

Year 2 Autumn Term Skills and Knowledge

At Moorside Primary School our approach to our teaching and learning is through a skill based curriculum. Below are the subjects and skills being taught in the autumn term:

Science – Everyday materials

Essential skills and knowledge

- To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic and glass for particular use
- To identify and compare the suitability of a variety of everyday materials, including brick, rock, paper and cardboard for particular uses
- To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching

Working together – collaborative skills

- To get on with an investigation without distracting others

Problem solving

- To suggest why certain materials are better for certain things than other materials

Science – Animals including humans

Essential skills and knowledge

- To notice that animals, including humans, have offspring which grow into adults
- To find out about and describe the basic needs of animals, including humans, for survival - water, food and air

Communication skills

- To describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food
- To raise and answer questions that help me become familiar with life processes common to all living things

Working together – collaborative skills

- To be prepared to listen to the views of others and respect them as valid
- To participate in and enjoy collaborative tasks
- To work together with others on an investigation and appreciate the contributions of others

Computing – E-Safety

Programming and making things work with understanding

- To store documents in a folder and retrieve them
- To use clip art to add and resize a picture
- To use shortcuts to insert objects and delete them
- To make a simple slide show

Keeping safe

- To use technology safely and respectfully, keeping personal information private
- To understand what personal information is
- To know what to do if something online makes me feel uncomfortable
- To know where to go for help and support when I have concerns
- To understand the difference between the real world and the online world
- To know how to be respectful and polite online
- To understand and agree to e-safety rules

Physical Education

Gymnastics - Developing skills

- To perform a range of actions with control and coordination
- To repeat sequences of gymnastic actions
- To move smoothly from a position of stillness to a traveling movement
- To move smoothly from a position of stillness to another

Gymnastics - Making and applying

- To create, repeat and perform a short gymnastic sequence
- To include apparatus or a partner
- To vary my sequence using floor, mats and apparatus

Gymnastics - Physical and mental

- To explain how my body feels after gymnastics
- To recognise and avoid risks when handling and placing apparatus

Gymnastics - Evaluate and improve

- To describe my own or my partners sequence accurately
- To choose one aspect of my performance to improve and say how to improve it

Striking/Fielding – Developing skills

- To move into different positions before throwing
- To throw with a suitable underarm technique
- To score accurately in a game

Striking/Fielding – Physical and mental

- To understand and describe changes in my heart rate

Striking/Fielding – Evaluate and improve

- To watch and describe performances accurately

History – Great Fire of London (Events beyond living memory)

Historical knowledge (constructing the past and sequencing the past)

- To retell stories that I have heard from the past
- To pick out the main elements of stories about the past
- To explain what is important about the past and give reasons why
- To sequence a few events, objects or pieces of information on a timeline
- To use a wider range of vocabulary linked to time
- To use past and present when describing effects
- To point out similarities and differences between the ways of different people
- To make comments about why people did things and the resulting events
- To place events, objects, themes and people from history on a timeline
- To use dates and historical period terms
- To talk and write about the past including good detail; put ideas into context (chronological and scale)
- To use a timeline to sequence local, national and international events as well as historical periods
- To use historical periods as reference points

History concepts (change and development, cause and effect, significance and interpretations)

- To describe changes within and between societies
- To describe similarities and differences in society, culture and religion in Britain at local and national levels
- To give reasons for historical events, situations and changes
- To point out trends as well as links between events, situations and changes within and between different periods and societies over long arcs of time

Historical enquiry (planning and carrying out historical enquiry/using sources of evidence)

- To use pictures and artefacts for answering questions about the past
- To summarise my learning in short sentences
- To comment on the usefulness and accuracy of different sources of evidence
- To identify primary and secondary sources of evidence
- To suggest reasons why there are different interpretations of the past
- To compare sources of evidence
- To select, organise and use relevant information to produce structured work
- To discuss how and why different arguments and interpretations of the past have been constructed

Geography – Seven continents and five oceans

Geographical knowledge (Location)

- To answer questions using different resources
- To record what I have seen in simple ways, including pictures and diagrams with labels
- To ask simple geographical questions
- To name the major cities of England, Wales, Scotland and Ireland
- To name the seven continents of the world and find them in an atlas
- To name the five oceans of the world and find them in an atlas
- To point out where the North Pole, South Pole and Equator on a globe or map
- To discuss what a non-European country means

Geographical skills and fieldwork

- To identify features on a map
- To know the main aspects of the British Isles using maps
- To draw simple maps and plans, sometimes with keys
- To mark some locations on a map of the UK – our city, our school, visits
- To identify the main regions of the world
- To use concepts of NSEW
- To use compass directions alongside directional language
- To use aerial photographs to identify land use
- To independently use world maps, atlases and globes to identify specific countries, continents and oceans
- To work with others to use maps and atlases to extend and challenge our knowledge
- To think of relevant questions about the continents and oceans
- To use simple locational and directional language to describe routes on a map
- To devise a simple map for others to follow

Art and design – Jackson Pollock (artist)

Developing, planning and communicating ideas

- To draw what I can see
- To use colour, tone and texture to communicate
- To explore various patterns
- To communicate my ideas simply
- To reproduce from memory, imagination or observation
- To identify different ways to express ideas
- To develop a wide range of art and design techniques

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

- To select and use an appropriate sized paint brush
- To use some printing techniques
- To know and explain which tools I will use
- To use a range of materials and tools and processes to show ideas and meanings
- To select the best tools for the task in hand

Evaluating processes and products

- To talk about my own work and things others have done
- To offer ideas to improve my work
- To begin to work collaboratively
- To give reasons for materials selected

Drawing and painting

- To create different tones using light and dark
- To mix paint to create all the secondary colours and match colours

Printing and sketch books

- To create a print using pressing, rolling, rubbing and stamping
- To mix secondary colours to create a wide range of other colours
- To create a planned pattern
- To set out ideas, keep simple notes in my sketch book
- To share and discuss my notes and give reasons for ideas and choices
- To explore ideas and collect information in my sketch book

Knowledge

- To talk about what an artist is and what they do
- To talk about the work of a range of artists
- To find out about an art gallery in the local area

Design and Technology – Mechanical products - levers

Developing, planning and communicating ideas

- To think of ideas and plan what to do next
- To describe my design by using pictures, diagrams, models and words
- To generate, develop, model and communicate my ideas through talking, drawing, templates, mock ups and ICT
- To explain what I am making and why my audience will like it
- To use plans to show how to put my ideas in to practice
- To draw pictures with labels, with some text

- To use others to help generate my ideas

Evaluating processes and products

- To explain what went well with my work
- To explain what I would improve if I did it again
- To give reasons for my changes
- To be clear about my ideas when asked
- To alter and adapt original plans following a discussion

Mechanisms and structures

- To join materials together as part of a moving product
- To add design to my product
- To measure materials for a model or structure
- To join material in different ways
- To use joining, rolling and folding to make something stronger
- To make sensible choices as to which materials are appropriate for my constructions
- To develop own ideas from initial starting points
- To incorporate some type of movement in to models
- To consider how to improve my construction
- To practice skills before using them
- To use simple finishing techniques

Music – Leopold Stokowski

Elements of music (listening and understanding)

- **Pitch:** To recognise higher and lower sounds
- **Duration:** To distinguish between rhythm and beat
- **Dynamic:** To begin to understand getting louder and quieter
- **Timbre:** To identify the ways sounds are made
- To listen carefully and respond to the sounds, music I hear

Applying and understanding

- To follow simple verbal instructions
- To identify how the choice of sound source can contribute towards the mood or effect in the music heard or performed

Controlling

- To copy and perform simple rhythm patterns
- To demonstrate accuracy and control of technique on an appropriate range of tuned and untuned percussion
- To perform simple patterns and accompaniments keeping to a steady pulse, including ostinato
- To follow hand and eye signals to direct and lead

Creating – using acoustic sounds and ICT

- To explore and enjoy how sounds can be made, changes and used to create musical patterns
- To do the above and include 2Simple Music Toolkit, iPods and iPads

RE

Autumn 1 RE – Christianity: Beliefs and practices

Autumn 2 RE – Ideas about God in Christianity and Judaism

PSHE – Health and well being

- To know how some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading
- To know about the process of growing from young to old and how people's needs change
- To know about growing and changing and new opportunities and responsibilities that increasing independence may bring
- To know the names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls
- To know that household products, including medicines, can be harmful if not used properly
- To know the rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety
- To know about people who look after them, their family networks, who to go to if they are worried and how to attract their attention

- To know about the ways that pupils can help the people who look after them to more easily protect them
- 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' including knowing that they do not need to keep secret
- To know what is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy