



Look at what we can do by the end of Year 2!

# Year 2 Curriculum

## The Federation of Nettlestone & Newchurch

	AUTUMN	SPRING	SUMMER
<b>SCIENCE</b>  KNOWLEDGE	<p><b>Uses of everyday materials (throughout)</b>            Fabric, plastic, wood and metals</p> <ul style="list-style-type: none"> <li>I know that different materials have different describable and measurable properties.</li> <li>I know that the properties of materials determine whether they are suitable for different purposes.</li> </ul> <p><b>Pushes, pulls and their effects (throughout)</b></p> <ul style="list-style-type: none"> <li>I know that objects move in different ways; they roll, slide, bounce etc.</li> <li>I understand that I can change the way an object moves by pushing or pulling it. Sometimes this speeds it up, sometimes it slows it down and sometimes it makes it change direction.</li> <li>Bigger pushes and pulls have bigger effects.</li> </ul> <p>I can find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p><b>Living things and their habitats (throughout)</b></p> <ul style="list-style-type: none"> <li>I can explore and compare the differences between things that are living, dead and things that have never been alive.</li> <li>I can identify that most living things live in habitats to which they are suited.</li> <li>I can describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.</li> <li>I can identify and name a variety of plants and animals in their habitats, including micro-habitats.</li> </ul> <p><b>Plants (throughout)</b></p> <ul style="list-style-type: none"> <li>I know that all flowering plants make seeds that grow into new plants.</li> <li>I understand that sometimes the plant dies after it has produced its seed and sometimes the plant lives for many generations producing seeds each year.</li> <li>I can describe the lifecycle of a variety of different plants.</li> </ul>	<p><b>Animals, including humans (throughout)</b></p> <ul style="list-style-type: none"> <li>I can find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</li> <li>I can describe how animals obtain their food from plants (herbivores) and other animals (carnivores), using the idea of a simple food chain.</li> <li>I can identify and name different sources of food.</li> <li>I know that animals move in different ways depending on whether they are a predator or prey.</li> <li>I understand that animals sense their surroundings and that they have different ways of avoiding being eaten (camouflage, protection, moving away quickly etc).</li> <li>I can describe why exercise, balanced diet and hygiene are important for humans.</li> <li>I can describe the life cycle of a variety of different animals.</li> <li>I know that different animals live for different lengths of time.</li> <li>I know that different animals reach different sizes before they are able to reproduce.</li> </ul>
<b>WORKING SCIENTIFICALLY</b>  To be developed across the year	<p><b>Planning</b></p> <ul style="list-style-type: none"> <li>I can explore the world around me and raise my own simple questions</li> <li>I can experience different types of scientific enquiry including different types of practical activities</li> <li>I can begin to recognise different ways in which I might answer scientific questions</li> <li>I can carry out simple tests</li> <li>I can use simple feature to compare objects, materials and living things and, with help, decide how to sort and group them (identifying and classifying)</li> <li>I can ask people questions and use simple secondary sources to find answers</li> </ul>	<p><b>Obtaining and presenting evidence</b></p> <ul style="list-style-type: none"> <li>I can, with help, observe closely using simple equipment</li> <li>I can, with help, observe changes over time</li> <li>I can use simple measurements and equipment e.g. hand lenses, egg timers to gather data</li> <li>I can record simple data</li> </ul>	<p><b>Considering evidence and evaluating</b></p> <ul style="list-style-type: none"> <li>I can use my observations and ideas to suggest answers to questions</li> <li>I can talk about what I have found out and how I found it out</li> <li>I can, with help, begin to use simple scientific language</li> <li>I can, with help, record and communicate my findings in a range of ways</li> </ul>

<p><b>HISTORY</b></p> <p>KNOWLEDGE SKILLS AND UNDERSTANDING</p> <p>To be developed across the year</p>	<p><b><u>Knowledge</u></b></p> <p><b>Events beyond living memory</b> e.g The Great Fire of London</p> <p><b>Significant individuals</b> e.g Great Fire of London - Samuel Pepys e.g Tudor explorers - Sir Walter Raleigh and Sir Francis Drake.</p> <p><b>Local historical events, people and places.</b> e.g The story of the Mary Rose</p> <p><b>Changes in living memory</b> e.g Toys and games from parents to grandparents</p>	<p><b><u>Chronological understanding</u></b></p> <ul style="list-style-type: none"> <li>• I can use words and phrases like: before I was born, when I was younger.</li> <li>• I can use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in my historical learning.</li> <li>• I can use the words 'past' and 'present' accurately.</li> <li>• I can use a range of appropriate words and phrases to describe the past.</li> <li>• I can sequence a set of events in chronological order and give reasons for their order.</li> </ul>	<p><b><u>Knowledge and interpretation</u></b></p> <ul style="list-style-type: none"> <li>• I can 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.</li> <li>• I can explain how my local area was different in the past.</li> <li>• I can recount some interesting facts from an historical event, such as where the 'Fire of London' started.</li> <li>• I can explain why Britain has a special history by naming some famous events and some famous people.</li> <li>• I can explain why someone in the past acted in the way they did.</li> <li>• I can give examples of things that are different in my life from that of my grandparents when they were young.</li> </ul>	<p><b><u>Historical enquiry</u></b></p> <ul style="list-style-type: none"> <li>• I can find out something about the past by talking to an older person.</li> <li>• I can answer questions by using a specific source, such as an information book.</li> <li>• I can research the life of a famous Briton from the past using different resources to help me.</li> <li>• I can research about a famous event that happens in Britain and why it has been happening for some time.</li> <li>• I can research the life of someone who used to live in our area using the Internet and other sources to find out about them.</li> </ul>
<p><b>GEOGRAPHY</b></p> <p>KNOWLEDGE, SKILLS AND UNDERSTANDING</p>	<p><b>LOCATIONAL AND PLACE KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>• I can identify the UK, its countries and comparison are of the UK and a contrasting non-European country.</li> <li>• I can identify the UK, its countries and comparison area of the UK and a contrasting non-European country.</li> <li>• I can name the major cities of England, Wales, Scotland and Northern Ireland.</li> <li>• I can locate where I live on a map of the UK.</li> <li>• I 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 (Isle of Wight compared to Kenya).</li> </ul>	<p><b>HUMAN GEOGRAPHY</b></p> <ul style="list-style-type: none"> <li>• I can describe some human features of my own locality, such as the jobs people do.</li> <li>• I can explain how the jobs people do on the Isle of Wight may be different in different parts of the world.</li> <li>• I can describe how I think that people ever spoil my local area.</li> <li>• I can explain what facilities a town or village might need.</li> </ul>	<p><b>PHYSICAL GEOGRAPHY</b></p> <ul style="list-style-type: none"> <li>• I can draw a sketch map with labels showing key features of the school, its grounds and surrounding environments.</li> <li>• I can describe some physical features of my own locality of the Isle of Wight e.g. using words like beach, coast, forest, hill, cliff, sea, and valley.</li> </ul>	<p><b>GEOGRAPHICAL ENQUIRY AND FIELDWORK</b></p> <ul style="list-style-type: none"> <li>• I can use a simple atlas.</li> <li>• I can use the four point compass directions: North; South; East and West to describe location features and routes on a map.</li> <li>• I can draw a simple map and use agreed realistic (in line with OS map) symbols to make a simple key.</li> <li>• I can use world maps, atlases and globes to identify places.</li> <li>• I can use four compass directions &amp; simple vocabulary.</li> <li>• I can use aerial photos to recognise landmarks and basic human and physical features.</li> <li>• I can ask a series of questions about places and environments.</li> <li>• I can make detailed observations.</li> <li>• I can use a camera, video or audio to gather evidence of what they have seen.</li> <li>• I can ask trusted adults questions about the school, its grounds and surrounding environments.</li> <li>• I can measure using a guided tally and standard units such as minutes and metres.</li> <li>• I can present findings simply using maps and graphs.</li> <li>• I can reach a simply described conclusion to a fieldwork question or prediction.</li> </ul>
<p><b>ART AND DESIGN</b></p>	<p><b>USING MATERIALS</b></p> <ul style="list-style-type: none"> <li>• I can create a printed piece of art by pressing, rolling, rubbing and stamping</li> </ul>	<p><b>DRAWING</b></p> <ul style="list-style-type: none"> <li>• I can choose and use three different grades of pencil when drawing</li> </ul>	<p><b>USE COLOUR, PATTERN, TEXTURE, LINE, FORM, SPACE AND SHAPE</b></p> <ul style="list-style-type: none"> <li>• I can mix paint to create all the secondary colours</li> </ul>	<p><b>RANGE OF ARTISTS</b></p> <ul style="list-style-type: none"> <li>• I can suggest how artists have used colour, pattern and shape</li> </ul>

<b>KNOWLEDGE, SKILLS AND UNDERSTANDING</b>	<ul style="list-style-type: none"> <li>I can make a clay pot and know how to join two clay finger pots together</li> <li>I can use different effects within an IT paint package</li> </ul>	<ul style="list-style-type: none"> <li>know how to use charcoal, pencil and pastel to create art</li> <li>I can create drawings and paintings from observation, experience and imagination with the emphasis on first-hand experience.</li> </ul>	<ul style="list-style-type: none"> <li>I can create tints with paint by adding white and know how to create tones with paint by adding black</li> <li>I can make drawings and paintings to show increasing detail, context and use of the visual elements</li> </ul>	<ul style="list-style-type: none"> <li>I can create a piece of art in response to the work of another artist</li> </ul> <p><b>FOCUS ON:</b> Picasso Archimbaldo Seurat Paul Klee</p>		
<b>DESIGN AND TECHNOLOGY</b>  KNOWLEDGE, SKILLS AND UNDERSTANDING	<b>DESIGN</b> <ul style="list-style-type: none"> <li>I can design a product that looks good and works well.</li> <li>I can draw and talk about my designs.</li> <li>I can explain why I have chosen specific features.</li> <li>I can think of an idea and plan what to do next.</li> </ul>	<b>MAKING</b> <ul style="list-style-type: none"> <li>I can choose tools and materials and explain why I have chosen them.</li> <li>I can join, measure and cut materials and components in different ways.</li> </ul>	<b>EVALUATING</b> <ul style="list-style-type: none"> <li>I can explain what went well and not so well.</li> </ul>	<b>TECHNICAL KNOWLEDGE</b> <ul style="list-style-type: none"> <li>I can make a model stronger and more stable.</li> <li>I can use wheels and axels when appropriate to do so.</li> </ul>	<b>FOOD TECHNOLOGY</b> <ul style="list-style-type: none"> <li>I can weigh ingredients to use in a recipe.</li> <li>I can describe the ingredients used when making a dish or cake.</li> </ul>	
<b>MUSIC</b>  KNOWLEDGE, SKILLS AND UNDERSTANDING To be developed across the year	<b>CREATING MY OWN MUSIC</b> <ul style="list-style-type: none"> <li>I can order sounds to create a beginning, middle and end.</li> <li>I can create music in response to different starting points.</li> <li>I can choose sounds which create an effect.</li> <li>I can use symbols to represent sounds.</li> <li>I can make simple connections between notations and musical sounds.</li> </ul>		<b>LISTENING AND APPRECIATING</b> <ul style="list-style-type: none"> <li>I can improve my own work.</li> <li>I can listen out for particular things when listening to music.</li> <li>I can recognise some instruments of the orchestra</li> <li>I can describe the sounds made by some instruments of the orchestra.</li> </ul>		<b>SINGING AND PLAYING AN INSTRUMENT</b> <ul style="list-style-type: none"> <li>I can sing and follow the melody (tune).</li> <li>I can sing with an increasing awareness of pitch.</li> <li>I can perform simple patterns and accompaniments keeping a steady pulse.</li> <li>I can perform with others.</li> <li>I can play simple rhythmic patterns on an instrument e.g. ocarina and tuned/untuned percussion.</li> <li>I can sing/clap a pulse increasing or decreasing in tempo.</li> </ul>	
Suggested Charanga Units	Autumn 1 Charanga UNIT 4 Zootime	Autumn 2 Performance - singing Nativity	Spring 1 Charanga UNIT 1 Hands Feet and Heart	Spring 2 Ocarina	Summer 1 Meet the Orchestra - Prokofiev 'Peter and the Wolf'	Summer 2 Charanga UNIT 5 Friendship Song Use glock to play Rec'der part

<b>COMPUTING</b>  KNOWLEDGE, SKILLS AND UNDERSTANDING	<b>MUTLIMEDIA TEXT AND IMAGES</b> <b>Computer Art</b> <ul style="list-style-type: none"> <li>I can create computer art.</li> <li>I can use a range of tools in a computer program to reproduce a style of art.</li> <li>I can make and edit shapes to create a piece of art.</li> <li>I can change the shade of a colour for effect.</li> <li>I can retrieve a file to edit in a computer program.</li> <li>I can use a range of skills to create a piece of art.</li> </ul> <b>Presentation Skills</b> <ul style="list-style-type: none"> <li>I can use basic computer skills.</li> <li>I can use a folder.</li> <li>I can organise ideas for a presentation.</li> </ul>	<b>TECHNOLOGY IN OUR LIVES</b>  <b>Using the Internet</b> <ul style="list-style-type: none"> <li>I can search the Internet using one word</li> <li>I can stay safe when using the Internet.</li> <li>I can search the Internet to find results suitable for children.</li> <li>I can search for information safely online.</li> <li>I can follow links to another web page.</li> <li>I can follow links safely online.</li> <li>I can create content for an online blog.</li> <li>I can use a camera to take safe photos to use online.</li> <li>I can create content for an online blog.</li> <li>I can use an online blog safely and respectfully.</li> <li>I can post positive comments and responses on a blog.</li> </ul>	<b>CODING AND PROGRAMMING</b>  <b>Preparing for Turtle Logo</b> <ul style="list-style-type: none"> <li>I can give and follow an algorithm to turn right or left</li> <li>I can give and follow an algorithm to make half and quarter turns.</li> <li>I can give and follow an algorithm using the commands right 90 and left 90.</li> <li>I can give, follow and complete an algorithm.</li> <li>I can use recognised language in an algorithm.</li> <li>I can create, test and debug an algorithm.</li> </ul> <b>Programming Turtle Logo and Scratch</b> <ul style="list-style-type: none"> <li>I can create an algorithm to move or rotate the turtle.</li> </ul>	<b>ONLINE SAFETY</b> <ul style="list-style-type: none"> <li>I understand that the information I put online leaves a digital footprint.</li> <li>I can use keywords in an online search to find out about a topic.</li> <li>I can recognise whether a website is appropriate for children.</li> <li>I can rate and review informative websites.</li> <li>I can able to identify kind and unkind behaviour online.</li> <li>I can use my knowledge of safe and sensible online activities to different situations.</li> </ul>
---	--	--	---	---

	<ul style="list-style-type: none"> <li>I can create a simple presentation with text.</li> <li>I can add and format an image.</li> <li>I can search and print.</li> </ul> <p><b>Using and Applying</b></p> <ul style="list-style-type: none"> <li>I can use a specific computer skill to reproduce a style of art</li> <li>I can use a specific computer skill to create and compare styles of art</li> <li>I can create a presentation including text and images.</li> <li>I can retrieve, edit and organise a presentation.</li> </ul>		<ul style="list-style-type: none"> <li>I can create an algorithm and use the repeat command.</li> <li>I can create an algorithm and add sound.</li> <li>I can create an algorithm and use the repeat and say command.</li> <li>I can create an algorithm and use the green flag to start.</li> <li>I can create an algorithm and use the commands to change the backdrop and add sprites.</li> </ul> <p><b>Using and Applying</b></p> <ul style="list-style-type: none"> <li>I can create precise instructions for a character on a particular theme.</li> <li>I can create code for a pair of characters involving speech and movement</li> </ul>	
--	---	--	--	--

<p><b>PHYSICAL EDUCATION</b></p> <p>KNOWLEDGE, SKILLS AND UNDERSTANDING</p>	<p><b>Autumn 1</b></p> <ul style="list-style-type: none"> <li>Multi-skills / Dance</li> </ul> <p><b>Autumn 2</b></p> <ul style="list-style-type: none"> <li>Multi-skills / Gymnastics</li> </ul>	<p><b>Spring 1</b></p> <ul style="list-style-type: none"> <li>Invasion games / Dance</li> </ul> <p><b>Spring 2</b></p> <ul style="list-style-type: none"> <li>Net games / Gymnastics</li> </ul>	<p><b>Summer 1</b></p> <ul style="list-style-type: none"> <li>Games / Athletics</li> </ul> <p><b>Summer 2</b></p> <ul style="list-style-type: none"> <li>Net Games / Striking and Fielding</li> </ul>
	<p><b>INVASION GAMES</b></p> <ul style="list-style-type: none"> <li>I can recognise the best ways to score points and stop points being scored.</li> <li>I can recognise how I work best with my partner.</li> <li>I can use different rules and tactics for invasion games.</li> <li>I can make it difficult for opponents.</li> <li>I can keep the ball and find best places to score. I can describe what I see and copy others' ideas, skills and tactics.</li> <li>I can recognise what is successful and how to use this knowledge.</li> <li>I can participate in team games.</li> <li>I can begin to understand and develop tactics for attacking and defending.</li> <li>I can pass and receive a ball in different ways with control and increased accuracy.</li> </ul>	<p><b>GYMNASTICS</b></p> <ul style="list-style-type: none"> <li>I can develop short sequences on my own.</li> <li>I can use imagination to find different ways of using apparatus.</li> <li>I can form simple sequences of different actions using floor and apparatus.</li> <li>I can perform a clear start, middle and end.</li> <li>I can have a clear focus when watching others perform.</li> <li>I can say when a movement or skill is performed well (aesthetic appreciation).</li> <li>I can describe what I have done and what I have seen. (Make easier or harder. Use advice to improve)</li> <li>I can develop balance, agility and co-ordination. of travelling, stillness, jumping, timing, changing shape, size, direction</li> </ul>	<p><b>DANCE</b></p> <ul style="list-style-type: none"> <li>I can begin to evaluate and improve a dance performance by offering simple suggestions.</li> <li>I can use a range of vocabulary to describe moods and how dances make me feel.</li> <li>I can remember and repeat simple dance phrases.</li> <li>I can perform dances using simple movement patterns</li> </ul>

<p><b>NET AND WALL GAMES</b></p> <ul style="list-style-type: none"> <li>I can use my skills to play end to end games, games over a barrier and fielding games.</li> <li>I can use my ability to solve problems and make decisions.</li> <li>I can watch others and describe what is happening.</li> <li>I can talk about what others have done and how they did it.</li> <li>I can participate in team games.</li> <li>I can pass and receive a ball in different ways with control and increased accuracy.</li> </ul>	<p><b>STRIKING AND FIELDING</b></p> <ul style="list-style-type: none"> <li>I can choose, use and vary simple tactics.</li> <li>I can recognise good quality in performance.</li> <li>I can use information to improve my work.</li> <li>I can participate in team games.</li> <li>I can pass and receive a ball in different ways with control and increased accuracy.</li> <li>I can perform fielding techniques with increased control and co-ordination.</li> </ul>	<p><b>MULTISKILLS AND ATHLETICS</b></p> <ul style="list-style-type: none"> <li>I can take part in multiskills festivals, designed to develop the fundamental movement skills of balance, co-ordination and agility.</li> <li>I can perform activities to include bat and ball relay, throw clap and catch, slalom run, standing long jump etc.</li> <li>I can develop my balance, agility and co-ordination.</li> <li>I can explore movement techniques with increased control.</li> <li>I can run, throw and jump and perform these with increased control and co-ordination.</li> </ul>	
--	--	---	---

	<ul style="list-style-type: none"> <li>I can perform fielding techniques with increased control and co-ordination.</li> </ul>			
<b>RELIGIOUS EDUCATION</b> IOW locally agreed syllabus  Living Difference 3	<b>Autumn 1</b> Persuasion (c) Concept A Why did people follow Jesus?  <b>Autumn 2</b> Light as a symbol (J) Concept A Light as a symbol at Hanukah and Advent	<b>Spring 1</b> Change (c) Concept A People Jesus met.  <b>Spring 2</b> Sadness to Happiness (c) The Easter Story	<b>Summer 1</b> Authority (c) Concept A The Bible  <b>Summer 2</b> Remembering (J) Concept A Shabbat	
	<b>COMMUNICATE</b> <ul style="list-style-type: none"> <li>I can describe in simple terms my responses to my experiences of the concepts studied.</li> </ul>	<b>APPLY</b> <ul style="list-style-type: none"> <li>I can identify simple examples of how my responses relate my own life and those of others.</li> </ul>	<b>ENQUIRE</b> <ul style="list-style-type: none"> <li>I can describe in simple terms key concepts explored that are common to all people and identify and talk about concepts that are common to many religions.</li> </ul>	<b>CONTEXTUALISE</b> <ul style="list-style-type: none"> <li>I can simply describe ways in which these concepts are expressed by people living within specific religions.</li> </ul>
<b>PSHE/ RSE KNOWLEDGE, SKILLS AND UNDERSTANDING</b>	<b>ME AND MY RELATIONSHIPS</b> Bullying and teasing. <ul style="list-style-type: none"> <li>I can tell you some ways that I can get help, if I am being bullied and what I can do if someone teases me.</li> <li>Our school rules about bullying.</li> <li>I can suggest rules that will help to keep us happy and friendly and what will help me keep to these rules. I can also tell you about some classroom rules we have made together.</li> </ul> Being a good friend. <ul style="list-style-type: none"> <li>I can give you lots of ideas about being what makes a good friend and also tell you how I try to be a good friend.</li> </ul> Feelings/self-regulation. <ul style="list-style-type: none"> <li>Most of the time I can express my feelings in a safe, controlled way.</li> </ul>	<b>KEEPING MYSELF SAFE</b> Safe and unsafe secrets. <ul style="list-style-type: none"> <li>I can give some examples of safe and unsafe secrets and I can think of safe people who can help if something feels wrong.</li> </ul> Appropriate touch. <ul style="list-style-type: none"> <li>I can give other examples of touches that are ok or not ok (even if they haven't happened to me) and I can identify a safe person to tell if I felt 'not OK' about something.</li> </ul> Medicine safety. <ul style="list-style-type: none"> <li>I can explain that they can be helpful or harmful, and say some examples of how they can be used safely.</li> </ul>	<b>BEING MY BEST</b> Looking after my body <ul style="list-style-type: none"> <li>I can name different parts of my body that are inside me and help to turn food into energy. I know what I need to get energy.</li> </ul> Growth Mindset <ul style="list-style-type: none"> <li>I can explain how setting a goal or goals will help me to achieve what I want to be able to do.</li> </ul>	
	<b>VALUING DIFFERENCE</b> Being kind and helping others. <ul style="list-style-type: none"> <li>I can say how I could help myself if I was being left out.</li> </ul> Listening skills. <ul style="list-style-type: none"> <li>I can give a few examples of good listening skills and I can explain why listening skills help to understand a different point of view.</li> </ul>	<b>RIGHTS AND RESPONSIBILITIES</b> Cooperation and self-regulation <ul style="list-style-type: none"> <li>I can give examples of when I've used some of these ideas to help me when I am not settled.</li> </ul>	<b>GROWING AND CHANGING</b> Life cycles <ul style="list-style-type: none"> <li>I can tell you who helps us grow (people who look after us) and what things I can now do myself that I couldn't when I was younger.</li> </ul> Dealing with loss <ul style="list-style-type: none"> <li>I can give examples of how it feels when you have to say goodbye to someone or something (e.g. move house).</li> </ul> Being supportive <ul style="list-style-type: none"> <li>I can give examples of how to give feedback to someone.</li> </ul>	