



St Mary's  
Colchester

Year 2

Curriculum Booklet



## Introduction

This booklet is a guide to your daughter's current academic year, giving you an overview of the content of our curriculum at St. Mary's. Our curriculum has been devised to interest and engage your daughter, with the intention to help realise her potential. As with all the best teaching, it may be liable to changes as we respond to the questions, interests and particular needs of the girls, but it will give you a broad idea of the year ahead.

If you have any questions, please speak with your daughter's class teacher or Mrs Zoe Wentworth, Assistant Director of Lower School (Academic).



## Year 2 Yearly Overview for English

(Your daughter will be assessed against the following criteria)

Reading	Writing
<ul style="list-style-type: none"><li>• Reads accurately by blending the sounds in words that contain the graphemes taught so far especially recognising alternative sounds for graphemes.</li><li>• Reads accurately words of two or more syllables that contain the same graphemes as above.</li><li>• Reads most words at an instructional level 93-95 per cent quickly and accurately without overt sounding and blending, when they have been frequently encountered.</li><li>• Reads aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</li><li>• Re-reads these books to build fluency and confidence in word reading.</li></ul> <p>Develops pleasure in reading, motivation to read, vocabulary &amp; understanding by:</p> <ul style="list-style-type: none"><li>• 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.</li><li>• Discussing the sequence of events in books and how items of information are related.</li><li>• Becoming increasingly familiar with a wider range of stories, fairy stories and traditional tales.</li><li>• Retelling a range of stories, fairy stories and traditional tales, and being introduced to non-fiction books that are structured in different ways.</li><li>• Understand both the books they can already read accurately and fluently and those that they listen to by.</li><li>• Checking that the text makes sense to them as they read and correcting inaccurate reading.</li><li>• Answering questions and predicting what might happen on the basis of what has been read so far.</li></ul>	<ul style="list-style-type: none"><li>• Writes capital letters and digits of the correct size, orientation and relationship to one another and to lower case letter.</li><li>• Develops positive attitudes towards, and stamina for, writing, by writing for different purposes.</li><li>• Considers what is going to be written before beginning by encapsulating what they want to say, sentence by sentence.</li><li>• Makes simple additions, revisions and corrections to writing by proof-reading to check for errors in spelling, grammar and punctuation.</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>• Uses the suffixes –er, –est in adjectives and –ly to turn adjectives into adverbs</li><li>• Constructs subordination (using when, if, that, because) and co-ordination (using or, and, but).</li><li>• Uses the correct choice and consistent use of present tense and past tense.</li><li>• Uses capital letters, full stops, question marks and exclamation marks to demarcate sentences.</li></ul>



- Participates in discussions about books, poems and other works that are read to them and those they can read for themselves, taking turns and listening to what others say.

- Use commas to separate items in a list.






## Year 2 Yearly Overview for Mathematics

(Your daughter will be assessed against the following criteria)


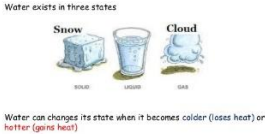

<p><b>Number and place value</b> Counts in steps of two, three, and five from 0, and in tens from any number, forward and backward Compares and orders numbers from 0 up to 100 Uses &lt; &gt; and = signs correctly Uses place value and number facts to solve problems</p> <p><b>Addition and subtraction</b> Solves problems with addition and subtraction by: 1. using concrete objects and pictorial representations, including those involving numbers, quantities and measures; and 2. applying an increasing knowledge of mental and written methods. Recalls and uses addition and subtraction facts to 20 and 100: 1. fluently up to 20.</p> <p><b>Multiplication and division</b> Recalls and uses multiplication and division facts for the two, five and 10 multiplication tables, including recognising odd and even numbers Solves problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts</p> <p><b>Fractions (including decimals)</b> Recognises, finds, names and writes fractions <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math>, and <math>\frac{3}{4}</math> of a length, shape, set of objects or quantity</p>	<p><b>Measurement</b> Solves simple problems in a practical context involving addition and subtraction of money of the same unit including giving change Geometry: properties of shape Compares and sorts common 2-D and 3-D shapes and everyday objects</p> <p><b>Geometry: position and direction</b> Uses mathematical vocabulary to describe position, direction and movement including movement in a straight line, and distinguishes between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise)</p> <p><b>Statistics</b> Asks and answers questions about totalling and comparing categorical data</p>



## Year 2 Yearly Overview for Science


Topic / Area of study	Description	The skills the girls will develop through this topic
<b>Plants</b> 	<p>To explore and investigate plants throughout the different season and in different habitats.</p>	<p>Identify, classify and describe the basic structure of a plant.</p> <p>To observe and describe growth and the conditions needed for growth.</p> <p>To look suitability of environments.</p>
<b>Animals, including humans</b>  	<p>We will learn to identify and name a variety of common animals that can be classified as carnivores, herbivores and omnivores.</p> <p>We will study the characteristics of mammals including humans and notice that this class of animal have offspring who grow into adults.</p> <p>Our study of the human body will see the girls labelling different parts of the body and saying which part of the body is associated with each sense. We will look at the functions of the main organs. Exercise and healthy eating will also feature as part of this area of learning.</p>	<p>Identify, classify and observe.</p> <p>Look at growth, basic needs, exercise, food and hygiene. Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>Identify name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p>Notice that animals, including humans, have offspring which grow into adults.</p> <p>Investigate and describe the basic needs of animals, including humans, for survival (water, food and air).</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.</p>



<p><b>Everyday materials and their properties</b></p>  <p><b>Changing States of Water</b></p> 	<p>We will identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock and describe their simple physical properties such as transparency, strength, flexibility, texture and resistance to water.</p> <p>We find out how the shapes of solid objects made from some materials, can be changed by squashing, bending, twisting and stretching. This topic will develop the ability to raise questions about working scientifically with the knowledge and skills that it brings.</p> <p>The changing state of water will be explored through controlled experiments as we discover that some materials can change through heating and cooling.</p> <p>We will identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick/rock, and paper/cardboard for particular uses.</p>	<p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.</p> <p>Identify, name, describe, classify and compare properties and changes.</p> <p>Look at the practical uses of everyday materials.</p> <p>Observe closely, using simple equipment.</p> <p>Perform simple tests.</p> <p>Identify and classify.</p> <p>Use observations and ideas to suggest answers to questions.</p> <p>Gather and record data to help in answering questions.</p>
<p><b>Living things and their habitats</b></p> 	<p>We will become explorers of different habitats from around the world. We will learn how animals eat, live and survive in relation to the habitats in which they live and explore the idea of food chains.</p> <p>We will travel through habitats including the oceans, polar regions, rainforest, desert and urban. Here we will discover how both animals and plants have adapted to living in these different habitats. We will make comparisons between contrasting eco-systems and discuss questions like: How do these animals survive in such harsh environments? Individual research projects will allow children to follow their own interests regarding these amazing animals of the world.</p>	<p>Identify and name a variety of plants and animals in their habitats, including micro-habitats.</p> <p>Identify, classify and ask simple questions.</p> <p>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> <p>Identify and name a variety of plants and animals in their habitats, including micro-habitats.</p>




## Year 2 - History

Topic / Area of study	Description	The skills the girls will develop through this topic
<b>Significant events including The Great Fire of London</b> 	<p>Children will explore significant national and global events that have shaped our history including the Great Fire of London. They will learn what caused the fire, how it spread, and how London changed as a result. We will understand the role Samuel Pepys played in this significant event from the past. Pupils will build on their understanding of chronology, comparing life then and now.</p> <p>They will develop skills in using sources, asking historical questions, and identifying why events happened.</p> <p>This topic encourages curiosity and helps children see how events affect people and communities.</p>	<p>Ask questions such as: What was it like for people? What happened? How long ago?</p> <p>Use artefacts, pictures, stories, online sources, and databases to find out about the past.</p> <p>The ability to think, reflect, debate, discuss and evaluate the past, formulating, and refining questions and lines of enquiry.</p> <p>Explore historical events from the past and consider why they have been remembered.</p> <p>Place events and artefacts in order on a timeline.</p> <p>Label timelines with words or phrases such as: past, present, older and newer.</p> <p>Describe historical events.</p>






## Year 2 - Geography

Topic / Area of study	Description	The skills the girls will develop through this topic
<b>Where We Live</b> 	<p>This unit builds on children's knowledge and skills from Year 1 - My School. It provides opportunities to reconnect to previous learning and explore maps of the school, while also extending children's geographical understanding to include the local area. Children will explore how maps use symbols to represent human and physical features.</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>Understand geographical similarities and differences through studying human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</p>



<p><b>The United Kingdom</b></p> 	<p>This unit builds on children's knowledge of the UK from Year 1. The children will study each country of the UK in more depth, identifying capital cities and key geographical characteristics.</p>	<p>Ask and answer geographical questions.</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Use basic geographical vocabulary to refer to key physical features including: beach, cliff, coast, mountain, sea, ocean, river, vegetation, season and weather and key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>
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## Year 2 – Additional Subjects

<b>RE</b>
<p>Topics to be covered:</p> <ul style="list-style-type: none"> <li>• Special Times / Places / People</li> <li>• Festivals &amp; Celebrations</li> <li>• Easter / Chinese New Year</li> </ul>
<b>PSCHEE/Philosophy</b>
<p>Topics to be covered:</p> <ul style="list-style-type: none"> <li>• Feelings &amp; Emotions – Worry &amp; Anger.</li> <li>• Our World – Living and Working in Our World Keeping/Staying Healthy – Healthy Eating, Brushing Teeth.</li> <li>• Relationships – Bullying, Body Language.</li> <li>• Special Module – Is it safe to eat or drink?</li> <li>• Fire Safety – Petty Arson.</li> <li>• Being Responsible – Practise Makes Perfect.</li> <li>• Helping Someone in Need.</li> </ul>



- Computer Safety – Image Sharing, Computer Safety Documentary.
- Keeping/ Staying Safe – Tying Shoelaces.

### **Computer Science**

Topics to be covered:

- Intro to Purple Mash
- Route Explorers
- Creating Pictures
- Spreadsheets
- Questioning
- Coding
- The Internet
- Making Music (this will be linked to music lessons)

### **Languages**

The girls will refine their base knowledge of French speaking and listening, increasing in confidence and fluency, continually improving their pronunciation. Amongst the topics they will be studying will be days and months, classroom objects, body parts, pets, family members, fruits, drinks and snacks. They will also work to develop their conversational skills. The girls will explore the differences between the cultural practices in the UK and French speaking countries.

### **Design and Technology**

The girls will complete a STEM Lego project applying problem solving, critical thinking and spatial reasoning through hands-on building and design. They will work as a team to experiment with various solutions developing logical thinking. They will then make and evaluate their product.

### **Art and Design**

Using the Art strands of drawing, painting, collage and textiles. The girls will use their experience and ideas as inspiration for artwork. They will explore a variety of techniques and learn from a range of artists and designers.

### **Music**

- To develop performance skills accurately following the melody
- To be able to clap rhythmic patterns
- To use symbols to represent a composition and use them to help with a performance.
- To be able to recognise changes in timbre, dynamics and pitch



PE							
<ul style="list-style-type: none"> <li>• Uphold the spirit of fair play and respect in all competitive situations</li> <li>• To participate in team games, developing simple tactics for attacking and defending</li> <li>• To develop rolling, hitting, running, jumping, catching and kicking skills in combination</li> <li>• To move with some control and awareness of space</li> <li>• To develop greater agility, balance and co-ordination</li> <li>• To be able to swim unaided</li> </ul>							
Forest School							
<p>Your daughter will have opportunities to develop her skills and knowledge in the following areas: Tool use, Ropes and Knots, Fires, Dens and Shelters, Tree climbing and Flora and Fauna. Personal, Social and Emotional Development is a constant feature throughout all of the sessions as the girls experience supported risk taking, physical challenges, working as part of a group, problem solving, choice, opportunities for reflection, solitude and discussion of feelings and emotions to promote self-awareness, social awareness and positive mental health.</p>							
French							
French	Translation (English)	French	Translation (English)	French	Translation (English)	French	Translation (English)
lundi	Monday	J'ai un/e/des ....	I have a ...	Le/la/les	The	Est-ce que tu aimes..?	Do you like?
mardi	Tuesday	Un crayon	Pencil	La Tête	Head	C'est	It's
mercredi	Wednesday	Un sac	Bag	La bouche	Mouth	Oui, J'aime les..	Yes, I like..
jeudi	Thursday	Un livre	Book	Les épaules	Shoulders	Non, Je n'aime pas les..	No, I don't like..
vendredi	Friday	Un stylo	Pen	Les genoux	Knees	C'est de quelle couleur?	What colour is it?
samedi	Saturday	Un cahier	Exercise book	Les Pieds	Feet		
dimanche	Sunday	Une gomme	Rubber	Les Yeux	Eyes		
		Une règle	Ruler	Les Oreilles	Ears		
Bonjour	Hello	Une trousse	Pencil case	Le Nez	Nose		
Salut	Hi	Un compas	Compass	Les cheveux	Hair	Vert	Green
Bonsoir	Good evening	Des ciseaux	Scissors	La bouche	Mouth	Rouge	Red
Bonne nuit	Good night	Des feutres	Felts	La jambe	Leg	Marron	Brown
Au revoir	Goodbye	Un bâton de colle	Glue-stick	Le bras	Arm	jaune	Yellow
Monsieur	Sir			Touchez	Touch	bleu	Blue
Madame	Mrs	Rouge	Red	Ecoutez	Listen	Crème	Cream



Mademoiselle	Miss	Bleu(e)	Blue	Tournez	Turn	Argent	Silver
Ça va?	How are you?	Vert/e	Green	Hochez	Nod	or	Gold
Ça va	I'm okay	Marron	Brown	Levez	Lift		
Comme çi, comme ça	I'm So so	Gris/e	Grey	As-tu un animal ?	Do you have a pet?	Je voudrais .... svp	I would like ... please
Pas bien	I'm not good	Orange	Orange	J'ai –	I have –	Une pomme	Apple
Ça ne va pas	I'm not okay	Violet/te	Purple	Je n'ai pas de -	I don't have a -	Une poire	Pear
Ça va mal	I'm not well	Jaune	Yellow	Un chien	A dog	Une pêche	Peach
		Noir/e	Black	Un chat	A cat	Une banane	Banana
		Blanc/Blanche	White	Un oiseau	A bird	Une orange	Orange
Je m'appelle...et toi?	I am called...and you?	Crème	Cream	Un cheval	A horse	Un citron	Lemon
		Argent	Silver	Un poisson	A fish (gold)	Des raisins	Grapes
		Or	Gold	(rouge)		Un melon	Melon
Nombre:	Number:	Joyeux Noël !	Happy Christmas!	Un lapin	A rabbit	Un kiwi	Kiwi
Un	One			Une tortue	A tortoise	Des fraises	Strawberries
Deux	Two			Une souris	A mouse	Un ananas	Pineapple
Trois	Three			Une araignée	A spider	La pizza	Pizza
Quatre	Four			Je voudrais..	I would like..	Un jus d'orange	Orange Juice
Cinq	Five					Un sandwich	Sandwich
Six	Six					Un gâteau	Cake
Sept	Seven			Voilà –	There is –	Les hamburgers	Hamburgers
Huit	Eight			J'ai un/e	I have a	Les frites	Chips
Neuf	Nine			frère/sœur	brother/sister	Le pain	Bread
Dix	Ten			demi-frère	Half/step brother	Les milkshakes	Milkshakes
Onze	Eleven			demi-sœur	Half/step sister	Le poulet	Chicken
Douze	Twelve					La salade	Salad
Treize	Thirteen			Mon frère	My brother	L'eau	Water
Quatorze	Fourteen			Mon père	My father	Les bonbons	Sweets
Quinze	Fifteen			Mon bébé	My baby	Le coca	Coca-cola
Seize	Sixteen			Mon grandpère	My grandfather	Le chocolat	Chocolate
Dix-sept	Seventeen			Mon oncle	My Uncle		
Dix-huit	Eighteen			Ma mère	My mother	Une glace au chocolat	Chocolate ice cream
Dix-neuf	Nineteen			Ma soeur	My sister	Une glace à la fraise	Strawberry ice cream
Vingt	Twenty			Ma grandmère	My grandmother		
Vingt-et-un	Twenty-one			Ma tante	My aunt		
Vingt-deux	Twenty-two			Moi	Me		Vanilla ice cream



Vingt-trois	Twenty-three			Mes parents	My parents	Une glace à la vanille	A cone
Vingt-quatre	Twenty-four			Mes cousins	My cousins	Un cornet	A tub
Vingt-cinq	Twenty-five			Il s'appelle...	He is called...	Un petit pot	What would you like?
Vingt-six	Twenty-six			Elle s'appelle...	She is called...		How much is it?
Vingt-sept	Twenty-seven			Ils/Elles s'appellent...	They are called..	Vous désirez?	There you go
Vingt-huit	Twenty-eight			Je suis fille unique.	I am an only child.	C'est combien?	Thank you
Vingt-neuf	Twenty-nine			Il/Elle a...ans	He/She is ...years old.	Voilà	Goodbye
Trente	Thirty					Merci	
Trente-et-un	Thirty-one					Au revoir	
janvier	January						
février	February						
mars	March						
avril	April						
mai	May						
juin	June						
juillet	July						
août	August						
septembre	September						
octobre	October						
novembre	November						
décembre	December						
Quelle est la date ton anniversaire?	When is your birthday?						
Mon anniversaire c'est le...	It is on... (date/month)						
Quel âge as-tu?	How old are you?						
J'ai ..... ans	I am ..... years old						