

Year 2 – Curriculum Skills

Art and Design

- Has planned and made products using different materials and appreciates what different materials are good for
- Has experienced sculpture and shown some early skill in planning the work and managing the medium
- Has taken account of aesthetic factors in designing a product e.g. appearance, shape, ease of use, colour
- Can compare and contrast different types of art and artists, using examples to show what is distinctive about them

Computing

- Understands what an algorithm is and how devices use them
- Can debug a simple programme
- Can organise their data store
- Knows why IT is important for society more generally
- Knows how to keep their own information private and what to do if they are concerned about content or behaviour

Design Technology

- **Design** - can use a range of methods to help plan a product e.g. sketches, research, oral feedback
- **Make** - can consider the benefits of alternative materials and approaches to making a product
- **Evaluate** - can evaluate their own plans and products against criteria
- **Technical knowledge** - can employ mechanisms such as pulleys and wheels in making a product
- **Cooking and nutrition** - can prepare a meal that is compatible with a healthy balanced diet

Geography

Locational knowledge

- can name and locate the 4 countries & capital cities of the UK and its surrounding seas on a map

Place knowledge

- can describe the characteristics of a non-European area and contrast it with the UK

Human & physical geography

- can locate the hot and cold areas of the world on a map
- knows the correct terms for common features of human geography

Geographical skills & fieldwork

- can make sense of features in an aerial photo
- can draw a simple map with key
- can observe and describe the geography of the school area

History

Changes within living memory

- Can pinpoint significant personal, social or national events that have happened within one's own memory (such as Olympic Games, elections) and why they have been important

Events beyond living memory

- Has constructed an historical timeline and knows what life was like in one or two different periods

Significant individuals

- Can describe a linked group of significant people and what they contributed to their field e.g. monarchs, explorers, inventors

Local history

- Can describe a significant local *place* (person or event) and why it/he/she is considered important

Physical Education

- Can balance, co-ordinate and exhibit agility well enough to participate in exercises and sports that use them
- Can participate team games and understand their particular role in defence or attack
- Can create and perform a dance, joining together movements into a pattern

Music

Perform

- Sings and chants expressively to reflect meaning
- Can demonstrate the way that different kind of instruments make their sounds

Compose

- Can use an instrument to join in or generate a musical pattern, adjusting volume, tone and tempo to suit

Listen

- Can listen to pieces of music and describe the kind of instruments and sounds they include