

Year 2 Art

Generating Ideas (All)	Making (Specialist teacher = Red)	Evaluation (All)	Knowledge and Understanding (All)
<ul style="list-style-type: none"> ▪ Recognise ideas can be expressed in artwork. ▪ Experiment with an open mind (for instance, they enthusiastically try out and use all materials that are presented to them). ▪ Try out different techniques and make sensible choices about what to do next. ▪ Use drawing to record ideas and experiences. ▪ Set out and talk about ideas, using 'annotation' in sketch books 	Drawing: Experimental and observational drawing from observation using different media. Drawing from the imagination.	<ul style="list-style-type: none"> ▪ Show interest in and describe the work of others. ▪ When looking at creative work express clear preferences and give some reasons for these ▪ Use words to describe colour, shape, line and pattern (formal elements of art). ▪ Compare works of art using the formal elements and descriptive words. ▪ Give opinions about works of art ▪ Evaluate own work and the works of different artists through group discussion and writing in books. 	<ul style="list-style-type: none"> ▪ Know how to recognise and describe some simple characteristics of different kinds of art, craft and design. ▪ Know names of the tools, techniques and the formal elements (colours, shapes, tones etc) used. ▪ Know that different forms of creative works are made by artists, crafts-people and designers from all cultures and times. ▪ Talk about the materials and techniques used, using an appropriate vocabulary (line, tone, texture, colour, shape, form, pattern and space.)
	Painting: Understand different watercolour techniques. Understand warm and cool colours. Use different brush sizes.		
	Print: Make a repeat pattern by pressing objects or drawing into clay or poly-board and printing.		
	Sculpture/3D: Use paper sculpture to create different forms by folding and cutting. Construct and join recycled and man-made materials. Manipulate modelling material to create different forms.		
	Textiles/Mixed Media: Create textured collages through a variety of materials including rubbings.		
Digital/Photography: Use ICT to create patterns informed by drawings			
Greater depth			
<ul style="list-style-type: none"> ▪ Gather and review information, references and resources related to their ideas and intentions. ▪ Use a sketchbook for different purposes, including recording observations, planning and shaping ideas. 	<ul style="list-style-type: none"> ▪ Develop practical skills by testing the qualities of a range of different materials and techniques. ▪ Select independently, and use appropriately, a variety of materials and techniques in order to create their own work. 	<ul style="list-style-type: none"> ▪ Take the time to reflect upon what they like and dislike about their work in order to improve it. 	<ul style="list-style-type: none"> ▪ Know about and describe the work of some artists, craftspeople, architects and designers ▪ Explain how to use some of the tools and techniques they have chosen to work with.

Year 2 SMSC

Social	Spiritual	Moral Values and Rights
<ul style="list-style-type: none"> ▪ Identify and reflect on strengths and areas/things that need to be improved ▪ Recognise the importance of families and friendship groups 	<ul style="list-style-type: none"> ▪ Can recall personal feelings of surprise and wonder ▪ Express feelings of excitement from learning or experiencing something new 	<ul style="list-style-type: none"> ▪ Recognise and understand why some things are fair and unfair/kind and unkind/right and right/wrong ▪ Remember some school values ▪ Know why it is important to follow the school rules and why they are important ▪ Listen to and respect the views/rights of others
Greater depth		
<ul style="list-style-type: none"> ▪ Recognise the diversity of family types 	<ul style="list-style-type: none"> ▪ Understand and can explain the excitement from experiencing/ learning something new or unusual 	<ul style="list-style-type: none"> ▪ Explain why values/principles are important ▪ Listen to the ideas/views of others even when ones they disagree with

Cultural Diversity	Health	Personal safety
<ul style="list-style-type: none"> ▪ Understand that people are different and have different ideas and faiths ▪ Know that there are different festivals, families, groups, faiths and beliefs ▪ Listen respectfully to the ideas and views of others 	<ul style="list-style-type: none"> ▪ Understand that physical activity and eating vegetables and fruit is healthy ▪ Understand the importance of personal hygiene for stopping the spreading of bad bacteria ▪ Can name the main parts of the body 	<ul style="list-style-type: none"> ▪ Know that the internet can be unsafe ▪ Know e-safety rules ▪ Know the rules for crossing the road with an adult ▪ Recognise bullying and know who to go to get help. ▪ Explain how people in the wider community help others (police/fire/ambulance)
Greater depth		
<ul style="list-style-type: none"> ▪ Understand why it is important to respect other people's beliefs, religions, ideas and feelings 	<ul style="list-style-type: none"> ▪ Can explain the functions of different parts of the body 	<ul style="list-style-type: none"> ▪ Identify a wider range of people in the wider community who can help and keep us safe in different ways ▪ Know how to call the emergency services

Year 2 DT

Design	Make	Evaluate	Technical knowledge
<ul style="list-style-type: none"> ▪ Think of ideas independently ▪ Plan using detailed pictures, mock-ups and where, appropriate ICT. ▪ Design products for a user based on a design criteria. ▪ Consider how product will be purposeful, functional and appealing. 	<ul style="list-style-type: none"> ▪ Select from range of materials and components based on their characteristics ▪ Select from a range of different tools and equipment ▪ Use tools and equipment safely and appropriately ▪ Work in a systematic way 	<ul style="list-style-type: none"> ▪ Evaluate a range of existing products, considering user and design criteria ▪ Evaluate whether own product meets design criteria ▪ Suggest improvements to own work 	<ul style="list-style-type: none"> ▪ Explore and use mechanisms (e.g. levers and sliders, wheels and axles) in their products ▪ Understand food hygiene ▪ Investigate what makes a healthy diet ▪ Use basic principles of a healthy diet to prepare dishes
Greater depth			
<ul style="list-style-type: none"> ▪ Use wider knowledge and understanding of existing products to suggest adaptations. 	<ul style="list-style-type: none"> ▪ Justify choices of material, components, tools and equipment by explaining their function and characteristics 	<ul style="list-style-type: none"> ▪ Evaluate and suggest improvements to others' work. 	<ul style="list-style-type: none"> ▪ Adapt mechanisms used in products (e.g. larger wheels/smaller wheels)

Year 2 Geography

Geographical enquiry and fieldwork	Human and physical geography	Place knowledge	Locational knowledge
<ul style="list-style-type: none"> ▪ Use simple compass directions to describe routes on a map ▪ Make observations and ask questions about the school grounds and surrounding area (Eg. What types of shops/ businesses are there near our school?) ▪ Construct a simple map, using symbols in a key ▪ Use aerial photos and plan perspectives to recognise landmarks and human/physical features. 	<ul style="list-style-type: none"> ▪ Begin to understand the difference between human and physical geography ▪ Identify human geography of a location (e.g. population, settlement type, industry) ▪ Identify physical geography of a location (e.g. landscape, climate) ▪ Use geographical vocabulary to refer to key human features: city, factory, office, harbour ▪ Use geographical vocabulary to refer to key physical features: e.g. cliff, coast, vegetation, sea, ocean, river, soil, valley, mountain ▪ Consider how people might spoil an area or make it better 	<ul style="list-style-type: none"> ▪ Explain what makes a locality special ▪ Explore two contrasting localities in the United Kingdom (e.g. London and a coastal town) ▪ Compare and contrast a place in the UK and a location in a non-European destination ▪ Describe a place out-side Europe using geographical terms ▪ Make plausible predictions about what the weather may be like in different parts of the world. ▪ Use different sources to draw conclusions about the weather in different parts of the world. 	<ul style="list-style-type: none"> ▪ Name and locate the seas surrounding the United Kingdom ▪ Identify the world's seven continents and five oceans, using a range of sources (globes, maps, atlases) ▪ Use world maps, atlases and globes to identify countries studied at this key stage ▪ Explain the connection between climate and proximity to the equator, North and South Poles
Greater depth			
<ul style="list-style-type: none"> ▪ Use symbols on a map to draw conclusions about the human and physical features of a place ▪ Make inferences by looking at a weather chart 	<ul style="list-style-type: none"> ▪ Make a plan on how to improve a location (e.g. road safety/ amenities) ▪ Sort and group locations according to their human and physical features, providing justifications. 	<ul style="list-style-type: none"> ▪ Write comparatively to show the difference between two locations ▪ Express considered views about a place supported by detailed reasons. 	<ul style="list-style-type: none"> ▪ Locate some of world's major rivers and mountain ranges. ▪ Find longest and shortest routes for everyday journeys

Year 2 History

Chronological understanding	Knowledge and interpretation	Historical enquiry
<ul style="list-style-type: none">▪ Use historical language like: before I was born, when I was younger, before, after, past, present, then and now.▪ Use a range of appropriate words and phrases to describe the past.▪ Sequence a set of at least 5 events or objects in chronological order and give reasons for their order.▪ Sequence events from own life/life of a famous person.	<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 a long time ago in a specific period of history.▪ Explain why their locality (as wide as it needs to be) is associated with a special historical event.▪ Discuss why we remember/celebrate an event.	<ul style="list-style-type: none">▪ Find out something about the past by investigating a source.▪ Research the life of a famous Briton from the past using a range of different resources.
Greater depth		
<ul style="list-style-type: none">▪ Try to work out how long ago an event happened.▪ Use dates to order 5 or more events.	<ul style="list-style-type: none">▪ Independently research the life of a famous person.▪ Explain why someone in the past acted in the way they did.▪ Understand how events or people can have a global impact.	<ul style="list-style-type: none">▪ Explain why eye-witness accounts may vary.▪ Explain the different ways we can find out about the past, for example using books and the internet.

Year 2 Music

Performing	Composing/Notation	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 stimuli (e.g. picture, poem, story)▪ 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">▪ Identify two types of sound happening at the same time (e.g. what instruments are being played)▪ Listen with concentration and understanding to a range of music (recorded and live)▪ Listen out for particular things in a piece▪ Improve their own work based on listener's feedback
Greater depth		
<ul style="list-style-type: none">▪ Sing/play rhythmic patterns in contrasting tempo, keeping to the pulse▪ Know that phrases are where we breathe in a song	<ul style="list-style-type: none">▪ Use simple structures in a piece of music	<ul style="list-style-type: none">▪ Recognise sounds that move by steps and by leaps

Year 2 PE

Athletics

- Run at fast, medium and slow speeds, changing speed and direction
- Take part in a relay activity, remembering when to run and what to do
- Jump with accuracy into and out of areas from a standing position
- Throw a variety of objects, changing their action for accuracy and distance
- Make up a short sequence of jumps
- Describe their breathing and temperature when they are active

Greater depth

- Link running and jumping activities with some fluency, control and consistency
- Make up and repeat a short sequence of linked jumps
- Demonstrate and explain that being active involves moving large body parts eg arms and legs

Year 2 PE

Dance

- Perform body actions with control (set counts) and coordination
- Perform short dances, showing understanding of expressive qualities of the dance style
- Perform short dances of three or more set steps, linking actions fluently and with control
- Choose movements with different dynamic qualities to make a dance phrase that expresses an idea, mood or feeling
- Link actions and remember and repeat dance phrases of two or more specific steps
- Use some simple dance vocabulary to describe the mood, feelings and expressive qualities of dance
- Suggest ways they could improve their work
- Describe how dancing affects their body and make the link between being active and feeling good.
- Know how particular activities can help them to be healthy and understand why people have preferences in terms of what activities they enjoy.

Greater depth

- Create, improve and perform more complex dance phrases
- Use dynamic (speed, tension and flow) and expressive qualities clearly in their dance
- Understand the difference between an imaginative style of dance and a traditional set style of dance.
- Use technical dance vocabulary to describe and interpret dance
- Suggest and use specific criteria to judge a technical performance
- Know how to evaluate performance and suggest improvements

Year 2 PE

Games

- Perform basic skills of rolling, striking and kicking with more confidence and consistency
- Apply skills in a variety of simple games
- Show awareness of opponents and teammates when playing games
- make early decisions about the skills and tactics to use when playing games
- Make choices about appropriate targets, space and equipment
- Use a variety of simple tactics
- Begin to use skills thoughtfully in simple competitive games
- Work well with a partner and in a small group to improve their skills
- Describe how their bodies work and feel when playing games

Greater depth

- Achieve greater control by anticipating action in a game and reacting quickly
- Use the space to good effect
- Practice to improve their skills in a group, knowing what they need to achieve

Year 2 PE

Gymnastics

- Perform a variety of actions with increasing control.
- Repeat accurately sequences of gymnastic actions
- Explore combinations of mats and apparatus, and find different ways of using a shape, balance or travel
- Move smoothly from a position of stillness to a travelling movement.
- Move smoothly and in a controlled way from one position of stillness to another.
- Choose, use and vary simple compositional ideas to create and perform a sequence
- Devise, repeat and perform a short sequence in which there is a clear beginning, middle and end
- Adapt the sequence to include apparatus or a partner.
- Use different combinations of floor, mats and apparatus showing control, accuracy and fluency.

Greater depth

- Perform a competent forward roll, log roll and shoulder roll.
- Practice an action or short sequence of movements, and improve the quality of the actions and transitions showing control, accuracy and fluency of movement when performing actions on their own and with a partner.
- Plan and perform a movement sequence showing contrasts in speed, level and direction

Year 2 RE

Why are some places special?
 Why is our world special?
 How should we live our lives?

Practices and ways of life	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 ▪ Describe what a believe might learn from a religious story ▪ Identify some features of a church which make it special 	<ul style="list-style-type: none"> ▪ Recognise religious symbols and what they stand for ▪ Explain what some religious art/music etc is about ▪ Use religious words to describe some of the different ways in which people show their beliefs ▪ Think about why some places are special for people of different religions 	<ul style="list-style-type: none"> ▪ Ask about lives and beliefs of Christians and Hindus with respect for their feelings ▪ Respect others' 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 ▪ Talk about what is important to them and to other people ▪
Greater depth			
<ul style="list-style-type: none"> ▪ Compare and contrast their own ideas on how to behave with those of Christian/Jewish believers ▪ 	<ul style="list-style-type: none"> ▪ Explain a clear moral for a religious story, and begin to explore how a person might respond to this 	<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 ▪ Link things that are important to them and other people with the way they think and behave ▪ Ask relevant questions about the features of a church and find an answer which relates to Christian symbolism

Year 2 Computing

E-safety	Programming	Handling Data
<ul style="list-style-type: none"> ▪ Understand the importance of keeping passwords private. ▪ Agree simple sensible e-safety rules ▪ Understand the importance of being kind and polite when online ▪ Know how to use the school online safety button. ▪ To know to talk to someone if an online image or text makes them unhappy. 	<ul style="list-style-type: none"> ▪ Understand what algorithms are ▪ Create a simple program ▪ Fix problems by de-bugging ▪ Refine and add to program ▪ Use logical reasoning to predict the behaviour of simple programs 	<ul style="list-style-type: none"> ▪ Collect information and enter in on a graph. ▪ Refine and edit a pictogram with new information. ▪ Use technology to find different ways to present data ▪ Talk about the information and explain what has been found
Greater depth		
<ul style="list-style-type: none"> ▪ Create a set of class rules to stay safe on-line. 	<ul style="list-style-type: none"> ▪ Write an algorithm for any given task- Writing the algorithm, carrying out the task, debugging and refining. 	<ul style="list-style-type: none"> ▪ Use a Venn diagram to sort data and explain the criteria used.

Multimedia	Technology in our lives	Computer skills
<ul style="list-style-type: none"> ▪ Create a poster combining images and text. ▪ Change a picture by adding to it or altering it. ▪ Contribute to creating a class or individual film. ▪ Take a photo independently and understand process involved in uploading it onto computer 	<ul style="list-style-type: none"> ▪ Discuss how children can use technology in their everyday lives outside school ▪ Discuss how adults might use technology (e.g. communication, entertainment, banking, sat nav etc) ▪ Consider the technology we have in our homes ▪ Learn about some jobs that use technology (that might not be immediately obvious) ▪ 	<ul style="list-style-type: none"> ▪ Begin to save work ▪ Understand that we can save work onto computer or network ▪ Begin to locate saved work ▪ Think about how to name documents/images when saving them ▪ Begin to type sentences
Greater depth		
<ul style="list-style-type: none"> • Create and design using a combination of paint tools. 	<p>To carry out own research and create a presentation using IT.</p>	<ul style="list-style-type: none"> ▪ Begin to touch type focusing on the homekeys