

Year 2 Spring 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 spring term:

Science – Animals including humans continued

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

Science – Plants

Essential skills and knowledge

- To observe and describe how seeds and bulbs grow into mature plants
- To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy

Communication skills

- To identify and name a variety of plants
- To raise and answer questions that help me become familiar with life processes common to all living things

Working together collaborative skills

- To investigate without distracting others
- To participate in and enjoy collaborative tasks
- To work together with others on an investigation and appreciate the contributions of other

Problem solving

- To carry out experiments to investigate the growth of plants
- To set up a comparative test to show that plants need light and water to stay healthy

Computing – Network and internet

Programming and making things work with understanding

- To use technology purposefully to create, organize, store, manipulate and retrieve digital content
- To collect a range of information using technology
- To represent data in different ways
- To create a range of digital content, save, retrieve and evaluate

Network and Internet

- To use a simple messaging and email program
- To understand the file system on the school network and on and online space
- To retrieve information from the Internet
- To use a safe search
- To model the use of video messaging and webcams
- To discuss the veracity of internet search results
- To understand different ways to send a message
- To recognise an email address and use @ in emails
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Physical Education

Dance – developing skills

- To make short dance phrases that express moods and feelings
- To repeat a short dance phrase, improving control

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- To perform short dance phrases using rhythm and movement
- To use music to guide my dance phrase

Dance – Making and applying

- To talk about different stimuli for the start of dance phrases
- To explore actions in response to a stimulus
- To explore ideas, moods and feelings by improvising and experimenting with movement

Dance – physical and mental

- To know how my body feels after dance activities
- To know that I need to warm up and cool down for dance

Dance – evaluate and improve

- To say what I like and dislike in dance, giving reasons
- To show an understanding of mood and describe how dance makes me feel

Invasion Games – developing skills

- To perform a range of throwing, rolling, striking, kicking and gathering skills
- To show good awareness of others in running, catching and avoiding games

Invasion Games – Making and applying

- To choose and use tactics to suit different situations
- To react to situations in a way that helps my partner and makes it difficult for my opponents
- To know how to score and keep the rules of the game

Invasion Games – physical and mental

- To understand and describe changes in my heart rate
- To begin to anticipate what they will feel like after playing games

Invasion Games – evaluate and improve

- To watch and describe performances accurately
- To recognise what is successful
- To copy actions and ideas and use them to improve my own performance

History – Captain Cook (Lives of significant people)

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 I think is important about the past and explain reasons why
- To identify important changes which happened at the time we are studying
- To sequence a few events, objects or pieces of information on a timeline
- To use a wider range of vocabulary linked to time - recently, before, now, then yesterday, after, now, later
- To use more complex phrases to describe time – a long time ago, centuries ago
- To use past and present when describing events
- To point out some similarities and some differences between the ways of life different people living at the time I am learning about
- To make some comments about why people did things, why events happened and what happened as a result
- To talk or write about features, events, people and themes from the past, including some details.
- To place events, objects, themes and people from my history topic on a timeline
- To use 'century', 'decade', 'BC/BCE' and 'AD/CE'
- To place a number of events, objects, themes and people from topics I have studied on a timeline
- To place historical periods I have studied as well as information about my topic on a timeline
- To use dates and historical period terms accurately

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

- To describe changes within and between periods and societies I have learned about
- To describe similarities and differences in society, culture and religion in Britain at local and national levels
- To give some reasons for and results of historical events, situations and changes
- To suggest which people and causes and consequences of change are more important
- To explain which causes and consequences are the most significant

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

- To compare different sources of evidence about a person, object, event or change in history and point out some similarities and differences
- To present my findings about past using my speaking, writing, maths (data handling), ICT, drama and drawing skills

- To take account of a range of information (author, audience and purpose of source, where and when it was created) when evaluating its accuracy and usefulness
- To use my sources to ask relevant questions to extend my learning

Geography – Hot and cold areas

Geographical knowledge (location)

- To use tally charts and simple tables to collect information
- To make detailed sketches whilst on field work and/or draw labelled diagrams
- To find out about a locality by asking some relevant questions to someone else
- To say what is liked and disliked about a locality and compare it to another locality
- To discuss differences of a small area of the UK to a small area in a contrasting non-European country
- To label a diagram/photograph using some geographical words linked to similarities and differences of area in the UK and a contrasting non-European country

Physical and human geography

- To describe some physical features of own locality
- To express views about the local area and environment
- To explain what makes a locality special
- To describe some places which are not near the school
- To know that places are linked by paths or roads
- To describe the key features of a place, using words like, beach, coast, forest, hill, mountain, ocean and valley
- To describe some human features of own locality, such as the jobs people do
- To explain how the jobs people do may be different in different parts of the world
- To discuss why people might spoil the area and how
- To discuss how people try to make an area better
- To explain what facilities a town or village might need

Geographical skills and fieldwork

- To make detailed sketches whilst on field work and/or draw labelled diagrams
- To use tally charts and simple tables to collect information
- To take part in simple fieldwork and use observational skills to study an identified area
- To describe the location of features and routes on a map linked to the countries and continents
- To use aerial photographs and plan perspectives to recognise landmarks
- To use aerial photographs and plan perspectives to recognise basic human and physical features
- To devise a detailed map and use and construct basic symbols in a key

Art and design – Craft maker - Harry Clarke

Developing, planning and communicating ideas

- To design and make images
- To investigate pattern and shape in the environment
- To use drawing and painting to develop and share ideas, experiences and imagination

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

- To use a sketch book to begin to sort my ideas

Knowledge

- To talk about the work of craft makers
- To talk about the work of a range of artists and craft makers

Design and Technology – Traditional Australian Food

Evaluating processes and products

- To judge my work against the design criteria
- To use digital photography to present design or finished work
- To seek out the views and judgements of others
- To predict how changes will improve the finished product

Cooking and nutrition

- To explain what it means to be hygienic
- To be hygienic in the kitchen
- To describe the texture of foods
- To think of interesting ways of decorating food that I have made
- To say what healthy foods are

- To say where some food comes from
- To use the basic principles of a healthy and varied diet to prepare dishes
- To select tools and techniques appropriate to the job
- To follow basic safety rules
- To understand and use the terms ingredient and component
- To use simple scales or balances
- To understand main rules of food hygiene
- To measure and cut out using centimetres and weigh in grams
- To choose tools and equipment which are appropriate for the job

Music – Notation and Vocabulary

Elements of music (listening and understanding)

- **Pitch:** recognise higher and lower sounds; respond to the overall shape of melodies
- **Duration:** distinguish between rhythm and beat; understand how rhythmic patterns fit to the beat
- **Dynamics:** begin to understand getting louder and quieter
- **Tempo:** begin to understand getting faster and slower
- **Texture:** recognise how different pieces use different layers of sound
- **Timbre:** identify the way sounds are made: blown, plucked, shaken, struck, vocalised, strummed, electronically produced
- **Structure:** understand and identify repetition and contrast including question and answer, A•B•A, and verse and chorus
- Listen with concentration and understanding to a range of high quality live and recorded music

Controlling

- To use my voice expressively and creatively by singing songs and speaking chants
- To use my voice in many different ways
- To develop expressive effect and quality of sound when speaking, singing songs and chanting
- To do the above through increased control of diction, dynamics and tempo
- To sing songs with simple patterns as accompaniments

Creating – using acoustic sounds and ICT

- To structure sounds in order appropriate to a specific purpose in response to given starting points

RE

Spring 1 RE – Judaism: The Torah and Shabbat

Spring 2 RE – Judaism: Beliefs and practices

PSHE – Relationships

- To know the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid
- To recognise what is fair and unfair, kind and unkind, what is right and wrong
- To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class
- To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)
- To offer constructive support and feedback to others
- To identify and respect the differences and similarities between people
- To identify their special people (family, friends, carers), what makes them special and how special people should care for one another
- 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)
- To know that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)
- To recognise when people are being unkind either to them or others, how to respond, who to tell and what to say
- To recognise different types of teasing and bullying, to understand that these are wrong and unacceptable
- To know strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help