



St Martin's School

Art - Year 2

All children should know each part of the following sections:

Skills

1. Drawing

- To layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint.
- To understand the basic use of a sketchbook and work out ideas for drawings.
- To draw for a sustained period of time from the figure and real objects, including single and grouped objects.
- To experiment with the visual elements; line, shape, pattern and colour. use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media.

2. Painting

- To mix a range of secondary colours, shades and tones.
- To experiment with tools and techniques, inc. layering, mixing media, scraping through etc.
- To name different types of paint and their properties.
- To work on a range of scales e.g. large brush on large paper etc.
- To mix and match colours using artefacts and objects

3. Textiles

- To use a variety of techniques, inc. weaving, French knitting, tie-dyeing, fabric crayons and wax or oil resist, appliqué and embroidery.
- To create textured collages from a variety of media.
- To make a simple mosaic.
- To stitch, knot and use other manipulative skills.

4. 3D Art

- To manipulate clay for a variety of purposes, inc. thumb pots, simple coil pots and models.
- To build a textured relief tile.
- To understand the safety and basic care of materials and tools.
- To experiment with, construct and join recycled, natural and man-made materials more confidently.

5. Artist appreciation

- To record and explore ideas from first-hand observation, experience and imagination.
- To ask and answer questions about the starting points for their work and the processes they have used to develop their ideas.

St Martin's School Year 2 Skills

- To explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.

6. D.T.

- To begin to select tools and materials; use vocab' to name and describe them
- To measure, cut and score with some accuracy
- To use hand tools safely and appropriately
- To assemble, join and combine materials in order to make a product
- To cut, shape and join fabric to make a simple garment. Use basic sewing techniques
- To follow safe procedures for food safety and hygiene
- To choose and use appropriate finishing techniques



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Computing - Year 2

All children should know each part of the following sections:

<i>Skills</i>

1 Computing

- To understand basic algorithms, sequences and testing
- To be able to give instructions including inputs and outputs
- Use logical reasoning to predict the behaviour of simple programs

2 Digital Creativity

- To create basic multimedia content, animation and video
- To use technology purposefully to create, organise, store, manipulate and retrieve digital content

3 Digital Productivity

- To create a PowerPoint presentation
- To use Office apps

4 Digital Citizenship and Technology

- To understand the basics of eSafety
- To be able to communicate using technology
- To recognise common uses of information technology beyond the school



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Geography - Year 2

All children should know each part of the following sections:

Skills

1 Geographical enquiry

- To ask simple geographical questions; Where is it? What's it like?
- To use non-fiction books, stories, maps, pictures / photos and internet as sources of information.
- To investigate their surroundings.
- To make appropriate observations about why things happen.
- To make simple comparisons between features of different places.

2 Positional awareness

- To follow directions (as yr 1: up, down, left / right, forwards / backwards and inc NSEW).

3 Map work

Drawing maps

- To draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph).

Representation

- To begin to understand the need for a key.
- To use class agreed symbols to make a simple key.

Using maps

- To follow a route on a map.
- To use a plan view.
- To use an infant atlas to locate places, including UK, Continents, Arctic and Antarctic.

Scale / distance

- To begin to spatially match places (e.g. recognise UK on a small scale and larger scale map).

Perspective

- To look down on objects to make a plan view map.

Map knowledge

- To locate and name on UK map major features (e.g. London, River Thames, Bournemouth, seas).

Style of map

- To find land / sea on globe.
- To use teacher drawn base maps.
- To use large scale OS maps.
- To use an infant atlas.



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History - Year 2

All children should know each part of the following sections:

<i>Skills</i>

1. Chronological understanding

- Sequence artefacts closer together in time - check with reference book
- Sequence photographs etc. from different periods of their life
- Describe memories of key events in lives

2. Range and depth of historical knowledge

- Recognise why people did things, why events happened and what happened as a result
- Identify differences between ways of life at different times

3. Interpretations of history

- Compare 2 versions of a past event
- Compare pictures or photographs of people or events in the past
- Discuss reliability of photos/ accounts/stories

4. Historical enquiry

- Use a source – observe or handle sources to answer questions about the past on the basis of simple observations



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Year 2

All children should know each part of the following sections:

Skills

Throwing and Catching

- Catch and control a ball in movement working with a partner or in a small group
- Be able to pass and stop a ball to a team mate accurately.
- Understand how to intercept a moving ball.
- To develop hand eye co-ordination to be able to receive and send balls using equipment if appropriate.

Footwork and Floor

- Improve the way they coordinate and control their bodies in various activities. Remember, repeat and link combinations of skills where necessary.
- Understand how to use equipment safely.

Team Games

- Engage in competitive physical activities (both against self and against others)
- Participate in team games
- Developing simple tactics for attacking and defending.
- Able to reflect on and develop skills to improve.
- Develop basic tactics in simple team games and use them appropriately
- Take part in games where there is an opposition.
- Decide where to stand during a team game, to support the game.
- Begin to lead others in a simple team game.
- Understand role of attacker and defender
- Choose use and vary simple tactics.

Field and Track

- Remember, repeat and link combinations of actions.
- Use their bodies and a variety of equipment with greater control and co-ordination.
- Develop the following skills with increasing accuracy and velocity:
 - Explore and throw a variety of objects with one hand.
 - Jump from a stationary position with control.
 - Change speed and direction whilst running.

Striking and Fielding

- Improve the way they coordinate and control their bodies in various activities.
- Remember, repeat and link combinations of skills where necessary.
- Develop basic tactics in simple team games and use them appropriately.
- Choose use and vary simple tactics.
- Catch and control a ball in movement working with a partner or in a small group.
- Take part in games where there is an opposition.
- Decide where to stand during a team game, to support the game.
- Begin to lead others in a simple team game.
- To be able to hit a ball accurately using a piece of equipment.



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PSHE - Year 2

All children should know each part of the following sections:

Skills

- To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals.
- About good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings.
- How some diseases are spread and can be controlled and the responsibilities they have for their own health and that of others.
- About growing and changing and new opportunities and responsibilities that increasing independence may bring.
- The difference between secrets and surprises and the importance of not keeping adults' secrets, only surprises.
- To identify and respect the differences and similarities between people.
- To offer constructive support and feedback to others.
- To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them).
- That people and other living things have needs and that they have responsibilities to meet them (including being able to take turns, share and understand the need to return things that have been borrowed).
- About the role money plays in their lives including how to manage their money, keep it safe, choices about spending money and what influences those choices.
- The names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls.
- Rules for and ways of keeping physically and emotionally safe (including safety online, the responsible use of ICT, the difference between secrets and surprises and understanding not to keep adults' secrets; road safety, cycle safety and safety in the environment (including rail, water and fire safety)).
- To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell'.
- That people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable).



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Religious Education - Year 2

All children should know each part of the following sections:

Skills

➤ Beliefs and teachings

Children begin to recall and name different beliefs and main festivals associated with religions. Children can recognise different religious symbols, their relevance for individuals and how they feature in festivals.

Children can:

- a describe the main beliefs of a religion;
- b describe the main festivals of a religion.

➤ Rituals, ceremonies and lifestyles

Children begin to explore daily practices and rituals of religions, identifying religious practices and recognising that some are featured in more than one religion. Children begin to reflect on their own experiences of attending ceremonies.

Children can:

- a recognise, name and describe religious artefacts, places and practices;
- b explain religious rituals and ceremonies and the meaning of them, including their own experiences of them;
- c observe when practices and rituals are featured in more than one religion or lifestyle.

➤ How beliefs are expressed

Children explore a range of sources of wisdom and the traditions from which they come. They can suggest some meanings to religious stories. Children begin to recognise different symbols and how they express a community's way of life.

Children can:

- a name religious symbols and the meaning of them;
- b learn the name of important religious stories;
- c retell religious stories and suggest meanings in the story.

➤ Time to reflect and personal growth

Children look at how an appreciation of religion plays an important role in the lives of some people. They make links to expressing identity and belonging and what is important to them.

Children can:

- a identify things that are important in their lives;
- b ask questions about the puzzling aspects of life;
- c understand that there are similarities and differences between people.

➤ Values (in your own life and others lives)

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Children look at and appreciate how many people's values are an important aspect of their lives. Children look at religious stories to understand actions and consequences. Children begin to make connections to their own lives, looking at their own actions and consequences and choices they can make.

Children can:

- a** look at how values affect a community and individuals;
- b** explain how actions can affect other people;
- c** understand that they have their own choices to make and begin to understand the concept of morals.



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Year 2

All children should know each part of the following sections:

<i>Skills</i>

During Years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- asking simple questions and recognising that they can be answered in different ways
- performing simple tests
- observing closely, using simple equipment
- gathering and recording data to help in answering questions
- identifying and classifying
- using their observations and ideas to suggest answers to questions