WHAT CHILDREN SHOULD KNOW AND BE ABLE TO DO WHEN THEY LEAVE YEAR 2

HISTORY

- Know where the people and events they study fit within a chronological framework.
- Identify similarities and differences between ways of life in different periods.
- Know about changes within living memory and events beyond living memory that are significant nationally or globally.
- Know about the lives of significant individuals in the past who have contributed to national and international achievements, comparing aspects of life in different periods.
- Know about significant historical events, people and places in their own locality.

GEOGRAPHY

- Name and locate the world's seven continent and also the five oceans.
- Name, locate and identify characteristics of the four countries and capital cities of the UK and the surrounding seas.
- Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a contrasting European country.
- Identify seasonal and daily weather patterns in the UK and the location of hot/cold areas of the world in relation to the Equator and the North/South Poles.

ART & DESIGN

- Use a pencil to sketch and shade drawings.
- Use different grades of pencil.
- Use tint and tone to change colours of paint to achieve effect.
- Design and make a surrealist clay sculpture.
- Shape and model malleable materials.
- Explore the work of artists from different cultures.
- Use printing with a range of materials.
- Arrange and sort materials for textured collages.

D AND T

- Think of an idea and plan what to do next.
- Measure materials to use in a model or structure.
- Join materials and components in different ways.
- Choose different tools and materials and explain why I have chosen them.
- Describe the ingredients needed in a recipe.
- Begin to use technical vocabulary.
- Understand sliders and levers.
- Plan, create and evaluate a product

KEY VOCABULARY

HISTORY

'before', 'after', decades and centuries, chronological order.
Context specific vocabulary.
Evacuation, doodlebug, rationing, Royal Navy, political, sources, extinct, adaptation, Mary Seacole, Florence Nitinghale, Emily Davidson, Rosa Parks, Barack Obama, Martin Luther King, Greta Thunberg

GEOGRPAHY

Physical Geography
Coast: beach, cliff, coast, sea, ocean, river, harbour.
Inland: forest, hill, mountain, soil, valley, vegetation, season, weather.
Five oceans

Human Geography
city, town, village, factory, farm, house, office, port, shop, UK Capital Cities

CORE SKILLS

Essential skills to be used, applied, and consolidated across the wider curriculum, including speaking and listening skills.

READING

- Secure with year group phonic expectations.
- Recognise simple recurring literacy language.
- Read ahead to help with fluency and expression.
- Comment on plot, setting and characters in familiar and unfamiliar stories.
- Recount main themes and events.
- Comment on structure of the text.
- Use commas, question marks and exclamation marks to vary expression.
- Read aloud with expression and intonation.
- Identify past/present tense and why the writer has used a tense.
- Use content and index to locate information.

WRITING

- Write different kinds of sentence: statement, question, exclamation, command.
- Use expanded noun phrases to add description and specification.
- Write using subordination (when, if, that, because) and co-ordination (or, and, but).
- Correct, consistent use of present, past tense.
- Correct use of verb tenses.
- Write with correct and consistent use of Aa/./?/!.
- Use commas in a list.
- Use apostrophe to mark omission and singular possession in nouns.
- Write under headings.
- Write lower case letters correct size relative to one another – join with correct strokes.

MATHS

- Read and write all numbers to at least 100 in numbers and word.
- Odd/even numbers to 100.
- Order numbers using < > and =
- Count in steps of 2, 3 and 5 from 0.
- Recognise and define place value in a 2 digit number.
- Name fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$ & find fractional values of shapes/lengths/numbers.
- Recall & use multiplication and division facts for the 2, 5 and 10 x tables.
- Add and subtract two 2-digit numbers and three 1 digit numbers.
- Tell and write the time to 5 min intervals.
- Recognise and use £ and p when solving money addition and subtraction problems.
- Describe properties of 2D and 3D shapes (including edges, vertices and faces)

HUMANITIES (THEMATIC) COVERAGE: NATIONAL CURRICULUM YEAR 2

THE HOME FRONT

- Know about WW2 and how it affected children/people at home (evacuation, rationing)
- Understand impact it had on local areas.
- Compare & contrast cities and rural areas.

MORE SUPERHEROES!

- Important role models in history & the modern world.
- Know that people's actions can impact history.
- Awareness of the Nobel Peace Prize and what it represents.

LAND AHOY!

- Develop awareness of 5 oceans around the world.
- Recall historical facts about pirates and their part in history compared to today.
- Acknowledge crime and punishment associated with pirates.

DISNEY AROUND THE WORLD

- Awareness of different countries (locating and their traditions)
- Compare and contrast countries around the world.
- Study Walt Disney as a key figure in history.
- Compare Disney then and now

ANIMAL KINGDOM

- Know the equator and location of countries impacts climate.
- Understand how animals adapt to their environment.
- How animals have been used over time to meet needs of humans.
- Know what 'extinct' means.

(WHOLE SCHOOL THEME)

- Whole school theme, changed annually related to a topic of relevance for the given year:
- 2023- Travel & Tourism
- 2022- Care for Creation
- 2020 –Tokyo Olympics
- 2019 – WWII -75 Years – D Day
- 2018- WWI – 100 years
- 2017 – Roald Dahl

SUBSTANTIATING THE WIDER CURRICULUM YEAR 2

EXPRESSION

MUSIC

- Sing accurately and follow the melody
- Perform simple patterns and keep a steady pulse.
- Perform in a group.
- Sing/clap a pulse increasing or decreasing in tempo.
- Choose which sounds to create an effect.
- Connect notations and musical sounds,
- Improve their own compositions.
- Identify elements when listening to music.
- Recognise South African music as a genre: jazz, freedom songs, choral music
- Develop vocabulary: melody, ensemble, verse, chorus, appraising.

PHYSICAL EDUCATION

GAMES

- Use hitting, kicking and/or rolling in a game.
- Decide the best space to be in during a game.
- To attack and defend in a game.
- Use tactics in games.
- Follow rules.

GYMNASTICS

- Plan and perform a sequence of movements.
- Improve a sequence after listening to feedback.
- Follow rules within a sequence.
- Work on my own and with a partner.
- Know sequence of movements fo a m-rock/m-roll/forward roll and bunny hop.

SCIENCE

Animals Including Humans

- Notice that animals including humans have offspring which grow into adults.
- Basic needs of animals for survival – water, food, air and the importance of healthy living.

Living Things and their Habitats

- Explore and compare things that are living, dead and have never been alive.
- Name a variety of plants and animals and know that most living things live in habitats to which they are suited.
- Understand what a food chain is.

Uses of Everyday Materials

- Identify/compare suitability of materials inc. wood, metal, plastic, glass, rock, brick and paper.

The Environment

- Develop an awareness about recycling and the conservation of energy.

Plants

- Know what plants need to grow and the different stages in the life cycle of a plant.
- Name examples of different food crops.

Scientists and Inventors

- Develop an awareness of famous scientists and inventors linked to prior learning in the subject.

DANCE AND DRAMA

DANCE

- Copy movements with clear control.
- Varies levels and speed.
- Vary size of their body shape.
- Change direction in a sequence.
- Move safely in a space.
- Describe a short dance using appropriate vocabulary.
- Respond imaginatively to stimuli.

DRAMA

- Developing role play – acting as a significant person.
- Acting out scenarios from significant events.
- Varying tone and volume to entertain an audience.
- Combining speech with action to convey a scene.

COMPUTING

- Understand how algorithms are implemented as programs on digital devices.
- Know that algorithms need to be a set of concise instructions.
- Use and create algorithms to make screen based objects move.
- Create and debug simple programs.
- Use logical reasoning to predict the behaviour of simple programs.
- Recognise common uses of ICT beyond school.
- Experience sending and receiving emails.
- Carry out simple Google searches and begin to navigate and evaluate around websites.
- Develop an understanding of safety and privacy online by creating suitable usernames and strong passwords.
- Know where to go for help and support if they have concerns regarding e-safety.
- Compare an ebook to a printed book.
- Create and publish an ebook using 2Create.

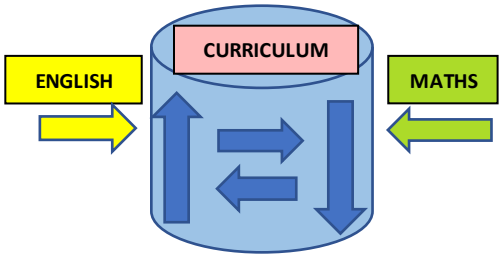
CULTURAL CAPITAL

Ensuring that every child is equipped with the essential key skills and knowledge they need to be independent and make an effective contribution to society in their future lives through their:-

Core skills in English and Maths
Creativity – Art & Design, DT, Expressive Arts
History and Heritage – History, Cultural heritage
Understanding the World – Geog., Current Affairs
Discovery – Science, Technology/Computing
Values and Personal Skills – inc. British Values.

CURRICULUM SCHEMA

- Link learning through topics and subjects.
- Ensure progression of skills and knowledge.
- Consolidate & revise skills and knowledge.
- Reinforce Key specific vocabulary.



Health & Well Being

- **Physical:** Keeping myself safe and healthy.
- **Sex and Relationships**: Differences

Relationships:

- **Social:** Others and me in my class
- **Emotional**: Developing confidence

Living in the Wider World:

- **Communities we live in:** Economic well-being – keeping money safe.
- **Being a Responsible Citizen**: Rights/Responsibilities (Protective Behaviours)

SMSC & Courageous Advocacy

- Oceans & plastic pollution.
- Global Warming – melting ice caps, climate change.
- Litter & carbon emissions.
- Role of community.
- Know our actions affect others.
- Ask questions.
- Showing wonder and awe in creation.
- Awareness of how we treat the world.
- Moral and ethical issues involving crime.
- Recognising talents personally and of others.