

Curriculum Skills

Year 2

Science Skills Year 2

Working Scientifically	Plants	Everyday Materials	
<p>Can I ask simple questions and know that there can be more than one answer?</p> <p>Can I use simple equipment to look very closely at things so I can understand them better?</p> <p>Can I test things in simple ways? (K)</p> <p>Can I identify different things in Science and group similar ones together?</p> <p>Can I use what I have seen and think to help me when I answer questions? (K)</p> <p>Can I find information and write it down which helps me when I have to answer questions? (K)</p>	<p>Can I describe how seeds and bulbs grow into mature plants?</p> <p>Can I describe what plants need and to grow and stay healthy?</p>	<p>Can I talk about which everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard are suitable for particular uses?</p> <p>Can I talk about how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching?</p>	
	Living Things	Animals	Habitats
	<p>Can I explore and compare the differences between things that are living, dead, and things that have never been alive?</p> <p>Can I understand the simple food chain and identify and name different places to get food?</p> <p>Can I describe how animals get their food from plants and other animals?</p>	<p>Can I talk about animals and humans babies and how they grow?</p> <p>Can I describe what animals and humans need to survive?</p> <p>Can I describe that exercise, eating the right amounts of different types of food, and hygiene are all important for humans?</p>	<p>Can I identify that most living things live in places which suit their basic needs?</p> <p>Can I describe how different kinds of animals and plants, need different types of places to live and that they depend on each other?</p> <p>Can I identify and name a variety of plants and animals in their habitats, including micro-habitats?</p>

Computing Skills Year 2

Online and Networking

Can I find information on the internet?
Can I conduct a search on a website?
Can I use a search engine to find a range of media, e.g. images, text, and information?
Can I refine my search to get more accurate results?
Can I explain how to use a search engine such as Google accurately?
Can I understand that technology can be used in and out of school?
Can I suggest common uses for technology beyond school?

E-Safety

In all work:
Can I recognise that a variety of devices connect users with other people?
Can I name the devices that connect users with other people, particularly the ones I may use?
Can I identify things that are my own personal information?
Can I identify personal information that should be kept private?
Can I suggest reasons why personal information should be kept private to strangers? (K)
Can I begin use technology safely, respectfully and responsibly?
Can I begin to recognise when a photo/video is shown, no names should be shared?
Can I identify who to go to for help when I have concerns about content or contact online?

Basic Skills

In all work:
Can I save a document and know where it is stored? (K)
Can I search for a document and open it?
Can I start to type using both hands?
Can I turn a laptop or device on myself?
Can I understand how to shut down a computer myself?

Multimedia

Using a range of programs:
Can I save images or information gathered from the internet (save as...)?
Can I copy images from a range of sources and paste them in to a document?
Can I edit images and text to suit the document I am making?
Can I use the screen shot function to capture an image on the iPads?
Can I select certain areas of an image and resize and rotate?
Can I combine text and images within each page?
Can I change font sizes, colours and effects?

Digital Creativity

Using different technologies:
Can I take and acquire images from a device?
Can I record a sound on a computer?
Can I create digital music?
Can I create a slide show using pictures I have acquired?

Programming

Using programs:
Can I create a series of instructions and know that this is called an algorithm? (K)
Can I follow a series of instructions written for me?
Can I write a series of instructions that clearly meet a goal?
Can I use instructions that are both movement commands and additional commands (For example move forward 3, stop, turn right...)?
Can I control a character in a game or on screen (i.e. Lightbot)?
Can I discuss how to improve/change a sequence of commands?
Can I predict what might happen before carrying out a series of instructions (algorithm)?

Introduction to programming – (little computer use)–
physical moving:
blind robots and related games

Art SkillsYear 2

Artists & Movements

Drawing

Painting

Key objectives:

Can I explore the work of artists, craft makers and designers from different times and cultures for differences and similarities?

Can I experiment with methods and approaches used by artists, craftspeople and designers from a range of cultures? (Global Dimensions)

Note: A range of artists should be studied including female artists, artists from other cultures, artists working today and historical artists.

Due care and attention should be paid to the content of images and artwork, and the manifestos of artists to assess whether they are suitable for use in the classroom.

Suggested methods for researching the work of artists/designers/craftspeople are:

- Gallery visits
- Museum visits
- Location visits
- Library research
- Internet research

Studies of artists work

Claude Monet

William Morris

Paul Cezanne

Aboriginal artists

Key Skills:

Can I make observational drawings of objects? (K)

Can I describe and identify shapes found in a still life drawing or painting?

Can I make drawings with a range of media e.g. Pencil, felt pens, charcoal, chalks, oil pastels, paint, crayons etc.?

Developing ideas (sketchbooks):

Can I begin to create a sketchbook?

Can I begin to record my observations?

Printing

Use paint or ink to :

Can I make simple prints e.g. mono-printing? (K)

Can I make my own printing blocks e.g. String, patterns or plasticine?

Techniques:

Can I use a variety of tools and techniques, including different brush sizes and types?

Can I use a variety of tools to spread paint? For example using straws, matchsticks, feathers, card, brushes etc. (K)

Colour development:

Can I use more precise vocabulary to describe the colours I have made (i.e. Green, purple and orange collectively known as secondary colours.)

Can I make as many tones of one colour as possible?

Sculpture/Modelling

Collage focus:

Can I fold, crumple, tear and overlap paper.

Can I arrange and glue materials to different backgrounds.

Mixed media sculpture:

Can I make a clay pot?

Can I add texture to my models using tools?

Design & Technology Skills Year 2

Technical Knowledge		Cooking & Nutrition	
<p>Can I build structures, exploring how they can be made stronger by folding, joining or by shape (columns, triangles)?</p> <p>Can I explore and use mechanisms in my products (e.g. wheels and axles)?</p> <p>Can I select appropriate materials from their properties, so that it does the job I want it to?</p> <p>Can I measure, mark out and cut fabric?</p> <p>Can I assemble, join and combine fabric using glue, tying or a simple stitch?</p>		<p>Can I prepare food safely and hygienically and describe what this means?</p> <p>Can I weigh and measure my ingredients accurately?</p> <p>Can I cook a variety of predominantly savoury dishes?</p> <p>Can I use a range of cooking techniques?</p> <p>Can I describe the properties of the food ingredients: taste, smell, texture and consistency?</p> <p>Can I describe my food product using its properties?</p> <p>Can I store my food product for long-life and hygiene?</p> <p>Can I talk about where food comes from?</p>	
Design		Make	
<p>Can I design a product that has a purpose and a function?</p> <p>Can I think of ideas and plan what to do next, based on what I know about materials and components?</p> <p>Can I use models, pictures and words to describe my design?</p> <p>Can I design a product that is appealing?</p> <p>Can I use ICT where appropriate?</p> <p>Can I explain which tools and materials I will need?</p>		<p>Can I select and use a wider range of tools, materials and equipment to make my product?</p> <p>Can I measure, mark out and cut materials accurately in cm?</p> <p>Can I assemble, join and combine materials?</p> <p>Can I use simple finishing techniques?</p>	
		Evaluate	
		<p>Can I explore and evaluate a range of existing products?</p> <p>Can I recognise what I have done well in my work and other people's?</p> <p>Can I explore and evaluate a range of existing products?</p> <p>Can I identify where my evaluations have led to improvements in my products?</p>	

Geographical Skills Year 2

Human & Physical Geography

- Can I explain the differences between physical and human geography?
- Can I use basic geographical vocabulary to identify features?
- Can I identify seasonal and daily weather patterns in the UK?
- Can I locate hot and cold destinations within the world?(North and South Poles)
- Can I use weather expert advice to help me predict weather patterns?
- Can I develop weather symbols to communicate different types of weather?
- Can I develop different methods to measure and record weather?

Location &Place

- Can I name the 7 continents of the world?
- Can I locate the 7 continents of the world?
- Can I identify and locate oceans within the world?
- Can I explain what continent the UK is part of?
- Can I locate the equator and understand its relevance to hot and cold?
- Can I locate the North and South Poles?
- Can I explain what a continent is?
- Can I explain what a border is?
- Can I explain what an island is?
- Can I compare similarities and differences of a small area - human and physical - of the UK and a non- European country?
- Can I ask and answer geographical questions about chosen areas?

Can I ask questions about my familiar world (such as my town or country)? (Global Dimensions)

Geographical Skills&Fieldwork

- Can I use aerial photos to recognise familiar landmarks?
- Can I use aerial photos to recognise basic physical and human features?
- Can I use a map of Cheltenham (1:500) to locate key features that are known to children?
- Can I create a map of the local area, using symbols and creating a key?
- Can I explain all physical and human features within the school grounds and surrounding area?
- Can I identify land use around the school?
- Can I use directional language to describe position? NSEW
- Can I use directional language to describe routes on maps? NSEW
- Can I use simple coordinates?

Historical Skills Year 2

Historical Enquiry

Can I answer questions by using a specific source, such as an information book?

Can I research a famous event that happens in Britain and why it has been happening for some time?

Can I research the life of someone, an event or place in my locality that is significant using the internet and other sources to find out about them/it? (K)

Chronological Understanding

Can I use words and phrases like: before I was born, when I was younger?

Can I use words and phrases like: before, after, past, present, then, and now in their historical learning?

Can I sequence a set of events in chronological order and give reasons for their order? (K)

Knowledge and Interpretation

Can I 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?

Can I explain how the local area was different in the past?

Can I give examples of things that are different in their life from that of their grandparents when they were young?

Can I compare the lives of people in other countries in the past with those from my own country? (Global Dimensions)

British History

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 – e.g. Queen Victoria and Queen Elizabeth 1; Christopher Columbus and Neil Armstrong. **(K)**

A local study – this can be a significant historical event, people or places in the locality

Music Skills Year 2

Games	Singing	Perform
<p>Can I progress from keeping a steady pulse to clapping a rhythm then improvising a rhythm?</p> <p>Can I build an understanding that the pulse is the steady beat that never stops?</p> <p>Can I start to understand how pulse, rhythm and pitch work together?</p>	<p>(K) Can I have a good understanding of working together when singing/ playing in a group?</p> <p>Can I learn rhymes, raps and songs appropriate to age group - difficulty of words increasing as they progress?</p>	<p>Can I practice, rehearse and present performances with growing awareness of audience?</p> <p>Can I use all the things I have learned so far to begin to understand how performance influences how music is presented?</p>
Playing Instruments	Improvisation	Composition
<p>(K) Can I start to understand the basics of notation and work towards playing easy parts? (by end of KS)</p> <p>Can I learn to treat instruments with respect and use correct techniques to play them?</p> <p>Can I learn to play together?</p>	<p>(K) Can I start to perform own rhythms and melodies with growing confidence and understanding? (start with 2 notes)</p> <p>Can I understand that when you improvise you make up your own tune and that the tune is not written down in any way? (if written down it becomes a composition)</p> <p>Can I improvise within a group to build confidence to improvise on own?</p>	<p>(K) Can I start composing using 2 notes?</p> <p>Can I record composition in any way appropriate?</p> <p>Can I notate in different ways using graphic, pictorial notation or ICT or formal notation?</p>

Religious Education Skills Year 2

Unit 1 1.6 Who is a Muslim and how do they live? Unit 2 1.3 Why does Christmas matter to Christians Unit 3 1.6 Who is a Muslim and how do they live? Part 2
Unit 4 1.5 Why does Easter matter to Christians? Unit 5 1.4 What is the 'good news' Christians believe Jesus brings? Unit 6 1.8 What makes some places sacred to believers? (C,M)

Making sense of beliefs

1.7 Muslims

Can I recognise the words of the Shahadah and that it is very important for Muslims?
Can I identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names, and give a simple description of what some of them mean?
Can I give examples of how stories about the Prophet* show what Muslims believe about Muhammad?

1.3 Incarnation

Can I give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians?

Can I recognise that stories of Jesus' life come from the Gospels?

1.5 Salvation

Can I recognise that Incarnation and Salvation are part of a 'big story' of the Bible?
Can I tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people)?
Can I recognise that Jesus gives instructions about how to behave?

1.4 Gospel

Can I tell stories from the Bible and recognise a link with the concept of 'Gospel' or good news?

Can I give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians?

Can I recognise that Jesus gives instructions to people about how to behave?

1.8 Sacred Places

Can I recognise that there are special places where people go to worship and talk about what people do there?

Can I identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean?

Can I identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship?

Understanding the impact

1.7 Muslims

Can I give examples of how Muslims use the Shahadah to show what matters to them?
Can I give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan)?
Can I give examples of how Muslims put their beliefs about prayer into action?

1.3 Incarnation

Can I give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas?

1.5 Salvation

Can I give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter?

1.4 Gospel

Can I give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless?

Can I give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession)?

1.8 Sacred Places

Can I give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe?

Can I give simple examples of how people worship at a church, mosque or synagogue?

Making connections

1.7 Muslims

Can I think, talk and ask questions about Muslim beliefs and ways of living?

Can I talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas?

Can I give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too?

1.3 Incarnation

Can I decide what I personally have to be thankful for, giving a reason for my ideas?

Can I think, talk and ask questions about Christmas for people who are Christians and for people who are not?

1.5 Salvation

Can I think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas?

1.4 Gospel

Can I think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn about how to live, giving a good reason for their ideas?

1.8 Sacred Places

Can I think, talk and ask good questions about what happens in a church, synagogue or

Can I talk about why some people like to belong to a sacred building or a community?

mosque, saying what they think about these questions, giving good reasons for their ideas?

Can I talk about what makes some places special to people, and what the difference is between religious and non-religious special places?

Personal, Social, Health and Citizenship Education Year 2

Core Values

Developing risk management
Understanding personal change and responsibility
Understanding dynamics of healthy relationships
How media, commerce and social issues shape our understanding of the world
Citizenship and British Values

Health & Wellbeing

Can I speak about my feelings?
Can I make the right decision if something isn't right?
Can I identify medicines which are safe and medicines which are not safe? (K)

Relationships

Can I identify what makes me feel good?
Can I identify what I have in common with others?
Can I identify the importance of personal hygiene? (K)

Living in the Wider World

Can I stay safe online?
Can I engage with what I see through the media?
Can I manage my pocket money?
Can I understand what we mean by groups of people we belong to? (K)
Can I understand we do not all believe in the same things?