

Year 2 Knowledge Content Document

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	London's Burning	Our Local Area	Oceans and Continents	Africa	Seaside	
Authors	Dr. Suess		Janet and Allan Ahlberg		Nick Butterworth	
English	Following Read Write Inc					
Maths	<ul style="list-style-type: none"> Number: Place Value Number: Addition & Subtraction 	<ul style="list-style-type: none"> Number: Addition & Subtraction Measurement: Money Number: Multiplication and division 	<ul style="list-style-type: none"> Number: Multiplication and Division Statistics Geometry: Properties of Shape 	<ul style="list-style-type: none"> Geometry: Properties of Shape Number: Fractions 	<ul style="list-style-type: none"> Measurement: Length and Height Geometry: Position and Direction Consolidation and problem solving 	<ul style="list-style-type: none"> Measurement: Time Measurement: Mass, Capacity and Temperature
LoTc		Healey Dell		Canoeing	Moorland Home	Beach
Science	<p><u>Working scientifically</u> <u>Observing closely</u> 28. Can they compare several things? 30. Can they use see, touch, smell, hear or taste to help them answer questions? 33. Can they use some scientific words to describe what they have seen and measured?</p> <p><u>Performing Tests</u> 24. Can they suggest how to find things out? 26. Can they explain why it might not be fair to compare two things? 27. Can they carry out a simple fair test? 34. Can they say whether things happened as they expected?</p> <p><u>Identifying and Classifying</u> 25. Can they organise things into groups? 32. Can they find simple patterns (or associations)?</p> <p><u>Recording findings</u> 29. Can they measure using simple equipment? 31. Can they use text, diagrams, pictures, and charts, tables to record their observations?</p>					



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	<p><u>Changing materials (Use of everyday materials)</u></p> <p>8. Can they describe the simple physical properties of a variety of everyday materials?</p> <p>9. Can they compare and group together a variety of materials based on their simple physical properties?</p> <p>20. Can they identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, and paper, cardboard for particular uses?</p> <p>22. Can they find out about people who developed useful new materials? (John Dunlop, Charles Macintosh, John McAdam)</p>	<p><u>Classifying and grouping materials</u></p> <p>21. Can they explore how the shapes of solid objects can be changed? (Squashing, bending, twisting, stretching)</p> <p>23. Can they explain how things move on different surfaces?</p>		<p><u>Plants</u></p> <p>17. Can they observe and describe how seeds and bulbs grow into mature plants?</p> <p>18. Can they find out & describe how plants need water, light and a suitable temperature to grow and stay healthy?</p> <p>19. Can they describe what plants need to survive?</p>	<p><u>Living Things & their Habitats (Moorland Home)</u></p> <p>14. Can they explain the differences between living and non-living things?</p> <p>10. Can they decide whether something is living, dead or non-living?</p> <p>12. Can they match certain living things to the habitats they are found in?</p> <p>15. Can they describe how a habitat provides for the basic needs of things living there?</p> <p>16. Can they describe a range of different habitats?</p>	<p><u>Animals, including humans</u></p> <p>1. Can they explain why animals have offspring which grow into adults?</p> <p>2. Can they explain the basic needs of animals, including humans for survival? (water, food, air)</p> <p>3. Can they describe why exercise, balanced diet and hygiene are important for humans?</p> <p>4. Can they describe what animals need to survive?</p> <p>5. Can they explain that animals grow and reproduce?</p> <p>6. Can they describe the life cycle of some living things? (e.g. egg, chick, chicken)</p> <p>7. Can they identify animals and plants by specific criteria eg, lay eggs or not: have feathers or not?</p> <p>11/13. Can they describe some of the life processes common to plants and animals, including humans?</p>
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Computing	<p><u>Technology in our lives</u></p> <p>19. Can they recognise and describe commonly used technologies?</p> <p>20. Can they discuss how things were done before the invention of a range of common technologies e.g. communication technology?</p> <p>21. Can they recognise the difference and similarities between desktop computers/laptops and mobile technologies?</p> <p><u>Online safety</u></p> <p>9. Do I understand that the information I put online leaves a digital footprint?</p>	<p><u>Basic Skills and the Internet</u></p> <p>28. Can they go on the Internet and navigate around a page using a scroll bar?</p> <p>29. Can they select hyperlinks on a page or document to navigate to a different page?</p> <p>22. Can they cut/copy and paste?</p> <p>23. Can they understanding the network system? Saving (SAVE) and work My Documents (:Drive) and opening work in the shared drive (W:Drive)</p> <p>24. Do they know the difference between SAVE and SAVE AS?</p> <p>30. Can they use the iPad correctly for a range of tasks?</p> <p><u>Online safety</u></p> <p>10. Can I use keywords in an online search to find out about a topic?</p>	<p><u>Basic Skills & the Internet</u></p> <p>25. Can they open saved work?</p> <p>26. Can they view open windows: minimise, maximise, close, dual screen view?</p> <p>27. Can they upload files from external device?</p> <p>31. Can they use the mouse and keyboard to play on online games?</p> <p><u>Online safety</u></p> <p>11. Can I recognise whether a website is appropriate for children?</p>	<p><u>Computing & Coding</u></p> <p>1. Can they plan, articulate and enter a sequence of instructions to achieve an algorithm, with a robot specifying distance and turn?</p> <p>2. Can they predict what will happen for a sequence of instructions in a program and test results?</p> <p>3. Can they use the word debug to correct any mistakes when programming onscreen or a floor robot?</p> <p>4. Can they explore and evaluate outcomes when giving instructions in a simple program?</p> <p><u>Online safety</u></p> <p>13. Can I identify kind and unkind behaviour online?</p>	<p><u>Working with Data</u></p> <p>15. Can they develop more advanced classification skills by carrying out simple sorting activities (probably away from the computer)?</p> <p>16. Can they use graphing software to change a graph type (e.g. pictogram to bar chart)?</p> <p>17. Can they interpret graphs, discuss information contained and answer simple questions?</p> <p>18. Can they explore an online database? e.g. http://www.kidsbiology.com/animals-for-children.php</p> <p><u>Online safety</u></p> <p>12. Can I rate and review informative websites</p>	<p><u>Digital creation</u></p> <p>5. Can they create linear presentations and documents for different purposes using a combination of text, graphics, images, recorded sound and sound from a library?</p> <p>6. Can they save, retrieve and amend their work?</p> <p>7. Can they use their own edited images in a presentation or document?</p> <p>8. Can they begin to understand that images, sounds and text can be subject to copyright?</p> <p><u>Online safety</u></p> <p>14. Can I apply my knowledge of safe and sensible online activities to different situations?</p>
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Art	<p><u>Drawing- scene of London</u></p> <p>1. Can they use three different grades of pencil in their drawing (4B, 8B, HB)?</p> <p>2. Can they use charcoal, pencil and pastels?</p> <p>3. Can they create different tones using light and dark?</p> <p>4. Can they show patterns and texture in their drawings?</p> <p>5. Can they use a viewfinder to focus on a specific part of an artefact before drawing it?</p> <p><u>Collage of Great Fire of London</u></p> <p>19. Can they create individual and group collages?</p> <p>20. Can they use different kinds of materials on their collage and explain why they have chosen them?</p> <p>21. Can they use repeated patterns in their collage?</p>	<p><u>Colour Mixing</u></p> <p>6. Can they mix paint to create all the secondary colours?</p> <p>7. Can they mix and match colours, predict outcomes?</p> <p>8. Can they mix their own brown?</p> <p>9. Can they make tints by adding white?</p> <p>10. Can they make tones by adding black?</p>	<p><u>Clay pot making</u></p> <p>16. Can they make a clay pot?</p> <p>17. Can they join two finger pots together?</p> <p>18. Can they add line and shape to their work?</p>	<p><u>African Patterns</u></p> <p>11. Can they create a print using pressing, rolling, rubbing and stamping?</p> <p>12. Can they create a print like a designer?</p>	<p><u>Picnic Blanket</u></p> <p>13. Can they join fabric using glue?</p> <p>14. Can they sew fabrics together?</p> <p>15. Can they create part of a class patchwork?</p> <p>27. Can they link colours to natural and man-made objects?</p> <p style="text-align: center;"><u>Yayoi Kusama</u></p> <p>28. Can they say how other artists have used color, pattern and shape?</p> <p>29. Can they create a piece of work in response to another artist's work?</p>	<p><u>Postcards</u></p> <p>22. Can they create a picture independently?</p> <p>23. Can they use simple IT mark-making tools, e.g. brush and pen tools?</p> <p>24. Can they edit their own work?</p> <p>25. Can they take different photographs of themselves displaying different moods?</p> <p>26. Can they change their photographic images on a computer?</p>
DT	<p><i>(All projects to be taught in a sequence of: Research, plan, design, make, evaluate).</i></p>	<p><u>Park Structures-Healey Dell</u></p> <p>1. Can they think of ideas and plan what to do next?</p> <p>2. Can they choose the best tools and materials and explain why they think they are the best?</p> <p>3. Can they describe their design by using pictures, diagrams, models and words?</p> <p>4. Can they join things (materials/ components) together in different ways that also include moving parts?</p> <p>5. Can they discuss what went well with their plan and what they might want to improve next time?</p> <p>6. Can they measure materials to use in a model or structure?</p>		<p><u>Fruit Salad</u></p> <p>11. Can they plan and prepare a simple dish using a variety of ingredients</p> <p>12. Can they describe the properties of the ingredients they are using?</p> <p>13. Can they explain what it means to be hygienic?</p> <p>14. Can they explain where certain familiar foods come from?</p>		<p><u>Mechanics – wheels and axes</u></p> <p>7. Can they use joining, folding or rolling to make their product stronger?</p> <p>8. Can they add some kind of design to their product?</p> <p>9. Can they measure and cut and join textiles together accurately to make something?</p> <p>10. Can they explain why they chose a certain textile?</p> <p>4. Can they join things (materials/ components) together in different ways that also include moving parts?</p>



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Geography	<p><u>Our Local Area-Healey Dell</u> <u>Geographical skills and field work</u> 2. Can they find out about their locality by using different sources of evidence? 3. Can they find out about a locality by asking questions to someone else?</p> <p><u>Human and physical geography</u> 5. Can they describe some human features of their own locality, such as the jobs people do? 7. Do they think that people ever spoil the area? How? 8. Do they think that people try to make the area better? How? 9. Can they explain what facilities a town or village might need? 10. Can they describe some physical features of their locality? 11. Can they explain what makes a locality special?</p> <p><u>Locational knowledge</u> 19. Can they find where they live on a map of the UK? 18. Can they name the major cities of England, Wales, Scotland and Ireland? Linked to Healey Dell</p> <p>(Reference Outdoor learning book)</p>	<p><u>Oceans and Continents</u> <u>Human and physical geography</u> 6. Can they explain how the jobs people do may be different in different parts of the world? 13. Can they describe a place outside Europe using geographical words? 15. Can they describe the key features of a place, using words like, 'beach', 'coast', 'forest', 'hill', 'mountain', 'ocean', 'valley'?</p> <p><u>Locational knowledge</u> 16. Can they name the continents of the world and find them in an atlas? 17. Can they name the world's oceans and find them in an atlas?</p>		<p><u>The Seaside</u> <u>Human and physical geography</u> 12. Can they describe some places which are not near the school? 14. Can they describe some of the features associated with an island?</p> <p><u>Geographical skills and field work</u> 1. Can they label a diagram or photograph using some geographical words? 4. Can they say what they like and don't like about their locality and another locality like the seaside?</p>
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History	<p><u>The Great Fire of London</u> <u>Chronological understanding</u></p> <ol style="list-style-type: none"> 1. Can they use words and phrases like: <i>'before I was born'</i>, <i>'when I was younger'</i>? 2. Can they use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning? 3. Can they use the words 'past' and 'present' accurately? 4. Can they use a range of appropriate words and phrases to describe the past? 5. Can they sequence a set of events in chronological order and give reasons for their order? 	<p><u>Our Local Area-Touchstones</u> <u>Knowledge and interpretation</u></p> <ol style="list-style-type: none"> 12. Can they explain how their local area was different in the past? <p><u>Historical enquiry</u></p> <ol style="list-style-type: none"> 10. Can they research the life of someone who used to live in their area using the internet and other sources to find out about them? 	<p><u>Significant Individuals</u> <u>Historical enquiry</u></p> <ol style="list-style-type: none"> 6. Can they find out something about the past by talking to an older person? 7. Can they answer questions by using a specific source, such as an information book? 8. Can they research the life of a famous Briton from the past using different resources to help them? 9. Can they research about a famous event that happens in Britain and why it has been happening for some time? 	1 2	
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Music		<p style="text-align: center;">Performing</p> <p>1. Do they sing and follow the melody (tune)?</p> <p>2. Do they sing accurately at a given pitch?</p> <p>3. Can they perform simple patterns and accompaniments keeping a steady pulse?</p> <p>4. Can they perform with others?</p> <p>5. Can they play simple rhythmic patterns on an instrument?</p> <p>Can they sing/clap a pulse increasing or decreasing in tempo?</p>	<p style="text-align: center;">Composing (incl notation)</p> <p>Can they order sounds to create a beginning, middle and end?</p> <p>Can they use symbols to represent sounds?</p> <p>9. Can they make connections between notations and musical sounds?</p> <p>10. Can they create music in response to different starting points?</p> <p>1. Can they choose sounds which create an effect?</p> <p style="text-align: center;">Appraising</p> <p>12. Can they improve their own work?</p> <p>13. Can they listen out for particular things when listening to music?</p>	<p style="text-align: center;">Performing</p> <p>1. Do they sing and follow the melody (tune)?</p> <p>2. Do they sing accurately at a given pitch?</p> <p>3. Can they perform simple patterns and accompaniments keeping a steady pulse?</p> <p>4. Can they perform with others?</p> <p>5. Can they play simple rhythmic patterns on an instrument?</p> <p>Can they sing/clap a pulse increasing or decreasing in tempo?</p>	<p style="text-align: center;">Composing (incl notation)</p> <p>7. Can they order sounds to create a beginning, middle and end?</p> <p>8. Can they use symbols to represent sounds?</p> <p>9. Can they make connections between notations and musical sounds?</p> <p>10. Can they create music in response to different starting points?</p> <p>11. Can they choose sounds which create an effect?</p> <p style="text-align: center;">Appraising</p> <p>12. Can they improve their own work?</p> <p>13. Can they listen out for particular things when listening to music?</p>	
PE	<p>1. Can they repeat and explore actions with control and coordination?</p> <p>2. Can they talk about what is different between what they did and what someone else did?</p> <p>3. Can they say how they could improve?</p> <p>4. Can they show how to exercise safely?</p> <p>5. Can they describe how their body feels during different activities?</p> <p>6. Can they explain what their body needs to keep healthy?</p> <p>7. Can they dance imaginatively?</p> <p>8. Can they change rhythm, speeds, level and direction?</p> <p>9. Can they make a sequence by linking actions together?</p> <p>10. Can they use hitting, kicking and/or rolling in a game?</p> <p>11. Can they decide where the best place to be is during a game?</p> <p>12. Can they use one tactic in a game?</p> <p>13. Can they follow rules?</p> <p>14. Can they use contrast in their sequences?</p> <p>15. Can they work on their own and with a partner to create a sequence?</p>					
PSHE						



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RE	<p>Key Question: 1.2 <u>Who is a Muslim and what do they believe?</u></p> <ol style="list-style-type: none"> 1. Can they talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah (A1) 2. Can they re-tell a story about the life of the Prophet Muhammad (A2) 3. Can they recognise some objects used by Muslims and suggest why they are important (A2). 4. Can they identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel (B1). 5. Can they find out about and respond with ideas to examples of cooperation between people who are different (C2). 	<p>Key Question: 1.3 <u>Who is Jewish and what do they believe?</u></p> <ol style="list-style-type: none"> 6. Can they talk about how the Mezuzah in the home reminds Jewish people about God (A3). 7. Can they talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat (B1). 8. Can they re-tell a story that shows what Jewish people at the festival of Chanukah might think about God, suggesting what it means (A2). 	<p>Key Question: 1.4 <u>What can we learn from sacred books?</u></p> <ol style="list-style-type: none"> 9. Can they recognise that sacred texts contain stories which are special to many people and should be treated with respect (B3) 10. Can they re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories (A2). 11. Can they ask and suggest answers to questions arising from stories Jesus told and from another religion (C1). 12. Can they talk about issues of good and bad, right and wrong arising from the stories? (C3). 	<p>Key Question: 1.8 <u>How should we care for others and the world, and why does it matter?</u></p> <ol style="list-style-type: none"> 13. Can they retell Bible stories and stories from another faith about caring for others and the world (A2). 14. Can they identify ways that some people make a response to God by caring for others and the world (B1). 15. Can they talk about issues of good and bad, right and wrong arising from the stories (C3). 16. Can they talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more (C2) 17. Can they use creative ways to express their own ideas about the creation story and what it says about what God is like (C1).
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