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| **Year 2 Art** | | | |
| **Generating Ideas (All)** | **Making (Specialist teacher = Red)** | **Evaluation (All)** | **Knowledge and Understanding (All)** |
| * 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. | * 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. | * 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** | | | |
| * 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. | * 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. | * Take the time to reflect upon what they like and dislike about their work in order to improve it. | * 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. |

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| **Year 2 DT** | | | |
| **Design** | **Make** | **Evaluate** | **Technical knowledge** |
| * 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. | * 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 | * Evaluate a range of existing products, considering user and design criteria * Evaluate whether own product meets design criteria * Suggest improvements to own work | * 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** | | | |
| * Use wider knowledge and understanding of existing products to suggest adaptations. | * Justify choices of material, components, tools and equipment by explaining their function and characteristics | * Evaluate and suggest improvements to others’ work. | * Adapt mechanisms used in products (e.g. larger wheels/smaller wheels) |

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| **Year 2 Geography** | | | |
| **Geographical enquiry and fieldwork** | **Human and physical geography** | **Place knowledge** | **Locational knowledge** |
| * 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. * Conduct a survey about which continents pupils in the class have connections (heritage or visited) to (e.g. 7 pupils have a connection to Asia) | * 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 affect a place positively or negatively. | * Explain what makes a locality special * Introduce idea of London being a multi-cultural city * 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 outside 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. | * 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** | | | |
| * 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 | * 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. | * Write comparatively to show the difference between two locations * Express considered views about a place supported by detailed reasons. | * Locate some of world’s major rivers and mountain ranges. * Find alternative routes for everyday journeys |

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| **Year 2 History** | | |
| **Chronological understanding** | **Knowledge and interpretation** | **Historical enquiry** |
| * 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. | * Recount the life of someone significant from Britain who lived in the past. * Compare 2 significant people from the past. * 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. * Investigate how historically Britain has been a multi-cultural society. * Compare the significance of figure from an ethnic minority group from the past and present day * 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. | * 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** | | |
| * Try to work out how long ago an event happened. * Use dates to order 5 or more events. | * 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. * Suggest reasons why Britain’s multicultural past is often under reported. | * 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. |

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| **Year 2 Music** | | |
| **Performing** | **Composing/Notation** | **Appraising** |
| * 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 | * 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 | * 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** | | |
| * Sing/play rhythmic patterns in contrasting tempo, keeping to the pulse * Know that phrases are where we breathe in a song | * Use simple structures in a piece of music | * Recognise sounds that move by steps and by leaps |

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| **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 |

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| **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 |

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| **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 |

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| **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 |

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| **Year 2 Computing** | | |
| **E-safety** | **Digital Literacy** | **Digital Literacy: IT in our lives** |
| * Learn about cyberbullying and the impact of bullying and how to get help * Agree simple sensible e-safety rules * Think about website content and use suitable websites * Know about not giving away any personal information online * Know that comments must not be hurtful * To know to talk to someone if an online image or text makes them unhappy. * Know that an email should only be opened from a known source | **Keyboard skills**   * Use a keyboard to enter text * Use return/enter key, delete and backspace to correct text * Use a mouse and arrow keys * Highlight text and change format **B**U*I*   **Organise ,retrieve and manipulate digital content**   * Ask questions and collect information * Use paint programs * Use templates to make a digital book * Create own documents adding text and images * Create sentences, save and edit later   **Databases**   * Collect data and generate graphs to answer questions * Create branching data base to investigate different types of digital data | * Begin to understand the differences between a variety of sources of information   **Use websites and email**   * Begin to understand what the internet is and its purposes. * Use a website to find information * Click links in a website   **Use a camera**   * Take photographs, videos and sound to record learning ( Seesaw)   **Record sound**   * Explore the effects of sound and music in animation |
| **Greater depth** | | |
| * Know that any information online leaves a digital footprint * Realise not all websites are equally good sources of information | Make a simple slideshow using text, pictures and animations | * Narrate a story using voice, and sound effects |

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| **Computer Science 1**  **Beebots, Busy things- busy code** | **Computer Science 2**  **Lego WeDo** | **Computer Science 3**  **Scratch jr** |
| * Plan and enter a sequence of instructions to achieve an algorithm- unplugged * Program the beebot code for a specific task * Debug and problem in a set of instructions and predict what will happen with given instructions. * Edit instructions and see the results | * Children learn computational principles of weDo-output, input, events, functions, loop and conditions. * Create programs for a specific task * Debug programs identifying and fixing errors * Create programs using motors, external devises for a specific task | * To enter a sequence of instructions to achieve a goal * Use block coding to plan and create * Explore outcomes when entering instructions * To edit a program to create own program * To debug a program- finding the errors   ( *drive across the city, Run a race, Sunset, Spooky forest, Dance party, meet and great conversation*) |
| **Greater depth** | | |
| Write, run and debug a series of algorithms using beebots | Identify the problem; create a solution using Lego WeDo. | To create a game independently, using a variety of skills including repeats |

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| **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 |
| * Remember and tell a Judaeo-Christian/ Hindu/Humanist story and talk about it * Say some things that people believe about stories and relate this to religious beliefs and practices * Describe what a believe might learn from a religious story * Identify some features of a church which make it special * Consider how churches look different in different countries (especially non-European countries) | * 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 | * Ask about lives and beliefs of Christians and Hindus with respect for their feelings * Understand that people are different and have different ideas and faiths * Understand why it is important to respect other people’s beliefs, religions, ideas and feelings * Know that there are different festivals, faiths and beliefs * Investigate the religious diversity in our community | * Talk about some things in stories that make people ask questions relate this to religious beliefs and practices * Talk about what they find interesting or puzzling relate this to religious beliefs and practices * Talk about what is important to them and to other people relate this to religious beliefs and practices |
| **Greater depth** | | | |
| * Compare and contrast their own ideas on how to behave with those of Christian/Jewish believers | * Explain a clear moral for a religious story, and begin to explore how a person might respond to this | * Compare some things that influence them with things that influence others | * 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 |
| **RE Enquiries** | | | |
| * Community and Belonging - Does going to a mosque give Muslims a sense of belonging? (Islam) * Creation Story - Does God want Christians to look after the world? (Christianity) * What did Jesus teach? - Is it possible to be kind to everyone all of the time? (Christianity) | | | |

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| **Year 2 - Ourselves and Others** | | |
| **Differences** | | **RSHE links to Science** |
| * To introduce the concept of gender stereotypes. * To identify differences between males and females. * Understand that some people have fixed ideas about what boys and girls can do. | | * Describe some differences between male and female animals. * Notice that animals, including humans, have offspring that grow into adults. * Describe the difference between male and female babies. * Understand that making a new life needs a male and a female. * Describe the physical differences between males and females. * Name the different body parts. * Identify, name, draw and label the basic parts of the human body. |
| **British + School Values** | **Wider Living** | **Keeping Safe** |
| Democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.  Helping Others, Friendship, Patience, Courage, Ambition, Sharing, Cooperation, Empathy, Fairness, Forgiveness, Kindness, Loyalty | * Understand that physical activity and eating vegetables and fruit is healthy * Understand the importance of personal hygiene for stopping the spreading of bad bacteria * Know how to call the emergency services * Understand why it is important to respect other people’s beliefs, religions, ideas and feelings * Identify some of the different ways people can be different: gender, age, religion, race, nationality, cultural background, disability * Consider how to ask questions about differences in a respectful manner * Think about why it is important to look after our planet * Discuss ways to look after our environment * Consider the importance of speaking up for what is right and why it might sometimes be hard | * To explore substances and situations that are safe or unsafe * To know what is safe or unsafe * To know when something is too risky * To be able to identify some hazardous substances * To know that some things we put into our bodies can harm us * To know some rules about keeping safe * To consider safety rules for at home or school * To be able to follow safety instructions and rules at home and at school |