Drove Primary School

Year 2 Foundation Subjects Skills Progression

Art Skills	Building on prior learning, children will:
Drawing (pencil, charcoal, inks, chalk, pastels, ICT software)	• To experiment with tools and surfaces. • To sketch to make quick records. • To represent things observed or imagined.
Colour (painting, ink, dye, textiles, pencils, crayon, pastels)	• To make as many tones of one colour as possible (using white). • To use colour on a large scale. • To discuss colour families.
Texture (textiles, clay, sand, plaster, stone)	• To overlap and overlay to create effects. • To start to explore simple stiches. • To begin to use applique/patch work.
Form (3D work, clay, dough, boxes, wire, paper sculpture)	• To shape and form from direct observation (malleable and rigid materials). • To compare and contrast other sculptors.
Printing (found materials, fruit/veg, wood blocks, press print, lino, string)	• To print with a growing range of objects. • To identify the different forms printing takes.
Pattern (paint, pencil, textiles, clay, printing)	• To discuss regular and irregular patterns. • To identify natural and handmade patterns.

Computing Skills	Building on prior learning, children will:
Computer Science	• Predict what will happen in an algorithm using logical reasoning. • Investigate the way algorithms need precise, unambiguous instructions to work • Make algorithms that solve a problem, using simple drawings or diagrams to plan the solution • Improve algorithms, using debugging skills such as checking back through their plan and algorithm.
Information Technology	• Save and retrieve work using an appropriate file name • Manage a device by navigating a range of software and using simple passwords • Input commands by using both hands on a keyboard on any device (including on a tablet), understanding where home keys are and using a wide range of letters, numbers and symbols. • Input commands using a mouse, with an understanding of the difference between left and right click OR use finger control to interact with a tablet (double tap, swipe, pinch zoom) • Experience a wide range of apps and software and use these to create and present ideas. • Evaluate what is good about work and how it could be improved.
Digital Literacy	In addition to our Online Safety curriculum (Education for a Connected World) and objectives taught in the previous year, pupils... • Recognise that devices can be connected via networks. • Understand the ways devices are used in the workplace and the wider world. • Use key words in a search engine to find information.

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Design Technology	Building on prior learning, children will:
Design	Structures (Baby Bear's Chair) • Generating and communicating ideas using sketching and modelling • Learning about different types of structures, found in the natural world and in everyday objects Mechanisms (Moving Monsters) • Creating a class design criteria for a moving monster • Designing a moving monster for a specific audience in accordance with a design criteria • Selecting a suitable linkage system to produce the desired motions Cooking & Nutrition (A Balanced Diet) • Designing a healthy soup based on a food combination which work well together
Make	Structures (Baby Bear's Chair) • Making a structure according to design criteria • Creating joints and structures from paper/card and tape Mechanisms (Moving Monsters) • Making linkages using card for levers and split pins for pivots • Experimenting with linkages adjusting the widths, lengths and thicknesses of card used • Cutting and assembling components neatly • Selecting materials according to their characteristics • Following a design brief Cooking & Nutrition (A Balanced Diet) • Slicing food safely using the bridge or claw grip • Constructing a soup that meets a design brief
Evaluate	Structures (Baby Bear's Chair) • Exploring the features of structures • Comparing the stability of different shapes • Testing the strength of own structures • Identifying the weakest part of a structure • Evaluating the strength, stiffness and stability of own structure Mechanisms (Moving Monsters) • Evaluating own designs against design criteria • Using peer feedback to modify a final design Cooking & Nutrition (A Balanced Diet) • Describing the taste, texture and smell of fruit and vegetables • Taste testing food combinations and final products • Describing the information that should be included on a label • Evaluating which grip was most effective

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Technical Knowledge	<u>Structures (Baby Bear's Chair)</u> • Identifying natural and man-made structures • Identifying when a structure is more or less stable than another • Knowing that shapes and structures with wide, flat bases or legs are the most stable • Understanding that the shape of a structure affects its strength • Using the vocabulary: strength, stiffness and stability • Knowing that materials can be manipulated to improve strength and stiffness • Building a strong and stiff structure by folding paper <u>Mechanisms (Moving Monsters)</u> • Learning that mechanisms are a collection of moving parts that work together in a machine • Learning that there is an input and output in a mechanism • Identifying mechanisms in everyday objects • Learning that a lever is something that turns on a pivot • Learning that a linkage is a system of levers that are connected by pivots <u>Cooking & Nutrition (A Balanced Diet)</u> • Understanding what makes a balanced diet • Knowing where to find the nutritional information on packaging • Knowing the five food groups

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Geography Skills	Building on prior learning, children will:
Location Knowledge	• Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. • Name and locate the world's seven continents and five oceans.
Place Knowledge	• 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 non-European country.
Human and Physical Geography	• Identify seasonal/daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and the North and South poles. • Use basic Geographical vocabulary to refer to key physical features (inc – beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather) and human features (inc city, town, village, factory, farm, house, office, port, harbour, shop) of a contrasting nonEuropean country.
Geographical Skills and Fieldwork	• Use world maps, atlases and globes to identify the United Kingdom and its countries. • Use simple compass directions (North, East, South and West), to describe the location of features and routes on a map. • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features: devise a simple map; and use and construct basic symbols in a key. • Use fieldwork and observational skills to study the key human and physical features of the schools surrounding areas.

History Skills	Building on prior learning, children will:
Chronology	• Sequence artefacts closer together in time • Sequence events • Sequence photos etc from different periods of their life • Describe memories of key events in lives
Range and depth of historical knowledge	• Find out about people and events in other times • Collections of artefacts – confidently describe similarities and differences • Drama – develop empathy and understanding (hot seating, sp and listening)
Interpretations of History	• Compare pictures or photographs of people or events in the past • Able to identify different ways to represent the past
Historical Enquiry	• Use a source – why, what, who, how, where to ask questions and find answers • Sequence a collection of artefacts • Use of time lines • Discuss the effectiveness of sources
Organisation and Communication	• Communicate their knowledge through discussion, drawing pictures, drama/role play, making models, writing and using ICT

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Music Skills	Building on prior learning, children will:
Listening	• Recognize and respond to a steady beat. • Identify rising and falling pitch. • Identify a slow and fast pace within a four-beat metre.
Composing	• Add vocal and instrumental sounds to a poem. • Invent sounds using voices and tuned percussion. • Combine three different steady beats on instruments. • Compose an ostinato for percussion.
Performing	• Perform vocal and instrumental ostinato. • Explore instrumental sounds to accompany a story. • Practice playing a steady beat.

PSHE Skills	Building on prior learning, children will:
Being Me in My World	• Identify my hopes and fears for the year. • I understand my own rights and responsibilities and listen to others when they contribute.
Celebrating Difference	• Identify some ways in which my friend is different from me. • Tell you why i value this difference about him/her.
Dreams and Goals	• Explain some of the ways i worked cooperatively in my group to create the end product. • Express how it felt to be working as part of this group.
Healthy Me	• Make some healthy snacks and explain why they are good for my body. • Express how it feels to share healthy food with my friends.
Relationships	• Identify some of the things that cause conflict between me and my friends. • Demonstrate how to use the positive problem-solving technique to resolve conflicts with my friends.
Changing Me	• Recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private. • Tell you what i like/don't like about being a boy/ girl.

RE	Building on prior learning, children will:
Believing: Religious beliefs, teachings, sources, questions about meaning, purpose and truth.	• To explain why all sacred books are important to different religions. • To identify special people within their close and wider community. • To ask questions about the different religions they see within their community.
Expressing: Religious and spiritual forms of expressing; questions and identity and diversity.	• To discuss special places within the community. • To discuss different festivals. • To identify different places of worship.
Living: Religious practices and ways of living; questions about values and commitments.	• To discuss how and why we look after others and environment. • To identify the steps that need to be taken to look after our world.

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Science Skills	Building on prior learning, children will:
Planning and Communication and Sources	• Describe their observations using some scientific vocabulary • Use a range of simple texts to find information • Suggest how to find things out • Identify key features • Ask questions
Enquiring and Testing and Obtaining and Presenting Evidence	• Use simple equipment provided to aid observation • Compare objects, living things or events • Make observations relevant to their task • Begin to recognise when a test or comparison is unfair • Use first hand experiences to answer questions
Observing and Recording	• Respond to questions asked by the teacher • Ask questions • Collect and record data (supported by the teacher) • Suggest how they could collect data to answer questions • Begin to select equipment from a limited range
Considering Evidence and Evaluating	• Say what has happened • Say what their observations show and whether it was what they expected • Begin to draw simple conclusions and explain what they did • Begin to suggest improvements in their work