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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.)
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| 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
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| **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
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| **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
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| **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
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| **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 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 TruthValues 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
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| **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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