs</li> <li>use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>recognise common uses of information technology beyond school</li> <li>use technology safely and</li> </ul>	<ul> <li>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should 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 should be taught to:</li> <li>Design <ul> <li>design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>generate, develop, model and communicate their ideas through talking, drawing, templates, mockups and, where appropriate,</li> </ul> </li> </ul>	<ul> <li>Pupils should be taught to:</li> <li>Locational knowledge</li> <li>name and locate the world's seven continents and five oceans</li> <li>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> <li>Place knowledge</li> <li>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</li> </ul>	<ul> <li>Pupils should be taught about:</li> <li>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> <li>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]</li> <li>the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare</li> </ul>	<ul> <li>Pupils should be taught to:</li> <li>use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>play tuned and untuned instruments musically</li> <li>listen with concentration and understanding to a range of high- quality live and recorded music</li> <li>experiment with, create, select and combine sounds using the inter- related dimensions of music.</li> </ul>	<ul> <li>Pupils should be taught to:</li> <li>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</li> <li>participate in team games, developing simple tactics for attacking and defending</li> <li>perform dances using simple movement patterns.</li> </ul>

making links to	respectfully,	information and	Human and physical	aspects of life in	 <u> </u>
_			geography		
their own work.	keeping personal	communication	<ul> <li>identify seasonal</li> </ul>	different periods [for	
	information private;	technology	and daily weather	example, Elizabeth	
	identify where to go		patterns in the	I and Queen	
	for help and	Make	•	Victoria,	
	support when they	<ul> <li>select from and use</li> </ul>	United Kingdom and	Christopher	
	have concerns	a range of tools and	the location of hot	Columbus and Neil	
	about content or	equipment to	and cold areas of the	Armstrong, William	
	contact on the	perform practical	world in relation to	Caxton and Tim	
	internet or other	tasks [for example,	the Equator and the	Berners-Lee, Pieter	
	online	cutting, shaping,	North and South	Bruegel the Elder	
	technologies.	joining and	Poles	and LS Lowry,	
	teennereg.een	finishing]	a successive to a star	Rosa Parks and	
		01	<ul> <li>use basic</li> </ul>	Emily Davison,	
		<ul> <li>select from and use</li> </ul>	geographical	Mary Seacole	
		a wide range of	vocabulary to refer	and/or Florence	
		materials and	to:		
		components,	<ul> <li>key physical</li> </ul>	Nightingale and	
		including	features,	Edith Cavell]	
		construction	including:	<ul> <li>significant historical</li> </ul>	
		materials, textiles	beach, cliff,	events, people and	
		and ingredients,	coast, forest,	places in their own	
		according to their	hill,	locality.	
		characteristics	mountain,	locality.	
		characteristics			
			sea, ocean,		
		Evaluate explore and	river, soil,		
		oxploto ana	valley,		
		evaluate a range of	vegetation,		
		existing products	season and		
		<ul> <li>evaluate their ideas</li> </ul>	weather		
		and products	key human		
		against design	features,		
		criteria	including:		
		Gillena	city, town,		
			village,		
		Technical knowledge	factory,		
		<ul> <li>build structures,</li> </ul>			
		exploring how they	farm, house,		
		can be made	office, port,		
		stronger, stiffer and			
		more stable			

	<ul> <li>explore and use</li> </ul>	harbour and		
	mechanisms [for	shop		
	example, levers,			
	sliders, wheels and	Geographical skills and		
	axles], in their	fieldwork		
	products.	<ul> <li>use world maps,</li> </ul>		
		atlases and globes		
	Cooking & Nutrition	to identify the United		
	Pupils should be taught to:	Kingdom and its		
		countries, as well as		
	Key stage 1	the countries,		
	<ul> <li>use the basic</li> </ul>	continents and		
	principles of a	oceans studied at		
	healthy and varied	this key stage		
	diet to prepare			
	dishes	<ul> <li>use simple compass</li> </ul>		
	<ul> <li>understand where</li> </ul>	directions (North,		
	<ul> <li>understand where food comes from.</li> </ul>	South, East and		
	Toda comes from.	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		
		<ul> <li>use aerial</li> </ul>		
		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		
		<ul> <li>use simple fieldwork</li> </ul>		
		and observational		
		skills to study the		
		geography of their		
L I	1	,		

	school and its		
	grounds and the key		
	human and physical		
	features of its		
	surrounding		
	environment.		