

Key Knowledge Skills and Expectations for Year 2 (2020-2021)

(Any statements highlighted in yellow are the knowledge we want this year group to remember going forward)

Red italic font is challenge

Science

Observing closely

- Use <see, touch, smell, hear or taste> to help them to ask and answer questions.
- Use some scientific words to describe what they have seen and measured.
- Compare several things.
- Use microscopes to find out about small creatures and plants.
- Use equipment such as thermometers and rain gauges to help observe changes to local environment as the year progresses.
- *Suggest ways of finding out through listening, hearing, smelling, touching and tasting.*

Living Things & their Habitats

- Match certain living things to the habitats they are found in.
- Explain the differences between living and non-living things.
- Describe some of the life processes common to plants and animals, including humans.
- Decide whether something is living, dead or non-living.
- Describe how a habitat provides for the basic needs of things living there, plants and animals.
- Describe a range of different habitats.
- Describe how plants and animals are suited to their habitat.
- Name some different sources of food for animals.
- Know about and explain a simple food chain.
- *Name some characteristics of an animal that help it to live in a particular habitat.*
- *Describe what animals need to survive and link this to their habitats.*

Performing Tests

- Carry out a simple fair test.
- Explain why it might not be fair to compare two things.
- Say whether things happened as they expected.
- Suggest how to find things out.
- Use prompts to find things out.
- Draw conclusions from fair tests and explain what has been found out
- *Say whether things happened as they expected and if not why not.*

Animals, including humans

- Describe what animals need to survive.
- Explain that animals grow and reproduce.
- Explain why animals have offspring which grow into adults.
- Describe the life cycle of some living things. (e.g. egg, chick, chicken and humans)
- Explain the basic needs of animals, including humans for survival. (water, food, air)
- Describe why exercise, balanced diet and hygiene are important for humans.
- *Explain that animals reproduce in different ways.*

Identifying and Classifying

- Organise things into groups according to a given criteria, e.g. deciduous and coniferous trees..
- Find simple patterns (or associations).
- Identify animals and plants by a specific criteria, eg, lay eggs or not; have feathers or not.
- *Suggest more than one way of grouping animals and plants and explain their reasons.*

Plants

- Describe what plants need to survive.
- Observe and describe how seeds and bulbs grow into mature plants.
- Find out & describe how plants need water, light and a suitable temperature to grow and stay healthy.
- *Describe what plants need to survive and link it to where they are found.*
- *Explain that plants grow and reproduce in different ways.*

Recording findings

- Use <text, diagrams, pictures, charts, tables> to record their observations.
- Measure using <simple equipment>.
- *Use information from books and online information to find things out.*

Classifying and grouping materials

- Describe the simple physical properties of a variety of everyday materials.
- Compare and group together a variety of materials based on their simple physical properties.

- *Describe the properties of different materials using words like, transparent or opaque, flexible, etc.*
- *Sort materials into groups and say why they have sorted them in that way.*
- *Say which materials are natural and which are man-made.*

Changing materials

- Explore how the shapes of solid objects can be changed. (squashing, bending, twisting, stretching)
- Find out about people who developed useful new materials. (John Dunlop, Charles Macintosh, John McAdam)
- Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper, cardboard for particular uses.
- Explain how things move on different surfaces.

- *Explain how materials are changed by heating and cooling.*
- *Explain how materials are changed by bending, twisting and stretching.*
- *Tell which materials cannot be changed back after being heated, cooled, bent, stretched or twisted.*

Chronological understanding

- Use words and phrases like: before I was born, when I was younger.
- Use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning.
- Use the words 'past' and 'present' accurately.
- Use a range of appropriate words and phrases to describe the past.
- Sequence a set of events in chronological order and give reasons for their order.

- *Sequence a set of objects in chronological order and give reasons for their order.*
- *Sequence events about their own life.*
- *Sequence events about the life of a famous person.*
- *Try to work out how long ago an event happened.*

Knowledge and interpretation

- 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.
- Know about a famous person from outside the UK and explain why they are famous.
- Explain how their local area was different in the past.
- Recount some interesting facts from an historical event, such as where the 'Fire of London' started.
- Give examples of things that are different in their life from that of their grandparents when they were young and even further back in time - buildings tools, toys etc.
- Know what we use today instead of a number of older artefacts.
- Know that children's lives today, are different to those of children long ago.
- Explain why Britain has a special history by naming some famous events and some famous people.
- Explain what is meant by a parliament. (Parliament Wk?)
- Give examples of things that are different in their life from that of a long time ago in a specific period of history such as the Victorian times.
- Explain why someone in the past acted in the way they did.
- Explain why their locality (as wide as it needs to be) is associated with a special historical event.
- Explain what is meant by a democracy and why it is a good thing.

Historical enquiry

- Find out something about the past by talking to an older person.
- Answer questions by using a specific source, such as an information book.
- Research the life of a famous Briton from the past using different resources to help them.
- Research about a famous event that happens in Britain and why it has been happening for some time.
- Research the life of someone who used to live in their area using the Internet and other sources to find out about them.
- Say at least two ways they can find out about the past, e.g. using books and the internet.
- Explain why eye-witness accounts may vary.
- Research about a famous event that happens somewhere else in the world and why it has been happening for some time

Geographical Enquiry

- Label a diagram or photograph using some geographical words.
- Find out about a locality by using different sources of evidence.
- Find out about a locality by asking some relevant questions to someone else.
- Say what they like and don't like about their locality and another locality like the seaside.
- Know and use the technologies; left, right, below, next to

- *Make inferences by looking at a weather chart.*
- *Make plausible predictions about what the weather may be like in different parts of the world.*

Physical Geography

- Describe some physical features of their own locality.
- Explain what makes a locality special.
- Describe some places which are not near the school.
- Describe a place outside Europe using geographical words – what are the main differences between this place and a place in England..
- Describe some of the features associated with an island.
- Describe the key features of a place, using words like, beach, coast, forest, hill, mountain, ocean, valley.

- *Find the longest and shortest route using a map.*
- *Use a map, photographs, film or plan to describe a contrasting locality outside Europe.*

Human Geography

- Describe some human features of their own locality, such as the jobs people do.
- Explain how the jobs people do may be different in different parts of the world.
- Do people ever spoil the area? How?
- Do people try to make the area better? How?
- Explain what facilities a town or village might need.
- Explain some of the advantages and disadvantages of living in a city or a village.

- *Explain how the weather affects different people.*

Geographical Knowledge

- Name the 7 continents of the world and find them in an atlas.
- Name the world's 5 oceans and find them in an atlas.
- Name the major cities of England, Wales, Scotland and Ireland.
- Find where they live on a map of the UK.

- *Locate some of the world's major rivers and mountain ranges?*
- *Point out the North, South, East and West associated with maps and compass?*

Computing

Algorithms and Programs

- Predict the outcomes of a set of instructions.(Logical reasoning.)
- Use right angle turns.
- Use the repeat commands.
- Test and amend a set of instructions.
- Write a simple program and test it.
- Predict what the outcome of a simple program will be.

Knowledge & understanding

- Understand the different methods of communication (e.g. email, online forums etc).
- Know you should only open email from a known source.
- Know the difference between email and communication systems such as blogs and wikis.
- Know that websites sometimes include pop-ups that take them away from the main site.
- Know that bookmarking is a way to find safe sites again quickly.
- Begin to evaluate websites and know that everything on the internet is not true.
- Know that it is not always possible to copy some text and pictures from the internet.
- Know that personal information should not be shared online.
- Know they must tell a trusted adult immediately if anyone tries to meet them via the internet
- Know how technology is used in and outside school

Data Retrieving and Organising

- Find information on a website.
- Click links in a website.
- Print a web page to use as a resource.
- Experiment with text, pictures and animation to make a simple slide show.
- Use the shape tools to draw.
- Create a presentation in a small group and record the narration.
 - Record sounds into software and play back.
 - Insert pre-recorded sounds into a presentation.
 - Capture still and moving images.

Skills

- Follow the school's safer internet rules.
- Use the search engines agreed by the school.
- Act if they find something inappropriate online or something they are unsure of (including identifying people who can help; minimising screen; online reporting using school system etc).
- Use the internet for learning and communicating with others, making choices when navigating through sites.
- Send and receive email as a class.
- Recognise advertising on websites and learn to ignore it.
- Use a password to access the secure network.
- Know where to go for help if concerned.

Communicating

- Send and reply to messages sent by a safe email partner (within school).
- Word process a piece of text.
- Insert/delete a word using the mouse and arrow keys.
- Highlight text to change its format (B, U, I).

Drawing

- Know how to use three different grades of pencil in their drawing (4B, 8B, HB).
- Know how to use charcoal, pencil and pastels.
- Create different tones using light and dark.
- Show patterns and texture in their drawings.
- Know how to use a viewfinder to focus on a specific part of an artefact before drawing it.

3D/ Textiles

- Know how to make a clay pot.
- Know how to join two finger pots together.
- Add line and shape to their work.
- Join fabric using glue.
- Sew fabrics together.
- Create part of a class patchwork.

Painting

- Know how to mix paint to create all the secondary colours.
- Mix and match colours, predict outcomes.
- Know how to mix their own brown.
- Know how to make tints by adding white and tones by adding black.

Collage

- Create individual and group collages.
- Use different kinds of materials on collages and explain why these have been chosen.
- Use repeated patterns in collage.

Printing

- Know how to create a print using pressing, rolling, rubbing and stamping.
- Create a print like a designer.

Use of IT

- Create a picture independently.
- Use simple IT mark-making tools, e.g. brush and pen tools.
- Edit own work.
- Take different photographs of themselves displaying different moods.
- Change photographic images on a computer.

Sketch books

- Begin to demonstrate ideas through photographs and in sketch books.
- Set out ideas, using 'annotation' in sketch books.
- Keep notes in sketch books as to how work has been changed.

Knowledge

- Link colours to natural and man-made objects.
- Say how other artist/craft makers/designers have used colour, pattern and shape.
- Create a piece of work in response to another artist's work.

Developing, planning and communicating ideas

- Think of ideas and plan what to do next.
- Choose the best tools and materials. Give a reason why these are best.
- Describe designs by using pictures, diagrams, models and words.

Breadth of study

Cooking and nutrition

- Describe the properties of ingredients being used.
- Weigh ingredients to use in a cake.
- Describe ingredients used when making a dish or cake.
- Explain what it means to be hygienic.
- Be hygienic in the kitchen.

Textiles

- Measure textile.
- Join textiles together to make something.
- Cut textiles.
- Explain why certain textiles have been chosen.

Working with tools, equipment, materials and components to make quality products

- Join things (materials/ components) together in different ways.

Mechanisms

- Join materials together as part of a moving product.
- Add some kind of design to their product.

Use of materials

- Measure materials to use in a model or structure.
- Join material in different ways.
- Use joining, folding or rolling to make it stronger.

Evaluating processes and products

- Explain what went well with their work.
- Explain what would be improved if the product was made again.

Construction

- Make sensible choices as to which material to use for their constructions- make a model stronger and more stable.
- Develop own ideas from initial starting points.
- Incorporate some type of movement into models – use wheels and axles, when appropriate to do so.
- Consider how to improve constructions.

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Music

Performing

- Sing and follow the melody (tune).
- Sing accurately at a given pitch.
- Perform simple patterns and accompaniments keeping a steady pulse.
- Perform with others.
- Play simple rhythmic patterns on an instrument.
- Sing/clap a pulse increasing or decreasing in tempo.
- Sing/play rhythmic patterns in contrasting tempo; keeping to the pulse.

Composing

- Order sounds to create a beginning, middle and end.
- Create music in response to <different starting points>.
- Choose sounds which create an effect.
- Use symbols to represent sounds.
- Make connections between notations and musical sounds.
- Use simple structures in a piece of music.
- Know that phrases are where we breathe in a song.

Appraising

- Improve own work.
- Listen out for particular things when listening to music.
- Recognise sounds that move by steps and by leaps.

PE & Dance

Acquiring and Developing Skills

- Copy and remember actions.
- Repeat and explore actions with control and coordination.

Dance

- Dance imaginatively.
- Change rhythm, speed, level and direction.
- Dance with control and co-ordination.
- Make a sequence by linking sections together.
- Link some movements to show a mood or feeling.

Evaluating and Improving

- Talk about what is different between what they did and what someone else did.
- Say how they could improve based on feedback.

Games

- Use hitting, kicking and/or rolling in a game.
- Stay in a 'zone' during a game.
- Decide where the best place to be is during a game.
- Use one tactic in a game.
- Follow rules.

Health and Fitness

- Show how to exercise safely.
- Describe how their body feels during different activities.
- Explain what their body needs to keep healthy.

Gymnastics

- Plan and show a sequence of movements.
- Use contrast in their sequences.
- Control movements.
- Think of more than one way to create a sequence which follows a set of 'rules'.
- Work on their own and with a partner to create a sequence.

Dance

- *Create, improve and perform more complex dance phrases.*
- *Perform short dances, linking actions fluently and with control.*
 - *Use dynamic and expressive qualities clearly in their dance.*
- *Use some simple dance vocabulary to describe and interpret dance.*
 - *Know how particular activities can help them to be healthy.*

Listening and responding

- Understand a range of familiar statements.
- Understand a range of familiar questions.

May need items repeated.

Bonjour, je m'appelle Madame xx. Comment t'appelles tu?

Je m'appelle xxxx

Ca va?

Très bien / mal / comme ci comme ça.

Au revoir!

Children role play meeting and greeting.

Understand classroom commands

Levez-vous, Asseyez-vous, Levez la main, Ecoutez, Repetez, Silence, Regardez, (use visuals and ask children to do actions).

Teacher gives instructions and children repeat.

Play the game 'Jacques Dit' (Simon says?)

Numbers - 1 - 30

Colours - Rouge, Bleu, Vert, Jaune, Orange, Rose, Violet, Marron, Blanc, Noir, Gris

Quel age as-tu? J'ai sept ans.

mere, pere, soeur, frere, grand-mere, grand-pere - C'est qui? Voici ma mere

Months of the year.

Speaking

- Give short and simple responses to what they see and hear.
- Name and describe people.
- Name and describe places.
- Name and describe objects.
- Use (set) phrases.

Pronunciation may still be approximate and delivery hesitant, but their meaning is clear.

See Column 1

Reading and responding

- Read and understand short phrases.
- Read aloud single words and phrases.
- Use books or glossaries to find the meanings of new words.

Change French calendar daily online

Day: lundi, mardi, mercredi etc

Date: lundi, le 6 mars etc

Month: janvier, fevrier, mars etc

Weather: Il fait beau or il fait froid or il fait chaud (fine, cold or hot)

French date on the board daily

Remember all days and months start with a lower case letter

Dictionary work

Dual language French books

Writing

- Copy a short familiar phrase.
- Write or word-process set phrases we use in class.

When they write familiar words from memory their spelling may be approximate.

Matching exercises e.g.

crickweb.co.uk

primarygamesarena

french-games.net (beginners

and intermediate)

digitaldialects.com

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