

# ART & DESIGN

## CURRICULUM PROGRESSION — YEAR 2

Skills		Core knowledge	
<p>To explore a wide range of media and materials, tools and techniques to create artworks, improvise and depict imagined worlds, and model the real world through the arts</p> <p>To experiment with designs, shapes, colours and sounds, explore and record ideas using ICT where appropriate</p>		<p>To use a range of materials creatively to design and make products</p> <p>To use drawing &amp; painting &amp; sculpture to develop and share their ideas, experiences and imagination</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>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.</p>	
Drawing	Painting	Collage/ sculpture	
<p>*Show pattern and texture by adding dots and lines</p> <p>*Show different tones by using coloured pencils</p> <p>*About the work of a range of artists: Guiseppe Arcimboldo</p> <p>*Use a range of materials to make rubbings</p>	<p>*Tints and tones by adding white and black to colours</p> <p>*Create colour wheels</p>	<p>*Use a combination of shapes</p> <p>*Include lines and texture</p> <p>*Use clay as materials</p> <p>*Use techniques such as rolling, cutting, moulding and carving.</p> <p>* Use a combination of materials that are cut, torn or glued</p> <p>*Sort and arrange materials</p> <p>*Mix materials to create texture</p>	

	BLW	GDS
I can choose and use three different grades of pencil when drawing		
I can use charcoal, pencil and pastel to create art		
I can use a viewfinder to focus on a specific part of an artefact before drawing it		
I can mix paint to create all of the secondary colours		
I can create brown with paint		
I can create tints to paint by adding white		
I can create tones with paint by adding black		
I can create a printed piece of art by pressing, rolling, rubbing and stamping		
I can use clay to make an agreed form		
I can join clay to create a desired effect		
I can use different effects within an IT paint package		
I can suggest how artists have used colour, pattern and shape		
I can create a piece of art in response to the work of another artist		

# DESIGN & TECHNOLOGY

## CURRICULUM PROGRESSION — YEAR 2

Skills		Core knowledge	
<p>To explore simple structures to investigate how they work.</p> <p>To give instructions to make things happen using programmable devices.</p> <p>To explore simple electrical circuits and find out how electricity is used in the home, at school and in some products.</p> <p>To explore sources of light and sound and how we sense them.</p> <p>To investigate their local environment and use their findings to inform actions to care for and improve it.</p>		<p><b>Design</b></p> <p>Design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p> <p><b>Make</b></p> <p>Select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing.</p> <p>Select from and use a wide range of materials and components.</p> <p><b>Evaluate</b></p> <p>Explore and evaluate a range of existing products.</p> <p>Evaluate their ideas and products against design criteria.</p> <p><b>Technical knowledge</b></p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable.</p>	
Cooking & nutrition	Textiles	Construction	Mechanics
<p>*Use the basic principles of a healthy and varied diet to prepare dishes.</p> <p>*Understand where food comes from.</p>	<p>*Shape textiles using templates.</p> <p>*Colour and decorate textiles using techniques – dyeing &amp; printing.</p>	<p>*Use materials to practice gluing, screwing and drilling materials to strengthen products.</p>	<p>*Explore and use mechanisms.</p> <p>*Create products using sliders.</p>

	BLW	GDS
I can think of an idea and plan what to do next		
I can choose tools and materials and explain why I have chosen them		
I can join materials and components in different ways		
I can explain what went well with my work		
I can explain why I have chosen specific textiles		
I can measure materials to use in a model or structure		
I can describe the ingredients I am using		

# GEOGRAPHY

## CURRICULUM PROGRESSION — YEAR 2

### Core knowledge and skills

#### Location knowledge

Name and locate the world's seven continents and five oceans.  
Name and locate capital cities in the UK and characteristics of the cities.

#### Place knowledge

Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom

About the key human and physical features of the locality, its location in the UK, and how it has changed over time

To investigate issues, express views and take part in decision-making activities to improve their immediate environment

#### Physical geography

Identify key physical and human features of the coastline

#### Geographical mapping skills

Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage (*plus countries directly related to topic work*).

Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features to make a plan (*Map work/skills*).

Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map. (*cross curricular links with Maths and ICT*).

Devise a simple map; and use and construct basic symbols in a key.

Use world maps to name some countries/continents.

#### Fieldwork

Use simple fieldwork and observational skills to study the geography of a seaside locality and the key human and physical features

	BLW	GDS
I can say what I like and do not like about the place I live in		
I can say what I like and do not like about a different place		
I can describe a place outside Europe using geographical words		
I can describe some features of an island		
I can describe key features of a place from a picture using words like beach, coast, forest, hill, mountain, ocean, valley		
I can explain how jobs may be different in other locations		
I can explain how an area has been spoilt or improved and give my reasons		
I can name the continents of the world and locate them on a map		
I can name the world's oceans and locate them on a map		
I can name the capital cities of England, Wales, Scotland and Ireland.		
I can find where I live on a map of the United Kingdom		
I can identify landmarks on aerial photographs		
I can make a simple map of a familiar place		

# HISTORY

## CURRICULUM PROGRESSION — YEAR 2

### Core knowledge and skills

#### Living memory

Changes within living memory.

Events beyond living memory that are significant nationally or globally (*directly linked to topic work*)

To explore how people's ways of life, including their own, change with time

#### Significant individual

The lives of significant individuals in the past who have contributed to national and international achievements.

To find out about the lives of significant people and events from the past and the present

To use the internet and other digital sources to find out about significant issues, events and people

#### Significant historical event

Significant historical events, people and places

	BLW	GDS
I can use words and phrases like: before, after, past, present, then and now		
I can recount the life of someone famous from Britain who lived in the past. I can explain what they did earlier and later		
I can give examples of things that were different when my grandparents were children		
I can find out things about the past by talking to an older person		
I can answer questions using books and the internet		
I can research the life of a famous person from the past using different sources of evidence		

# MUSIC

## CURRICULUM PROGRESSION — YEAR 2

Skills	Core knowledge
<p>To sing songs and make music with expression and control</p> <p>To listen and observe carefully, taking account of simple instructions</p>	<p>Pupils should be taught to</p> <p>use their voices expressively and creatively by singing songs and speaking chants and rhymes;</p> <p>play tuned and untuned instruments musically;</p> <p>listen with concentration and understanding to a range of high-quality live and recorded music;</p> <p>experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>
<p>Composer for the year: Handel</p>	

	BLW	GDS
I can sing and follow a melody		
I can perform simple patterns and accompaniments keeping a steady pulse		
I can play simple rhythmic patterns on an instrument		
I can clap or sing increasing and decreasing tempo		
I can order sounds to create a beginning, middle and end		
I can create music in response to different starting points		
I can choose sounds which create an effect		
I can use symbols to represent sounds		
I can make connections between notations and musical sounds		
I can listen out for particular things when listening to music		
I can improve my own work		

# PHYSICAL EDUCATION

## CURRICULUM PROGRESSION — YEAR 2

Skills		
Autumn	Spring	Summer
<p><b>Games</b></p> <p>*To develop running, jumping, throwing, striking, catching and receiving in isolation and pairs... involving bean bags, variety of balls, hoops, quoits, ropes, bats and balls.... leading to partner work and small games</p> <p>*Use the terms opponent and team mate</p> <p>*Develop tactics</p> <p>*Compare and record performances with previous.</p> <p><b>Games</b></p> <p>Compare and record performances with last terms performances. Introduce throwing, rolling, and receiving base lines.</p> <p>Running, jumping, throwing, striking, catching and receiving in isolation and pairs... involving bean bags, variety of balls, hoops, quoits, ropes, bats and balls.... leading to partner work and small games.</p> <p>Use the terms opponent and team mate</p> <p>Develop tactics</p>	<p><b>Dance</b></p> <p>*Copy and remember moves and positions</p> <p>*Move with careful control and co-ordination</p> <p>*Link two or more actions to perform a sequence</p> <p><b>Gymnastics</b></p> <p>*Copy and remember actions</p> <p>*Move with some control and awareness of space</p> <p>*Link two or more actions to make a sequence</p> <p>*Show contrasts – small/tall, straight/curved, wide/narrow</p> <p>*Travel by rolling forwards and backwards and sideways</p> <p>*Hold a position whilst balancing on different points of the body</p> <p>*Climb safely on equipment</p> <p>*Jump in a variety of ways and land with increasing control and balance</p>	<p><b>Athletics</b></p> <p>(The yr2 skills for athletics are combined with games skills – running, throwing &amp; jumping)</p> <p><b>Games</b></p> <p>Compare and record performances with previous</p> <p>Running, jumping, throwing, striking, catching and receiving in isolation and pairs... involving bean bags, variety of balls, hoops, quoits, ropes, bats and balls.... leading to partner work and small games</p> <p>Use the terms opponent and team mate</p> <p>Develop tactics</p>

	BLW	GDS
I can use hitting, kicking and/or rolling in a game		
I can decide the best space to be in during a game		
I can use one tactic in a game		
I can follow rules		
I can plan and perform a sequence of movements		
I can improve my sequence based on feedback		
I can think of more than one way to create a sequence which follows some 'rules'		
I can work on my own and with a partner		
I can change rhythm, speed, level and direction in my dance		
I can dance with coordination and control		
I can make a sequence by linking sections together		
I can use dance to show mood or feeling		
I can copy and remember actions		

I can talk about what is different from what I did and what someone else did		
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# Computing

## CURRICULUM PROGRESSION — YEAR 2

Core knowledge and Skills		
<p><b>Computing</b></p> <ul style="list-style-type: none"> <li>Understand what algorithms are; how they are implemented as programs on digital devices and that programs execute by following precise and unambiguous instructions</li> <li>Create and debug simple programs</li> <li>Use logical reasoning to predict the behaviour of simple programs</li> </ul> <p><b>Digital Literacy</b></p> <ul style="list-style-type: none"> <li>Recognise common uses of information technology beyond school</li> <li>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content on the internet or other online technologies</li> </ul> <p><b>ICT</b></p> <ul style="list-style-type: none"> <li>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> </ul>		
Computing	Digital Literacy	ICT
<p>Pupils learn to program an onscreen app such as Scratch to complete a set task and are able to debug their instructions when the turtle does not reach the intended destination</p> <p>Pupils use a more complex turtle with standard units to navigate increasingly complex routes, and are able to debug their instructions when the turtle does not reach the intended destination</p>	<p>Pupils learn that the Internet is a great place to develop rewarding online relationships and learn to recognise websites that are good for them to visit; but they also learn to be cautious and to check with a trusted adult before sharing private information</p> <p>Pupils are introduced to the concept that real people send messages to one another on the Internet and learn how messages are sent and received. They recognise that it may be difficult to distinguish between someone who is real and someone who is not</p> <p>Pupils are introduced to the basics of online searching</p> <p>Pupils learn to explore websites and to say whether they like them or not and why</p>	<p><b>Presentation:</b> Pupils learn to make simple presentations</p> <p><b>Media:</b> Pupils learn to use digital cameras and microphones for a purpose</p> <p><b>Working with data:</b> Pupils learn to create and use a pictogram</p> <p><b>Digital Publishing:</b> Pupils learn to use basic word processing package.</p>

Computing	BLW	GDS
I can explain what an algorithm is.		
I can create and debug a program.		
I can explain how a program works.		
I can predict the behaviour of my own and others programs.		
Digital Literacy		
I can recognise common uses of technology outdoors.		
I can use technology respectfully and safely.		
I know how to keep my personal information private.		
I can identify where to go for help and support when I am worried about something I have seen on the internet.		
ICT		
I can use technology purposefully to retrieve digital content.		
I can use technology purposefully to organise digital content.		
I can use technology purposefully to change digital content.		