



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><li>• 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.</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><li>• Use commas to separate items in a list.</li></ul>






## 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>Famous People from the Past</b> <b>(Including Mary Anning)</b>  	<p>In the Autumn term, we will encourage the girls to develop an awareness of the past by studying the lives of significant people who have contributed to national and international achievements.</p> <p>A range of historical sources will be used to find information about the past such as online databases, encyclopaedias, artefacts and library books.</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>Describe significant people from 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>
<b>The Great Fire of London</b>    	<p>We will study the Great Fire of London, we will learn how this significant event from the past happened, how it spread and what was done to stop it.</p> <p>Comparisons between life then with life now in terms of having a Fire Brigade and safer houses will be discussed and explored in detail. Why are our cities safer from outbreaks of fire now?</p> <p>We will understand the role Samuel Pepys played in this significant event from the past.</p> <p>A developing understanding of chronology will be embedded by placing events on a timeline and using historical language to indicate the passing of time.</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> <p>Show an understanding of the concept of nation and a nation's history.</p> <p>Describe significant people from the past and understand how historical events are recorded in different forms of communication.</p>





<p>Local History.</p>  A photograph of a historic stone building, likely a castle or fortress, featuring a small tower and a bridge. The building is constructed from light-colored stone and has a red-tiled roof. The sky is blue with some clouds.	<p>We will consider significant historical events, places and people in their local environment and participate in storytelling, drama and hands-on-activities which will spark imaginations and develop an understanding of real-life history.</p> <p>This historical study aims to develop an understanding of where people and events fit within a chronological framework and identify similarities and differences between ways of life in different periods.</p>	<p>Use dates where appropriate.</p> <p>Show an understanding of concepts such as civilisation and monarchy.</p> <p>Recognise that there are reasons why people in the past acted as they did.</p>
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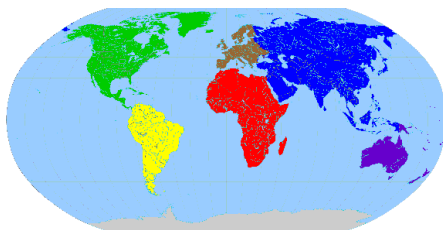


## Year 2 - Geography

Topic / Area of study	Description	The skills the girls will develop through this topic
<b>Local area – London Road / Colchester</b> 	<p>During this study the girls will explore their immediate locality. They will use simple fieldwork and observational skills to study the geography of the street outside school. Including key human and physical features.</p> <p>Using aerial images and maps of Colchester the girls will recognise landmarks and basic physical features such as parks, shops, residential areas and key services such as the fire station and hospital.</p>	<p>Use basic geographical vocabulary to refer to and describe key physical and human features of locations. Key human feature including: city, town, village, factory, farm, house, office and shops.</p> <p>Use simple compass directions.</p> <p>Use aerial photographs.</p> <p>Use fieldwork and observational skills.</p> <p>Identify land use around the school.</p>
<b>United Kingdom</b> 	<p>We will investigate the different types of settlements, such as; city, town, village, coastal or rural area.</p> <p>This topic will encourage geographical thinking, asking questions, such as; What is this place like? Who or what will I see in this place?</p>	<p>Ask and answer geographical questions.</p> <p>Identify key features of a location in order to say what it is.</p> <p>Use basic geographical vocabulary to refer to key physical features including: beach, cliff, coast, mountain, sea, ocean, river, vegetation, season and weather.</p>



## Continents and oceans of the world



We will learn about the oceans and continents of the world and understand how the world is constantly changing.

Weather is an interesting area of learning within this topic as we identify weather patterns and consider the location of hot and cold areas in relation to the Equator.

Through a case study in the developing world, we will compare similarities and differences.

Use world maps, atlases, and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.

Name and locate the world's continents and oceans.

Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.

Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country.



## Year 2 – Additional Subjects

### RE

Topics to be covered:

- Special Times / Places / People
- Festivals & Celebrations
- Easter / Chinese New Year

### PSCHEE/Philosophy

Topics to be covered:

- Feelings & Emotions – Worry & Anger.
- Our World – Living and Working in Our World Keeping/Staying Healthy – Healthy Eating, Brushing Teeth.
- Relationships – Bullying, Body Language.
- Special Module – Is it safe to eat or drink?
- Fire Safety – Petty Arson.
- Being Responsible – Practise Makes Perfect.
- Helping Someone in Need.
- Computer Safety – Image Sharing, Computer Safety Documentary.
- Keeping/ Staying Safe – Tying Shoelaces.

### Computer Science

Topics to be covered:

- e-Safety
- Presentations and Typing
- Digital Books (Storyland)
- Coding 2a
- Different sorts
- of inputs
- Internet and Word-Processing Skills Coding 2b
- Buttons & Instructions



<b>Languages</b>
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.
<b>Design and Technology</b>
The girls will begin to refine their practical skills, when they analyse a range of cupcakes to then be in a position to be able to design, produce and evaluate their own. They will build on their skills in textiles by designing and creating templates, which they will use to produce an item to meet a design specification.
<b>Art and Design</b>
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.
<b>Music</b>
<ul style="list-style-type: none"><li>• To develop performance skills accurately following the melody</li><li>• To be able to clap rhythmic patterns</li><li>• To use symbols to represent a composition and use them to help with a performance.</li><li>• To be able to recognise changes in timbre, dynamics and pitch</li></ul>
<b>PE</b>
<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>
<b>Forest School</b>
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.



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	C'est	It's
Mardi	Tuesday	Un crayon	Pencil	La Tête	Head	J'aime les	I like
Mercredi	Wednesday	Un sac	Bag	La bouche	Mouth	C'est quelle	What colour is it?
Jeudi	Thursday	Un livre	Book	Les épaules	Shoulders	couleur?	
Vendredi	Friday	Un stylo	Pen	Les genoux	Knees		
Samedi	Saturday	Un cahier	Exercise book	Les Pieds	Feet	Vert	Green
Dimanche	Sunday	Une gomme	Rubber	Les Yeux	Eyes	Rouge	Red
		Une règle	Ruler	Les Oreilles	Ears	Marron	Brown
Bonjour	Hello	Une trousse	Pencil case	Le Nez	Nose	jaune	Yellow
Salut	Hi	Un compas	Compass	Les cheveux	Hair	bleu	Blue
Bonsoir	Good evening	Des ciseaux	Scissors	La bouche	Mouth	Crème	Cream
Bonne nuit	Good night	Des feutres	Felts	La jambe	Leg	Argent	Silver
Au revoir	Goodbye	Une colle	Glue-stick	Le bras	Arm	or	Gold
Monsieur	Sir			Touchez	Touch		
Madame	Mrs			Ecoutez	Listen	Je voudrais .... svp	I would like ...
Mlle	Miss			Tournez	Turn		please
				Hochez	Nod	Une pomme	Apple
Ça va?	How are you?			Levez	Lift	Une poire	Pear
Ça va	I'm okay					Une pêche	Peach
Comme ça, comme ça	I'm So so			Tu as un animal?	Do you have a pet?	Une banane	Banana
Pas bien	I'm not good			J'ai –	I have –	Une orange	Orange
Ça ne va pas	I'm not okay			Je n'ai pas de -	I don't have a -	Un citron	Lemon
Ça va mal	I'm not well			Un chien	A dog	Des raisins	Grapes
				Un chat	A cat	Un melon	Melon
Je m'appelle...et toi?	I am called...and you?			Un oiseau	A bird	Un kiwi	Kiwi
				Un cheval	A horse	Des fraises	Strawberries
Nombre:	Number:			Un poisson	A fish (gold)	Un ananas	Pineapple
Un	One			(rouge)		Une pizza	Pizza
Deux	Two			Un lapin	A rabbit	Un jus d'orange	Orange Juice
Trois	Three			Une tortue	A tortoise	Un sandwich	Sandwich
Quatre	Four			Une souris	A mouse	Un gâteau	Cake
Cinq	Five			Un dragon	A dragon		
						Une glace au chocolat	Chocolate ice cream



Six	Six			Voilà –	There is –	Une glace à la fraise	Strawberry ice cream
Sept	Seven			J'ai un/e -	I have a -	Une glace à la vanille	Vanilla ice cream
Huit	Eight			Mon frère	My brother		
Neuf	Nine			Mon père	My father		
Dix	Ten			Mon bébé	My baby		
Onze	Eleven			Mon grandpère	My grandfather		
Douze	Twelve			Mon oncle	My Uncle		
Treize	Thirteen			Ma mère	My mother		
Quatorze	Fourteen			Ma soeur	My sister		
Quinze	Fifteen			Ma grandmère	My grandmother		
Seize	Sixteen			Ma tante	My aunt		
Dix-sept	Seventeen			Moi	Me		
Dix-huit	Eighteen			Mes parents	My parents		
Dix-neuf	Nineteen			Mes cousins	My cousins		
Vingt	Twenty						
Vingt-et-un	Twenty-one			Il s'appelle...	He is called...		
Vingt-deux	Twenty-two			Elle s'appelle...	She is called...		
Vingt-trois	Twenty-three			Je suis fille unique.	I am an only child.		
Vingt-quatre	Twenty-four						
Vingt-cinq	Twenty-five						
Vingt-six	Twenty-six						
Vingt-sept	Twenty-seven						
Vingt-huit	Twenty-eight						
Vingt-neuf	Twenty-nine						
Trente	Thirty						
Trente-et-un	Thirty-one						
Janvier	January						
Février	February						
Mars	March						
Avril	April						
Mai	May						
Juin	June						
Juillet	July						
Août	August						
Septembre	September						



<b>Octobre</b> <b>Novembre</b> <b>Décembre</b>	<b>October</b> <b>November</b> <b>December</b>						
Quelle est la date ton anniversaire? C'est le...	When is your birthday? It is on... (date/month)						
Quel âge as-tu? J'ai ..... ans	How old are you? I am ..... years old						