

WHAT CHILDREN SHOULD KNOW AND BE ABLE TO DO WHEN THEY LEAVE **YEAR 2**

HISTORY	GEOGRAPHY	ART & DESIGN	D AND T
<ul style="list-style-type: none"> Recount the life of famous Britons who lived in past – Samuel Pepys Research & answer questions about the life of a famous person from the past.- Nelson Mandela Grandparents lives- compare and contrast with today – work, leisure, technology Significant events beyond living memory – Great Fire of London, Gunpowder Plot, WWI Begin to understand where people and events studied fit within a chronological framework. Sequence on a timeline. 	<ul style="list-style-type: none"> Name the seven continents but also the five oceans – know equator, UK on a world map. UK in detail – countries, capital cities, + physical geography of a small area of UK. Compare & contrast UK with a non-European country – eg. South Africa Read and make sense of simple maps and plans Know and describe physical features – e.g. hill, beach, cliff, coast, forest, sea, ocean, river. Know key human features –e.g.city, town, village Know how human activity is having an impact on the health of our oceans through over fishing, pollution and global warming 	<p>Drawing</p> <ul style="list-style-type: none"> Control the types of marks made with the range of media: pencil, charcoal, oil pastels, pastels. Draw on different surfaces with a range of media. Use a sketchbook to plan and develop simple ideas. Continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil/ Using a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/ dark lines. Name, match and draw lines/marks from observations. Continue to investigate textures and produce an expanding range of patterns. Continue to experiment with colour, line, shapes, texture and space. Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. Discuss own work and others work, expressing thoughts and feelings. Look at and talk about own work and that of other artists and the techniques they had used. Investigate what makes art, art <p>Painting</p> <ul style="list-style-type: none"> Begin to control the types of marks made with a range of painting techniques e.g. layering, mixing media, and adding texture. Continue to experiment in lightening and darkening paint with the use of black or white. Begin to mix colour shades and tones. Experiment with primary and secondary colours to create tertiary colours. Continue to investigate textures and produce an expanding range of patterns. Continue to experiment with colour, line, shapes, texture and space. Use a sketchbook to plan and develop simple ideas and continue to store information on colour mixing, the colour wheel and colour spectrums. Continue to control the types of marks made with the range of media. Use a brush to produce marks appropriate to work. E.g. small brush for small marks. Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. <p>3D sculpture</p> <ul style="list-style-type: none"> Discuss own work and others work, expressing thoughts and feelings. Use equipment and media with increasing confidence. Shape, form, construct and model from observation and imagination. 	<ul style="list-style-type: none"> Work confidently within a range of contexts, such as imaginary, story-based, home, school, gardens, playgrounds, local community, industry and the wider environment Say what products they are designing and making Say whether their products are for themselves or other users Describe what their products are for Say how their products will work Say how they will make their products suitable for their intended users Use simple design criteria to help develop their ideas Generate ideas by drawing on their own experiences Use knowledge of existing products to help come up with ideas Develop and communicate ideas by Talking and drawing Model ideas by exploring materials, components and construction kits and by making templates and mock ups Use information and communication technology, where appropriate, to develop and communicate their ideas Plan by suggesting what to do next Select from a range of tools and equipment, explaining their choices Select from a range of materials and components Follow procedures for safety and hygiene Use a range of materials and components, including construction materials and kits, textiles, food ingredients and mechanical components Measure, mark out, cut and shape materials and components Assemble, join and combine materials and components Use finishing techniques, including those from art and design Talk about their design ideas and what they are making Make simple judgements about their products and ideas against design criteria Suggest how their products could be improved Know how products are used Know what materials products are made from Say what they like and dislike about products Know about the movement of simple mechanisms such as levers, sliders, wheels and axles Know how freestanding structures can be made stronger, stiffer and more stable Know that a 3-D textiles product can be assembled from two identical fabric shapes Food and Nutrition Use the correct technical vocabulary for the projects they are undertaking Know that all food comes from plants or animals
History Vocab	Geography Vocab		
<p>Artefact, past/present, decade, earlier, later, era, future, Eye witness account, diary, historian, Samuel Pepys, bakery, Pudding Lane, London, King Charles 2nd , primary source, secondary source. Election, president, equality, apartheid, opportunities, rights</p>	<p>United Kingdom, Capital City, city, London, island, country, England, Scotland, Wales, and Northern Island. Landmark., human, physical, aerial view, sea, Arctic, Atlantic, pacific, Indian, Southern, Ocean, Sea, bioluminescence, coral reef, oyster reef, kelp forest, open ocean – habitat, Equator, mammal, mollusc, crustacean, fish, midnight zone, trenches, twilight zone, the abyss, sunlight zone.</p>		

		<ul style="list-style-type: none">• Use a sketchbook to plan and develop simple ideas and making simple informed choices in media.• Demonstrate experience in surface patterns/ textures and use them when appropriate.• Explore the work of a range of artists, craft makers and designers, describing the differences and similarities and making links to their own work.• Discuss own work and others work, expressing thoughts and feelings.• Identify changes they might make or how their work could be developed further	<ul style="list-style-type: none">• Know that food has to be farmed, grown elsewhere (e.g. Home) or caught• Know how to name and sort foods into the five groups in the Eat Well Plate• Know that everyone should eat at least five portions of fruit and vegetables every day• Know how to prepare simple dishes safely and hygienically, without using a heat source• Know how to use techniques such as measuring, kneading and shaping
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SCIENCE	CORE SKILLS Essential skills to be used, applied, and consolidated across the wider curriculum, including speaking and listening skills.		
Habitats <ul style="list-style-type: none"> Identify features of urban environments and give examples of urban animals Understand the importance of green spaces in urban environments Materials <ul style="list-style-type: none"> Understand the difference between materials and can compare man made and natural materials. Changes <ul style="list-style-type: none"> Identify and name examples of solids, liquids and gases Observe different examples of solids, liquids and gases. Observe different examples of melting and describe melting Explore insoluble and soluble solids Sort mixtures Understand the difference between reversible and irreversible changes Humans <ul style="list-style-type: none"> Identify major organs in the human body Identify functions of different parts of the body. 	READING <ul style="list-style-type: none"> Secure with year group phonic expectations. Recognise simple recurring literacy language. Read ahead to help with fluency and expression. Recount main themes and events Comment on structure of the text. Read aloud with expression and intonation. To answer and ask questions about what they've read To make inferences To make predictions based on what they have read To be able to self-correct To talk about words and discuss their meaning Read a wide range of poetry, stories and non-fiction. Make links between texts they have read. Read most words quickly and accurately including words with common suffixes, longer multi syllabic words and common exception words. 	WRITING <ul style="list-style-type: none"> Write different kinds of sentence -statement, question, exclamation, command, Use expanded noun phrases to add description and specification. Write using subordination (when, if, that, because) and co-ordination (or, and, but). Correct, consistent use of present, past tense Write with correct and consistent use of - capital letters, full stops, question marks, exclamation marks. Use commas in a list Write lower case letters correct size relative to one another – join with correct strokes To make simple additions, revisions and proof read own writing. To spell year 2 common exception words, words with contracted forms and suffixes to spell longer words. Write narratives for different purposes. To develop stamina for writing 	MATHS <ul style="list-style-type: none"> Read and write all numbers to at least 100 in numerals & words. Odd/even numbers to 100 Order numbers using the < > and = signs. Count in steps of 2, 3 and 5 from 0. Recognise and can define the place value of each digit in a 2 digit number. Name fractions 1/3, 1/4, 1/2 and 3/4 & find fractional values of shapes, lengths/numbers Recall and use multiplication and division facts for the 2, 5 and 10x tables. Add and subtract two 2-digit numbers, and three 1-digit numbers. Tell and write the time to 5 minute intervals. Recognise and use symbols £ and p solving money addition and subtraction problems. Describe the properties of 2D and 3D shapes to include edges, vertices and faces. Use appropriate units to measure length/mass/temperature and capacity Use mathematical language to describe position, direction and movement. Interpret and construct simple pictograms, charts, diagrams and tables. Recognise and use the inverse relationships between addition and subtraction Represent and estimate numbers in different ways To show multiplication can be done in any order To solve problems using place value, addition, subtraction, multiplication and division Recall and use addition and subtraction facts to 20

RELIGIOUS EDUCATION	PHYSICAL EDUCATION	MUSIC	COMPUTING
<p>Deepen understanding of the Christian concept of God:</p> <ul style="list-style-type: none"> Christians believe in God, and that they find out about God in the Bible. Christians believe God is loving, kind, fair and forgiving, and also Lord and King. Some stories show these Christian beliefs. Christians worship God and try to live in ways that please him. <p>Deepen understanding of the Christian concept of Incarnation:</p> <ul style="list-style-type: none"> Christians believe that Jesus is God and that he was born as a baby in Bethlehem. The Bible points out that his birth showed that he was extraordinary (for example, he is worshipped as a king, in Matthew) and that he came to bring good news (for example to the poor, in Luke). Christians celebrate Jesus' birth, and Advent for Christians is a time for getting ready for Jesus' coming. <p>Deepen understanding of the Christian concept of salvation:</p> <ul style="list-style-type: none"> Easter is very important in the 'big story' of the Bible. Jesus showed that he was willing to forgive all people, even for putting him on the cross. Christians believe Jesus builds a bridge between God and humans. <p>Develop a basic understanding of Islam:</p> <ul style="list-style-type: none"> some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah. that some objects used by Muslims have religious significance. that the Islamic holy book is the Qur'an that Muslims mark Ramadan and celebrate Eid-ul-fitr as important religious events <p>Learn that sacred texts contain stories which are special to many people and should be treated with respect.</p>	<p>Gymnastics</p> <ul style="list-style-type: none"> I can independently show creative flare, refining and developing during tasks. I can create and perform a simple sequence. I can perform with control and consistency basic actions at different speeds and on different levels and reflect on my performance. <p>Dance</p> <ul style="list-style-type: none"> I can move with imagination responding to the music. I can perform with control and balance and demonstrating coordination. <p>Attack, defend and shoot</p> <ul style="list-style-type: none"> I can show awareness of teammates and opponents in games. I can select and apply a small range of simple tactics. <p>Hit, catch, run</p> <ul style="list-style-type: none"> I can make attempts to catch balls coming towards players in games. I have developed hitting skills with a variety of bats. <p>Send and return</p> <ul style="list-style-type: none"> I can return a ball coming towards me using hand or racquet. I can demonstrate basic sending skills in isolation and small games. <p>Run, jump, throw</p> <ul style="list-style-type: none"> I can develop power, agility, coordination and balance over a variety of activities. I can throw and handle a variety of objects including quoits, beanbags, balls, hoops. 	<ul style="list-style-type: none"> Listen with concentration, identifying a range of tuned and untuned instruments Make connections between notations and musical sounds Listen to music and improve own work Order sounds to create a beginning, middle and end Sing and follow a melody and sing or clap increasing and decreasing tempo Perform simple patterns and accompaniments keeping a steady pulse Play tuned instruments musically Express a preference to genres of music 	<ul style="list-style-type: none"> To understand how and why we use computing Be able to use technology safely and responsibly Create media – digital photography Manipulate digital content Create algorithms and debug a program Use technology to create and organise data e.g. pictograms and tally charts Create media such as digital music Use logical reasoning to predict the outcome of a program
	VALUES		PSHE
	<p>SCHOOL VALUES:</p> <ul style="list-style-type: none"> Thankfulness Respect Forgiveness Perseverance Hope Friendship Love Courage <p>BRITISH VALUES:</p> <ul style="list-style-type: none"> Democracy Rule of Law Individual Liberty <p>Respect & Tolerance</p>		<p>Promoting aspects of SMSC through the PSHE curriculum as well as Values & Cultural Capital</p> <p>Health and Well-being: Physical – Motivation, healthy choices, relaxation Sex and Relationships – different types of families, physical contact boundaries, secrets, differences in male and female body parts, life cycles, gender diversity</p> <p>Relationships: Conflicts, trust and appreciation, assertiveness</p> <p>Living in the Wider World: Being responsible citizen – Rights/ Responsibilities Valuing contributions perseverance</p>
	CULTURAL CAPITAL		
	<p>Ensuring that every child is equipped with the essential key skills and knowledge they need to be independent and make an effective contribution to society in their future lives through their:-</p> <p>Core skills in English and Maths</p> <p>Creativity – Art & Design, DT, Expressive Arts</p> <p>History and Heritage – History, Cultural heritage</p> <p>Understanding the World – Geog., Current Affairs</p> <p>Discovery – Science, Technology/Computing</p> <p>Values and Personal Skills – inc. British Values.</p>		

