



Art			
Drawing	Painting	Printing	Sketch books
<ul style="list-style-type: none"> • Use three different grades of pencil in their drawing (4B, B, HB) • Use charcoal, pencil and pastels • Create different tones using light and dark • Show patterns and texture in their drawings • Use a viewfinder to focus on a specific part of an artefact before drawing it 	<ul style="list-style-type: none"> • Mix paint to create all the secondary colours • Mix and match colours, predict outcomes • Mix their own brown • Make tints by adding white • Make tones by adding black 	<ul style="list-style-type: none"> • Create a print using pressing, rolling, rubbing and stamping • Create a print like a designer 	<ul style="list-style-type: none"> • Begin to demonstrate their ideas through photographs and in their sketch books • Set out their ideas, using 'annotation' in their sketch books • Keep notes in their sketch books as to how they have changed their work
3D	Collage	Use of IT	Knowledge
<ul style="list-style-type: none"> • Make a clay pot • Join two finger pots together • Add line and shape to their work • Join fabric using glue • Sew fabrics together • Create part of a class patchwork 	<ul style="list-style-type: none"> • Create individual and group collages • Use different kinds of materials on their collage and explain why they have chosen them • Use repeated patterns in their collage 	<ul style="list-style-type: none"> • Create a picture independently • Use simple IT mark-making tools, e.g. brush and pen tools • Edit their own work • Take different photographs of themselves displaying different moods • Change their photographic images on a computer 	<ul style="list-style-type: none"> • Link colours to natural and man-made objects • Say how other artists have used colour, pattern and shape • Create a piece of work in response to another artist's work



Computing		
Algorithms and Programs	Data Retrieving and Organising	Communicating
<ul style="list-style-type: none">• Predict the outcomes of a set of instructions• Use right angle turns• Use the repeat commands• Test and amend a set of instructions• Write a simple program and test it• Predict what the outcome of a simple program will be	<ul style="list-style-type: none">• Find information on a website• Click links in a website• Print a web page to use as a resource• Experiment with text, pictures and animation to make a simple slide show• Use the shape tools to draw	<ul style="list-style-type: none">• Send and reply to messages sent by a safe email partner (within school)• Word process a piece of text• Insert/delete a word using the mouse and arrow keys• Highlight text to change its format (B, <u>U</u>, I)
Exceeding expectations		
<ul style="list-style-type: none">• Create a presentation in a small group and record the narration• Record sounds into software and playback• Insert pre-recorded sounds into a presentation• Capture still and moving images		



Geography

Geographical Enquiry	Physical Geography	Human Geography	Geographical Knowledge
<ul style="list-style-type: none"> Label a diagram or photograph using some geographical words Find out about a locality by using different sources of evidence Find out about a locality by asking some good questions to someone else Say what they like and don't like about their locality and another locality like the seaside 	<ul style="list-style-type: none"> Describe some physical features of own locality Explain what makes a locality special Describe some places which are not near the school Describe a place outside Europe using geographical words Describe some of the features associated with an island Describe the key features of a place, using words like, beach, coast, forest, hill, mountain, ocean, valley 	<ul style="list-style-type: none"> Describe some human features of own locality, such as the jobs people do Explain how the jobs people do may be different in different parts of the world Consider how people might spoil an area Consider how people might try to make an area better Explain what facilities a town or village might need 	<ul style="list-style-type: none"> Name the continents of the world and find them in an atlas Name the world's oceans and find them in an atlas Name the main cities of England, Wales, Scotland and Ireland Find where they live on a map of the UK
Exceeding expectations			
<ul style="list-style-type: none"> Make inferences by looking at a weather chart Make plausible predictions about what the weather may be like in different parts of the world 	<ul style="list-style-type: none"> Find the longest and shortest route using a map Use a map, photographs, film or plan to describe a contrasting locality outside Europe 	<ul style="list-style-type: none"> Explain how the weather affects different people Locate some of the world's major rivers and mountain ranges 	<ul style="list-style-type: none"> Point out the North, South, East and West associated with maps and compass



History

Chronological understanding	Knowledge and interpretation	Historical enquiry
<ul style="list-style-type: none"> • Use words and phrases like: before I was born, when I was younger • Use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now', in their historical learning • Use the words past and present correctly • Use a range of appropriate words and phrases to describe the past • Sequence a set of events in chronological order and give reasons for their order 	<ul style="list-style-type: none"> • Recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later • Explain how their local area was different in the past • Recount some interesting facts from an historical event, such as the where the fire of London started • Give examples of things that are different in their life from that of their grandparents when they were young • Explain why Britain has a special history by naming some famous events and some famous people • Explain what is meant by a parliament 	<ul style="list-style-type: none"> • Find out something about the past by talking to an older person • Answer questions by using a specific source, such as an information book • Research the life of a famous Briton from the past using different resources to help them • Research about a famous event that happens in Britain and why it has been happening for some time • Research the life of someone who use to live in their area using the internet and other sources to find out about them
Exceeding expectations		
<ul style="list-style-type: none"> • Sequence a set of objects in chronological order and give reasons for their order • Sequence events about own life • Sequence events about the life of a famous person • Try to work out how long ago an event happened 	<ul style="list-style-type: none"> • Give examples of things that are different in their life from that of a long time ago in a specific period of history e.g. Victorian times • Explain why someone in the past acted in the way they did • Explain why their locality (as wide as it needs to be) is associated with a special historical event • Explain what is meant by a democracy and why it is a good thing 	<ul style="list-style-type: none"> • Say at least two ways they can find out about the past, for example using books and the internet • Explain why eye-witness accounts may vary • Research about a famous event that happens somewhere else in the world and why it has been happening for some time



Rhodes Avenue Curriculum Objectives – Year 2

Music		
Performing	Composing	Appraising
<ul style="list-style-type: none">• Sing and follow the melody (tune)• Sing accurately at a given pitch• Perform simple patterns and accompaniments keeping a steady pulse• Perform with others• Play simple rhythmic patterns on an instrument• Sing/clap a pulse increasing or decreasing in tempo	<ul style="list-style-type: none">• Order sounds to create a beginning, middle and end• Create music in response to (different starting points)• Choose sounds which create an effect• Use symbols which create an effect• Use symbols to represent sounds• Make connections between notations and musical sounds	<ul style="list-style-type: none">• Improve their own work• Listen out for particular things when listening to music
Exceeding expectations		
<ul style="list-style-type: none">• Sing/play rhythmic patterns in contrasting tempo; keeping to the pulse	<ul style="list-style-type: none">• Use simple structures in a piece of music• Know that phrases are where we breathe in a song	<ul style="list-style-type: none">• Recognise sounds that move by steps and by leaps



Dance

- Perform body actions with control and co-ordination
- Choose movements with different dynamic qualities to make a dance phrase that expresses an idea, mood or feeling
- Link actions
- Remember and repeat dance phrases
- Perform short dances, showing an understanding of expressive qualities
- Describe the mood, feelings and expressive qualities of dance
- Describe how dancing affects their body
- Know why it is important to be active
- Suggest ways they could improve their work

Exceeding expectations

- Create, improve and perform more complex dance phrases
- Perform short dances, linking actions fluently and with control
- Use dynamic and expressive qualities clearly in their dance
- Use some simple dance vocabulary to describe and interpret dance
- Know how particular activities can help them to be healthy



Physical Education		
Acquiring and developing skills	Evaluating and improving	Health and fitness
<ul style="list-style-type: none"> • Copy and remember actions • Repeat and explore actions with control and coordination 	<ul style="list-style-type: none"> • Talk about what is different between what they did and what someone else did • Say how they could improve 	<ul style="list-style-type: none"> • Show how to exercise safely • Describe how their body feels during different activities • Explain what their body needs to keep healthy
Dance (also covered in dance section)	Games	Gymnastics
<ul style="list-style-type: none"> • Dance imaginatively • Change rhythm, speed, level and direction • Dance with control and co-ordination • Make a sequence by linking sections together • Link some movement to show a mood or feeling 	<ul style="list-style-type: none"> • Use hitting, kicking and/or rolling in a game • Stay in a 'zone' during a game • Decide where the best place to be is during a game • Use one tactic in a game • Follow rules 	<ul style="list-style-type: none"> • Plan and show a sequence of movements • Use contrast in their sequences • Are their movements controlled • Think of more than one way to create a sequence which follows a set of 'rules' • Work on their own and with a partner to create a sequence



Working Scientifically			
Observing closely	Performing Tests	Identifying and Classifying	Recording findings
<ul style="list-style-type: none"> • Use <see, touch, smell, hear or taste> to help them answer questions • Use some science words to describe what they have seen and measured • Compare several things 	<ul style="list-style-type: none"> • Carry out a simple fair test • Explain why it might not be fair to compare two things • Say whether things happened as they expected • Suggest how to find things out • Use prompts to find things out 	<ul style="list-style-type: none"> • Organise things into groups • Find simple patterns (or associations) • Identify animals and plants by a specific criteria, eg, lay eggs or not; have feathers or not 	<ul style="list-style-type: none"> • Use (text, diagrams, pictures, charts, tables) to record their observations • Measure using <simple equipment>
Exceeding expectations			
<ul style="list-style-type: none"> • Suggest ways of finding out through listening, hearing, smelling, touching and tasting 	<ul style="list-style-type: none"> • Say whether things happened as they expected and if not why not 	<ul style="list-style-type: none"> • Suggest more than one way of groupings animals and plants and explain their reasons 	<ul style="list-style-type: none"> • Use information from books and online information to find things out



Life Processes and living Things

All living things	Animals, including humans	Plants	Variation and classification
<ul style="list-style-type: none"> Match certain living things to the habitats they are found in Explain the differences between living and non-living things Describe some of the life processes common to plants and animals, including humans Decide whether something is living, dead or non-living Describe how a habitat provides for the basic needs of things living there Describe a range of different habitats Describe how plants and animals are suited to their habitat 	<ul style="list-style-type: none"> Describe what animals need to survive Explain that animals grow and reproduce Explain why animals have offspring Describe the life cycle of some living things (e.g. egg, chick, chicken) Explain the basic needs of animals, including humans Describe why exercise and a balanced diet are important for humans 	<ul style="list-style-type: none"> Describe what plants need to survive Describe how seeds and bulbs grow into plants Describe what a plant needs to grow and stay healthy Explain that plants grow and reproduce 	<ul style="list-style-type: none"> Sort living things into groups and say why they sorted them in that way Compare how plants grow in different conditions by making measurements Identify and compare a variety of plants and animals found in different habitats and microhabitats Collect weather data about a local habitat and use it to explain the plants and animals they will find there Explain how animals get their food and draw a simple food chain
Exceeding expectations			
<ul style="list-style-type: none"> Name some characteristics of an animal that help it to live in a particular habitat Describe what animals need to survive and link this to their habitats 	<ul style="list-style-type: none"> Explain that animals reproduce in different ways 	<ul style="list-style-type: none"> Describe what plants need to survive and link it to where they are found Explain that plants grow and reproduce in different ways 	<ul style="list-style-type: none"> Classify living things into groups according to a range of criteria they have been given



Materials and their Properties	
Classifying and grouping materials	Changing materials
<ul style="list-style-type: none">• Distinguish between an object and the material from which it is made• Identify and name a range of everyday materials (wood, plastic, metal, water, rock)• Describe the simple physical properties of a variety of everyday materials• Compare and classify a variety of materials based on their simple physical properties	<ul style="list-style-type: none">• Explore how the shapes of solid objects can be changed (squashing, bending, twisting, stretching)• Find out about people who developed useful new materials (Dunlop, MacKintosh, MacAdam)• Identify and compare the uses of a range of everyday materials (wood, metal, plastic, glass, brick/rock, paper/cardboard)• Explain how things move on different surfaces
Exceeding expectations	
<ul style="list-style-type: none">• Describe the properties of different materials using words like, transparent or opaque, flexible, etc.• Sort materials into groups and say why they have sorted them in that way• Say which materials are natural and which are man made	<ul style="list-style-type: none">• Explain how materials are changed by heating and cooling• Tell which materials cannot be changed back after being heated, cooled, bent, stretched or twisted• Explain how materials are changed by bending, twisting and stretching



Physical Processes		
Electricity (non Statutory)	Sound	Light (non Statutory)
<ul style="list-style-type: none">• Explain how bulbs work in an electrical circuit	<ul style="list-style-type: none">• Describe different ways of making sound• Explain why a sound is louder the closer they are to the source	<ul style="list-style-type: none">• Compare the brightness and colour of lights• Explain what dark is; using words like shadow• Explain why their shadow changes during the day
Exceeding expectations		
<ul style="list-style-type: none">• Make a bulb go on and off• Say what happens to the electricity when more batteries are added	<ul style="list-style-type: none">• Explain what makes a sound louder and softer and higher and lower• Explain how the loudness and pitch of sounds can be altered	<ul style="list-style-type: none">• Explain why lights need to be bright or dimmer according to need• Explain how the loudness and pitch of sounds can be altered



Design and Technology		
Design	Create	Evaluate
<ul style="list-style-type: none"> • Think of ideas and plan what to do next • Choose the best tools and materials and explain why • Describe design using pictures, diagrams, models and words 	<ul style="list-style-type: none"> • Join things (materials/components) in different ways 	<ul style="list-style-type: none"> • Consider what went well • Suggest improvements

Cooking and nutrition	Textiles	Mechanisms	Use of materials	Construction
<ul style="list-style-type: none"> • Describe the properties of the ingredients they are using • Explain what it means to be hygienic • Be hygienic in the kitchen 	<ul style="list-style-type: none"> • Measure textile • Join textiles together to make something • Cut textiles • Explain why they chose a certain textile 	<ul style="list-style-type: none"> • Join materials together as part of a moving part product • Add design to product 	<ul style="list-style-type: none"> • Measure materials to use in a model or structure • Join materials in different ways • Use joining, folding or rolling to add strength 	<ul style="list-style-type: none"> • Make sensible choices about materials for construction • Develop own ideas from initial starting point • Incorporate some type of movement into models • Consider how to improve their construction



Religious Education				
Beliefs, teachings and Sources	Forms of Expressing Meaning	Identity, Diversity and Belonging	Meaning, Purpose and Truth	Values and Commitments
<ul style="list-style-type: none"> Remember and tell a Judaeo-Christian/Hindu/Humanist story and talk about it Say some things that people believe about stories 	<ul style="list-style-type: none"> Recognise religious symbols and what they stand for Explain what some religious art/music etc is about 	<ul style="list-style-type: none"> Ask about lives and beliefs of Christians and Hindus with respect for their feelings 	<ul style="list-style-type: none"> Talk about some things in stories that make people ask questions Talk about what they find interesting or puzzling 	<ul style="list-style-type: none"> Talk about what is important to them and to other people Respect others' feelings
Exceeding expectations				
<ul style="list-style-type: none"> Describe what a believe might learn from a religious story 	<ul style="list-style-type: none"> Use religious words to describe some of the different ways in which people show their beliefs 	<ul style="list-style-type: none"> Compare some things that influence them with things that influence others 	<ul style="list-style-type: none"> Ask important questions about life and compare their ideas with those of other people 	<ul style="list-style-type: none"> Link things that are important to them and other people with the way they think and behave