



**St Mary's**  
Catholic Primary School and Nursery

**Classroom Monitor**  
**Objective**  
**Coverage**

**Year 2**  
**Spring Term**

## Year 2 English Spring Term

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| <b><u>English - Reading</u></b><br>Word Reading  | <ul style="list-style-type: none"><li>• Decode words with two or more syllables</li><li>• Read further common exception words</li><li>• Read frequently encountered words quickly and accurately</li><li>• Read aloud books closely matched to improving phonic knowledge</li></ul>   |
| <b><u>English - Reading</u></b><br>Comprehension | <ul style="list-style-type: none"><li>• Discuss and express views about what is read to them</li><li>• Understand books, being read or listened to, using a range of strategies</li><li>• Discuss their understanding of books read to them and read themselves</li><li>• Check the text makes sense as they read and correct inaccurate reading</li><li>• Discuss and clarify the meanings of words</li><li>• Discuss their favourite words and phrases</li><li>• Make inferences</li><li>• Answer and ask questions to understand books</li></ul> |
| <b><u>English - Writing</u></b><br>Handwriting   | <ul style="list-style-type: none"><li>• Form lower case letters and start to join</li><li>• Use appropriately-sized spacing between words</li></ul>   |
| <b><u>English - Writing</u></b><br>Spelling      | <ul style="list-style-type: none"><li>• Segment words into phonemes and represent with graphemes</li><li>• Spell further common exception words</li><li>• Write simple dictated sentences</li><li>• Add further suffixes</li></ul>  |
| <b><u>English - Writing</u></b><br>Composition   | <ul style="list-style-type: none"><li>• Write for a range of purposes</li><li>• Plan writing using a range of strategies</li><li>• Read aloud what they have written with appropriate intonation to make the meaning clear</li><li>• Re-read their writing to check sense, spelling, grammar and punctuation</li></ul>  |
| <b><u>English - Writing</u></b><br>VGP           | <ul style="list-style-type: none"><li>• Use familiar and new punctuation correctly</li><li>• Use sentences with different forms</li><li>• Use expanded noun phrases to describe and specify</li><li>• Use the present and past tenses correctly and consistently</li></ul>  |

# Year 2 Maths

## Spring Term

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| <b>Mathematics</b><br>PM – Unit 6<br>Number –<br>Multiplication and<br>Division | <ul style="list-style-type: none"><li>• Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts.</li><li>• Show that the multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.</li></ul>   |
| <b>Mathematics</b><br>PM – Unit 7<br>Statistics                                 | <ul style="list-style-type: none"><li>• Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.</li><li>• Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.</li><li>• Ask and answer questions about totalling and comparing categorical data.</li></ul>   |
| <b>Mathematics</b><br>PM – Unit 8<br>Measurement – Length<br>& Height           | <ul style="list-style-type: none"><li>• Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels.</li><li>• Compare and order lengths, mass, volume/capacity and record the results using <math>&gt;</math>, <math>&lt;</math> and <math>=</math></li></ul>  |
| <b>Mathematics</b><br>PM – Unit 9<br>Geometry – Properties<br>of Shape          | <ul style="list-style-type: none"><li>• Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line.</li><li>• Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.</li><li>• Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid.]</li><li>• Compare and sort common 2-D and 3-D shapes and everyday objects.</li></ul> |
| <b>Mathematics</b><br>PM – Unit 10<br>Fractions                                 | <ul style="list-style-type: none"><li>• Recognise, find, name and write fractions <math>1/3</math>, <math>1/4</math>, <math>2/4</math> and <math>3/4</math> of a length, shape, set of objects or quantity.</li><li>• Write simple fractions for example, <math>1/2</math> of <math>6 = 3</math> and recognise the equivalence of <math>2/4</math> and <math>1/2</math>.</li></ul>   |

## Year 2 Wider Curriculum

### Spring Term – Shaping up / All around the world

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| <p style="text-align: center;"><b><u>Science</u></b><br/>Working Scientifically</p>  | <ul style="list-style-type: none"> <li>• Suggest answers to questions by observing, gathering and recording data.</li> <li>• Record and communicate findings using simple scientific language.</li> </ul>  |
| <p style="text-align: center;"><b><u>Science</u></b><br/>Everyday Materials</p>  | <ul style="list-style-type: none"> <li>• Identify and compare the suitability of materials for particular uses. (<b>Consider a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard.</b>)</li> <li>• Find out how the shapes of solid objects made from some materials can be changed. (<b>By squashing, bending, twisting and stretching.</b>)</li> </ul> |
| <p style="text-align: center;"><b><u>Design and Technology</u></b><br/>Design &amp; Evaluate<br/>Cooking and Nutrition</p>                   | <ul style="list-style-type: none"> <li>• Make a drawing, templates or mock-up of a design and discuss it</li> <li>• Understand the requirements of a balanced diet</li> <li>• Use the right tools to peel, grate and chop</li> </ul>   |
| <p style="text-align: center;"><b><u>History</u></b><br/>Historical Enquiry<br/>Periods in History</p>                                       | <ul style="list-style-type: none"> <li>• Know some of the ways that we can find out about the past</li> <li>• Discuss significant events and people from the wider world, within and beyond their living memory</li> </ul>   |
| <p style="text-align: center;"><b><u>Geography</u></b><br/>Enquiry &amp; Investigation<br/>Locational Knowledge<br/>Human &amp; Physical</p> | <ul style="list-style-type: none"> <li>• Name and locate the world's seven continents and five oceans</li> <li>• Identify hot and cold areas of the world in relation to the equator and the poles</li> </ul>  |
| <p style="text-align: center;"><b><u>Art &amp; Design</u></b><br/>Drawing &amp; Painting</p>   | <ul style="list-style-type: none"> <li>• With pencil, can make different marks.</li> <li>• With coloured pencil, keep within the lines of a drawing.</li> </ul>  |
| <p style="text-align: center;"><b><u>Music</u></b><br/>Listening &amp; Context<br/><b>Performing</b></p>                                     | <ul style="list-style-type: none"> <li>• Identify a beat and join in</li> <li>• Identify the mood of a piece of music</li> <li>• Explain which of two sounds is higher or lower</li> <li>• <b>Sing in tune</b></li> <li>• <b>Sing in unison with a group</b></li> <li>• <b>Perform to an audience and improve performance by practising</b></li> </ul>   |
| <p style="text-align: center;"><b><u>PSHE</u></b><br/>(Unit 3)</p>   | <ul style="list-style-type: none"> <li>• Describe how to stay fit and healthy and to know basic dental hygiene</li> <li>• Understand how to keep themselves clean.</li> </ul>  |
| <p style="text-align: center;"><b><u>PSHE</u></b><br/>(Unit 4)</p>   | <ul style="list-style-type: none"> <li>• Describe people who are special to them and what makes them special.</li> <li>• Understand how their actions make others feel.</li> </ul>   |
| <p style="text-align: center;"><b><u>Computing</u></b><br/>Digital Literacy<br/>Information Technology</p>                                   | <ul style="list-style-type: none"> <li>• Use technology safely and respectfully.</li> <li>• Keep personal information private when using technology.</li> <li>• Know to ask for help if they feel unsure about any online content.</li> <li>• Describe common uses of information technology beyond school.</li> <li>• Use technology purposefully.</li> </ul>   |
| <p style="text-align: center;"><b><u>PE</u></b><br/>Dance<br/>Real PE Unit 4</p>   | <ul style="list-style-type: none"> <li>• Perform the basic dance actions.</li> <li>• Copy short motifs.</li> <li>• Link two or more actions together.</li> </ul>   |