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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 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) | | | |