

Key Skills – Year 2

Term 1 / Term 2 / Term 3 / Term 4 / Term 5 / Term 6

Historical, Geographical and Social understanding

- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Breughel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- Describe memories of key events in lives
- Confidently describe similarities and differences in artefacts
- Identify different ways to represent the past
- Use a source to answer questions about the past - why, what, who, how
- Select from knowledge of history and communicate it in a variety of ways

Locational knowledge

- name and locate the world's seven continents and five oceans

Place knowledge

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

Human and physical geography

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- use basic geographical vocabulary to refer to:
- key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.
- Understand how people affect the local environment
- Observe and record in different ways
- Use information from resources given and own observations to ask and answer questions about locations
- Communicate in different ways eg. Pictures, writing charts
- Use contents/index to locate country/draw information from a map

Focus Religions: Christianity and Judaism

Key themes: Autumn - Believing/Story, Spring - Leaders and Teachers, Summer - Symbols

- Recognise selected features of religions.
- Recognise symbols used in featured religions and recall elements of stories as conveyed through forms of religious expression.
- Pupils use religious words and phrases to identify some features of religion and its importance for some people.
- Begin to show awareness of similarities in religions.
- Retell religious stories and suggest meanings for religious actions and symbols.
- Identify how religion is expressed in different ways.

Science and Technological understanding

Use a limited range of simple texts to find information

- Use first-hand experience to answer questions
- Follow simple instructions to control risks to themselves and others
- Select equipment from a limited range
- Communicate what happened in a variety of ways
- Describe observations, relevant to their task, using some scientific vocabulary
- Begin to draw simple conclusions and explain what they did
- Begin to suggest improvements to their work

Living things and their habitats

- Explore and compare the differences between things that are living, dead, and things that have never been alive
 - Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other
 - Identify and name a variety of plants and animals in their habitats, including micro-habitats
- Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

Plants

- observe and describe how seeds and bulbs grow to mature plants find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

Animals including humans

- Notice that animals, including humans, have offspring which grow into adults
- Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
 - Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.
- Role of drugs as medicines

Everyday materials

- Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses
- Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.
- Explore and describe the way some everyday materials [for example, water, chocolate, bread, clay] change when they are heated or cooled.

Physical processes: Forces and Motion:

A - to find out about, and describe the movement of, familiar things [for example, cars going faster, slowing down, changing direction]

B - That both pushes and pulls are examples of forces

C - To recognise that when things speed up, slow down or change direction, there is a cause [for example, a push or a pull].

Design

- design purposeful, functional, appealing products for themselves and other users based on design criteria
- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

Make

- select from and use a wide range of materials and components, including construction materials,

Evaluate

- explore and evaluate a range of existing products
- evaluate their ideas and products against design criteria

Technical knowledge

- build structures, exploring how they can be made stronger, stiffer and more stable
- explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.
- textiles and ingredients, according to their characteristics
- Cut out using own template
- Use sewing techniques
- Understand where food comes from

Understanding the Arts

Observational Drawing

- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- Draw pictures as children know them (clouds as fluffy objects etc)
- Paint using poster paints
- Create baselines to pictures using accurate shapes
- Paint portraits using correct colours for faces
- Create portraits using the correct shapes for faces and features

Use ideas

- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- Create collages
- Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.
- Talk about what different artists are trying to achieve and begin to apply this to own work
- Work in 2 and 3 dimensions using a variety of media
- Begin to critically analyse own work
- Use their voices expressively and creatively by singing songs and speaking chants and rhymes
- Play tuned and untuned instruments musically
- Experiment with, create, select and combine sounds using the inter-related dimensions of music.
- Identify an instrument in an extract of music.
- Perform rhythmic ostinato (repeated phrase) while group playing in parts.
- Recognise repetition in a piece of music.
- Respond to music through drawing or painting.
- Perform musical patterns from notations indicating beats and rests.
- Respond to and evaluate own recorded music

PE

Refer to Leap into life

Participate in team games.

- Throwing and catching games
- Making up own throwing and catching games with a partner

Develop simple tactics for attacking. *Team Games*

- Attacking – E.g. netball
- Different types of passes to use - bounce pass, overhead pass, chest pass at close range in groups of 2

Develop simple tactics for defending

- Eg – netball – Look at different types of blocks depending on the pass.
- Best position – how to make yourself tall and reach out to block opponents pass – groups of 3

Master basic movements including: - running, jumping, throwing and catching to a partner. *Multi-skills T1*

- Throwing – straight pass, bounce pass and overhead pass
- Throwing – at a close range target using underarm

Develop balance in a range of activities.

Develop agility in a range of activities. *Gymnastics T4*

Develop co-ordination in a range of activities *Dance*

Perform dances using simple movement patterns

Computing

- To plan and give instructions to make things happen.
- Create and debug simple programs.
- Develop Effective Mouse Skills
- Say what they like about their work and why. Say what they might change about it in the future, sing appropriate ICT vocabulary.
- Talk about the use of ICT inside and outside of school
- Exchange and Share Information
- To know how to stay safe when using ICT. (5)

MFL

- Use correct pronunciation and intonation of sounds and words.
- Listening - Understand a few spoken words.
- Speaking - Say and repeat simple words.
- Reading - Recognise and try to read a few words.
- Writing - Copy simple words

PHSE

New beginnings
Going for goals
Relationships
Good to be me
Getting on and falling out
Changes
Saying no to bullying