 Year 2 Curriculum concepts and milestones

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|  | Autumn | Spring | Summer |
| Concepts and Milestones to cover in Science | Biology –  To understand plants  I can identify and name a variety of common plants and trees  I can identify and describe the basic structure of a variety of common flowering plants  To understand animals and humans  I can identify and name a variety of common animals that are carnivores, herbivores and omnivores  I can describe and compare the structure of a variety of common animals  Physics –  To understand the Earth’s movement in space  I can observe changes across the four seasons and describe weather associated with the seasons  I can observe the apparent movement of the sun during the day  To understand light and seeing  I can observe and name a variety of light sources  I can explain that we see things because light travels from them to our eyes  To understand electrical circuits  I can identify common appliances that run on electricity  I can construct a simple series electrical circuit | Biology –  To work scientifically  I can ask simple questions and make predictions based on observations  I can perform simple tests and observe closely to gather and record results  To understand plants  I can observe and describe how seeds and bulbs grow in to mature plants  I can find out and describe how plants need water, light and a suitable temperature to grow and stay healthy  To understand animals and humans (I can identify and name a variety of plants and animals in their habitats, including micro-habitats)  To understand animals and humans (I know animals and humans have offspring which grow to adults)  Chemistry –  To investigate materials  I can identify and name a variety of everyday materials as well as describe their simple physical properties  I can compare and group a variety of everyday materials on the basis of their simple physical properties  I can identify and compare the suitability of a variety of everyday materials for particular uses  Physics –  To understand the Earth’s movement in space  I can observe changes across the four seasons and describe weather associated with the seasons  I can observe the apparent movement of the sun during the day | Biology –  To work scientifically  I can ask simple questions and make predictions based on observations  I can perform simple tests and observe closely to gather and record results  To understand animals and humans  I can describe the importance for humans of exercise, eating the right amounts of different foods and hygiene  I can investigate and describe the basic needs of animals and humans for survival  To investigate living things  I can identify that most living things live in habitats to which they are suited and describe how the different habitats meet an animal’s needs  I can identify and name a variety of plants and animals in their habitats and describe how simple food chains work  Chemistry –  To investigate materials  I can find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching  I can identify and compare the suitability of a variety of everyday materials for particular uses)  Physics –  To understand the Earth’s movement in space  I can observe changes across the four seasons and describe weather associated with the seasons  I can observe the apparent movement of the sun during the day |
| Concepts and milestones to cover in Geography | To investigate patterns  I can identify seasonal and daily weather patterns in the UK  To communicate geographically  I can use geographical vocabulary to refer to key physical features  Beach, coast, forest, hill, mountain, river, ocean, soil, valley, vegetation, weather  I can use geographical vocabulary to refer to key human features  City, town, village, factory, farm, house, office, shop | To investigate patterns  I can identify seasonal and daily weather patterns in the UK  I understand geographical similarities and differences through studying human and physical geography of a small area of the United Kingdom  To investigate places  I can name, locate and identify the UK, the four countries within it, their capital cities and surrounding seas as well as other places studied  I can use aerial images, maps and globes to explore the world  I can ask and answer geographical questions  What is this place like? Who or what will I see? What do people do here?  I can use simple fieldwork and observational skills to study the geography around me including key human and physical features  To communicate geographically  I can devise a simple map with basic symbols and grid references  I can use geographical vocabulary to refer to key physical features  Beach, coast, forest, hill, mountain, river, ocean, soil, valley, vegetation, weather  I can use geographical vocabulary to refer to key human features  City, town, village, factory, farm, house, office, shop | To investigate patterns  I can identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and North and South Poles  I understand geographical similarities and differences through studying human and physical geography of a small area of the United Kingdom and contrasting it with a non-European country  To investigate places  I can name and locate the world’s continents and oceans  I can use aerial images, maps and globes to explore the world  I can ask and answer geographical questions  What is this place like? Who or what will I see? What do people do here?  I can use simple fieldwork and observational skills to study the geography around me including key human and physical features  To communicate geographically  I can devise a simple map with basic symbols and grid references  I can use compass references  I can use geographical vocabulary to refer to key physical features  Beach, coast, forest, hill, mountain, river, ocean, soil, valley, vegetation, weather  I can use geographical vocabulary to refer to key human features  City, town, village, factory, farm, house, office, shop |
| Concepts and milestones to cover in History | To investigate and interpret the past  I can ask questions about the past  I can use artefacts, pictures, stories, online sources and databases to find out about the past  I can identify some of the different ways the past has been represented  To build an overview of world history  I can describe historical events and significant people involved in those events  To understand chronology  I can place events on a time line and use dates where appropriate  To communicate historically  I can use phrases like a long time ago, recently and when my parents were children  I can understand the concept of a nation and their history  I can understand concepts like civilisation, monarchy, parliament, democracy, war and peace | To investigate and interpret the past  I can ask questions about the past  I can use artefacts, pictures, stories, online sources and databases to find out about the past  I can identify some of the different ways the past has been represented  To build an overview of world history  I can describe historical events and significant people involved in those events  To understand chronology  I can place events on a time line and use dates where appropriate  To communicate historically  I can use phrases like a long time ago, recently and when my parents were children  I can understand the concept of a nation and their history  I can understand concepts like civilisation, monarchy, parliament, democracy, war and peace | To investigate and interpret the past  I can ask questions about the past  I can use artefacts, pictures, stories, online sources and databases to find out about the past  I can identify some of the different ways the past has been represented  To build an overview of world history  I can describe historical events and significant people involved in those events  To understand chronology  I can place events on a time line and use dates where appropriate  To communicate historically  I can use phrases like a long time ago, recently and when my parents were children  I can understand the concept of a nation and their history  I can understand concepts like civilisation, monarchy, parliament, democracy, war and peace |
| Concepts and milestones to cover in Computing | To code  I can control when drawings appear and set the pen colour, size and shape  I can select sounds and control when they are heard  I can control when drawings appear and set pen colour, size and shape  To connect  I can participate in class social media accounts  To collect  I can use simple databases to record information | To code  I can specify user inputs to control events  I can specify the nature of events such as single event or loop  To connect  I can participate in class social media accounts  To collect  I can use simple databases to record information | To code  I can create conditions including responding to questions  To connect  I can participate in class social media accounts  To collect  I can use simple databases to record information  (Please note that there is a separate e- safety curriculum to be followed) |
| Concepts and milestones to cover in Art  (developing ideas by responding to ideas and exploring and collecting visual information should happen at all times) | To use digital media  I can use a wide range of tools to crate different textures, lines, tones, colours and shapes  To sculpt  I can use a combination of shapes  I can include lines and texture  I can use rolled up paper, straws, paper, card and clay as materials  I can use techniques such as rolling, cutting, moulding and carving | To print  I can use repeated or overlapping shapes  I can mimic print from the environment  I can press, roll, rub and stamp to make prints  To collage  I can use a combination of cut, torn and glued materials  I can sort and arrange materials  I can mix materials to create texture  To draw  I can draw lines of different sizes and thickness  I can colour neatly following the lines  I can show pattern and texture by adding dots and lines  I can show different tones by using coloured pencil | To paint  I can use thick and thin brushes  I can mix primary colours to make secondary colours  I can add white to colours to make tints and tones  I can create a colour wheel  To take inspiration from the greats  I can describe the work of a notable artists and use some of their ideas to create pieces |
| Concepts and milestones to cover in Design  (design, make, evaluate and improve must be followed through each piece of design work) | To master practical skills with materials  I can measure and cut materials safely to the nearest centimetre  I can cut and shape by tearing, cutting, folding and curling  I can join using glue, hinges or combining materials to strengthen them.  To master practical skills with construction  I can use materials to practice drilling, screwing, gluing and nailing materials to make and strengthen a product  To master practical skills with mechanics I can create products using levers, wheels and winding mechanisms | To master practical skills with textiles  I can shape textiles using templates  I can join textiles using running stitch  I can colour and decorate textiles in a variety of ways - Dying, adding sequins or printing  I can weave a pattern and use plaiting | To master practical skills with food  I can cut, peel or grate ingredients safely and hygienically  I can measure or weigh using measuring cups or scales  I can assemble or cook ingredients  To take inspiration from design throughout history  I can suggest improvements to existing designs and explore how they were created  I can explore objects and designs and identify likes and dislikes |
| Concepts and milestones to cover in RE | To explore how being a Christian affects how you live your life  I can explain what the bible teaches Christians about how to live well  I can discuss some inspirational Christians who showed how Christians are taught to act  To explore important events in a Christian’s life  I know how Christians celebrate birth  I can discuss why it matters to belong to a community | To explore how being a Muslim affects how you live your life  I can explain what the Qur’an teaches Muslims about how to live well (Shahadah/Akhlaq/Zakat)  I can discuss some inspirational Muslims who showed how Muslims are taught to act (prophets)  To explore important events in a Muslim’s life  I know how Muslims celebrate birth  I can discuss why it matters to belong to a community | To compare religions  I can discuss what Jewish people believe about their God  I can discuss how being Jewish affects how you live your life  I can explore how Jewish people worship  I can discuss key celebrations in Judaism  I can compare this to Christianity and Islam |
| Concepts and milestones to cover in PE | To play games  I can use the terms opponent and team mate  I can use rolling, hitting, running, jumping, catching and kicking skills in combination  I can develop tactics  I can lead others where appropriate  To perform gymnastics  I can copy and remember actions  I can move with some control and awareness of space  I can link two or more actions to make a sequence  I can show contrasts (small/tall, straight/curved, wide/narrow)  I can travel by rolling forwards, backwards and sideways  I can hold a position whilst balancing on different points of the body  I can climb safely on equipment  I can stretch and curl to develop flexibility  I can jump in a variety of ways and land with increasing control and balance | To play games  I can use the terms opponent and team mate  I can use rolling, hitting, running, jumping, catching and kicking skills in combination  I can develop tactics  I can lead others where appropriate  To Dance  I can copy and remember moves and positions  I can move with careful control and co-ordination  I can link two or more actions to perform a sequence  I can choose movements to communicate a mood, feeling or idea | To play games  I can use the terms opponent and team mate  I can use rolling, hitting, running, jumping, catching and kicking skills in combination  I can develop tactics  I can lead others where appropriate  To perform gymnastics  I can copy and remember actions  I can move with some control and awareness of space  I can link two or more actions to make a sequence  I can show contrasts (small/tall, straight/curved, wide/narrow)  I can travel by rolling forwards, backwards and sideways  I can hold a position whilst balancing on different points of the body  I can climb safely on equipment  I can stretch and curl to develop flexibility  I can jump in a variety of ways and land with increasing control and balance |
| Concepts and milestones to cover in PSHE | Being me in my world  I can identify some hopes and fears for this year  I understand the rights and responsibilities for being a member of my class  I can listen to other people and contribute my own ideas about rewards and consequences  I understand how following the learning charter will help me and others learn  I can recognise the choices I make and understand the consequences  Celebrating difference  I am starting to understand that sometimes people make assumptions about boys and girls  I understand that bullying is sometimes about difference  I can recognise what is right and wrong and how to look after myself  I know some ways to make new friends  I can tell you some ways I am different from my friends | Dreams and goals  I can choose a realistic goal and think about how to achieve it  I can persevere even when I find tasks difficult  I can recognise who it is easy for me to work with and who it is more difficult for me to work with  I can work co-operatively in a group to create an end product  I can explain some of the ways I worked co-operatively in my group to create the end product  I know how to share success with other people  Healthy me  I know what I need to keep my body healthy  I can show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed  I understand how medicines work in my body and how important it is to use them safely  I can sort foods in to the correct food groups and know which foods my body needs every day to keep me healthy  I can decide which foods to eat to give my body energy  I can make some healthy snacks and explain why they are good for my body | Relationships  I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and co-operate  I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not  I can identify some of the things that cause conflict with my friends  I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret  I recognise and appreciate people who can help me in my family, my school and my community  I can express my appreciation for the people in my special relationships  Changing me  I can recognise cycles of life in nature  I can tell you about the natural process of growing from young to old and understand that this is not in my control  I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old  I can recognise the physical differences between boys and girls, use the correct names for body parts and appreciate that some parts of my body are private  I understand there are different types of touch and can tell you which ones I like and don’t like  I can identify what I am looking forward to when I am in Year 3 |

Concepts and milestones covered by relevant schemes of work spread appropriately throughout the year:

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| Music |
| Listen and Appraise   * I know 5 songs off by heart * I know some songs have a chorus or a response/answer part * I know that songs have a musical style |
| Games   * I know that music has a steady pulse, like a heartbeat * I know that we can create rhythms from words, our names, favourite food, colours and animals * I know that rhythms are different from a steady pulse * I know that we add high and low sounds, pitch, when we sing and play our instruments. |
| Singing   * I can confidently sing or rap five songs from memory * I know that unison is everyone singing at the same time * I know that songs include other ways of using the voice e.g Rapping * I know why we need to warm up our voices |
| Playing   * I know the names of the notes in their instrumental part from memory or when written down * I know the names of untuned instruments played in class. |
| Improvisation   * I know that improvisation is making up your own tunes on the spot * I know when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. * I can improvise and I can use one or two notes |
| Composition   * I know that composing is like writing a story with music * I can compose a piece of music |
| Performance   * I know that performance is sharing music with other people, called an audience * I know a performance can be a special occasion and involve whole class, a year group or a whole school. |