

# Year 2 Curriculum

## Art

I can choose and use three different grades of pencil when drawing.  
I can use charcoal, pencil and pastel to create art.  
I can use a viewfinder to focus on a specific part of an artefact before drawing it.  
I can mix paint to create all the secondary colours.  
I can create brown with paint.  
I can create tints with paint by adding white.  
I can create tones with paint by adding black.  
I can create a printed piece of art by pressing, rolling, rubbing and stamping.  
I can make a clay pot.  
I can use different effects within an IT paint package.  
I can suggest how artists have used colour, pattern and shape.  
I can create a piece of art in response to the work of another artist.

## DT

I can think of an idea and plan what to do next.  
I can choose tools and materials and explain why I have chosen them.  
I can join materials and components in different ways.  
I can explain what went well with my work.  
I can explain why I have chosen specific textiles.  
I can measure materials to use in a model or structure.  
I can describe the ingredients I am using.

## History

I can use words and phrases like: before, after, past, present, then and now.  
I can recount the life of someone famous from Britain who lived in the past.  
I can explain what a famous person from Britain did earlier and what they did later.  
I can answer questions using books and the internet.  
I can research the life of a famous person from the past using different sources of evidence.  
I can explain how some people have helped us to have better lives.  
I can compare two famous people from different periods of time.

## PE

I can use hitting, kicking and/or rolling in a game.  
I can decide the best space to be in during a game.  
I can use one tactic in a game.  
I can follow rules.  
I can plan and perform a sequence of movements.  
I can improve my sequence based on feedback.  
I can think of more than one way to create a sequence which follows some 'rules'.  
I can work on my own and with a partner.  
I can change rhythm, speed, level and direction in my dance.  
I can dance with control and coordination.  
I can make a sequence by linking sections together.  
I can use dance to show a mood or feeling.  
I can copy and remember actions.  
I can talk about what is different from what I did and what someone else did.

## Science

I can identify things that are living, dead and never lived.  
I can describe how a specific habitat provides for the basic needs of things living there (plants and animals).  
I can identify and name plants and animals in a range of habitats.  
I can match living things to their habitat.  
I can describe how animals find their food.  
I can name some different sources of food for animals.  
I can explain a simple food chain.  
I can describe how seeds and bulbs grow into plants.  
I can describe what plants need in order to grow and stay healthy (water, light & suitable temperature).  
I can explain the basic stages in a life cycle for animals, including humans.  
I can describe what animals and humans need to survive.  
I can describe why exercise, a balanced diet and good hygiene are important for humans.  
I can identify and name a range of materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard.  
I can suggest why a material might or might not be used for a specific job.  
I can explore how shapes can be changed by squashing, bending, twisting and stretching.

## Key Learning Themes:

Investigating India  
A European Expedition  
Pioneers  
London's Burning  
Operation Pied Piper in Evesham  
Significant Explorers

## RE – Key questions

Who is a Muslim and what do they believe?  
Who is Jewish and what do they believe?  
Why does Easter matter to Christians?  
Who made the world?  
What is the good news that Jesus brings?  
Why does Christmas matter to Christians?

## Geography

I can say what I like and do not like about the place I live in.  
I can say what I like and do not like about a different place.  
I can describe a place outside Europe using geographical words.  
I can describe some of the features of an island.  
I can describe the key features of a place from a picture using words like beach, coast, cliff, sea, ocean, valley and vegetation.  
I can use vocabulary linked to human features, including: port, harbour and shop.  
I can explain how jobs may be different in other locations.  
I can explain how an area has been spoilt or improved and give my reasons.  
I can name the continents of the world and locate them on a map.  
I can name the world oceans and locate them on a map.  
I can find where I live on a map of the United Kingdom.

## Computing

I can use a range of instructions (e.g. direction, angles, turns).  
I can test and amend a set of instructions.  
I can find errors and amend. (debug)  
I can write a simple program and test it.  
I can predict what the outcome of a simple program will be (logical reasoning).  
I understand that algorithms are used on digital devices.  
I understand that programs require precise instructions.  
I can organise digital content.  
I can retrieve and manipulate digital content.  
I can navigate the web to complete simple searches.  
I use technology respectfully.  
I know where to go for help if I am concerned.  
I know how technology is used in school and outside of school.