

## Year 2 Summer 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 summer term:

### **Science – Living things and their habitats**

#### ***Essential skills and knowledge***

- To describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene

#### ***Communication skills***

- To explore and compare the differences between things that are living, dead and things that have never been alive
- To identify that most living things live in habitats and explain that a habitat and micro habitat are
- To describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other
- To identify and name animals in their habitats, including microhabitats

#### ***Working together collaborative skills***

- To participate in and enjoy collaborative tasks

### **Computing – Programming and making things work**

#### ***Programming and making things work with understanding***

- To understand what algorithms are
- To know how they are implemented as programs on digital devices
- To know that programs execute by following precise and unambiguous instructions create and debug simple programs
- To use logical reasoning to predict the behavior of simple programs
- To write own narrative algorithms, using a list of commands, with precision and clarity
- To create programs to be executed on a programmable toy
- To understand that an algorithm is a set of instructions which is implemented as a program
- To use programmable toys and screen turtles as a programming device
- To correct errors in own programs on both a screen turtle and a floor robot
- To use the term 'debug'
- To select appropriate tools for a task
- To predict the actions of a screen or floor turtle to program
- To test predictions
- To answer questions about changes in a program
- To ask simple questions such as "What will happen if?"
- To talk about and use technology linked to a variety of topics such as the weather

### **Physical Education**

#### ***Outdoor/Adventure – Developing skills***

- To follow a range of instructions and directions
- To work with others to follow instructions
- To work as part of a group to create a simple game
- To use skills learnt to put into a game of movements or dance

#### ***Outdoor/Adventure – Making and applying***

- To successfully apply skills as part of a team
- To support others in following instructions and moves

#### ***Outdoor/Adventure – Physical and mental***

- To understand the excitement and enjoyment of completing the task
- To support others in making and following the game or dance

#### ***Outdoor/Adventure – Evaluate and improve***

- To be clear about what has to be done to achieve and recognise the importance of planning and working together
- To identify what has been done well and adapt plans to help others to be successful

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### ***Athletics – Developing skills***

- To choose and sustain an appropriate running pace
- To change direction while running
- To use an appropriate technique for push throws

### ***Athletics – Physical and mental***

- To identify and record when a body is cool, warm or hot
- To recognise and record that a body works differently in different types of challenges and event
- To carry out stretching and warm-up activities safely

### ***Athletics – Evaluate and improve***

- To watch and describe specific aspects of running, jumping and throwing styles
- To suggest, with guidance, a target for improving distance or height

### **History – Houses and homes (changes within living memory)**

#### ***Historical knowledge (constructing the past and sequencing the past)***

- To use some 'historical period' terms
- To talk or write about the past, including detail, ideas which show some understanding of before and after this at local, national and world levels
- To use some dates and historical period terms
- To talk or write about the past, giving overviews as well as detailed accounts noting connections, contrasts and trends over time

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

- To describe and make some links between events, situations and changes within and between different periods and societies
- To describe and suggest some reasons for similarities and differences in society, culture and religion in Britain and the wider world
- To explain suggestions when giving reasons for and results of historical events, situations and changes
- To explain similarities and differences in experiences and ideas, beliefs and attitudes of men, women and children in past societies
- To analyse and explain reasons for and results of historical events, situations and changes

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

- To explain what an artifact is
- To identify old and new artifacts
- To say which sources (from a selection) are likely to be the most useful for a task
- To organise written answers, state conclusions, give reasons for ideas and use dates and historical terms
- To write answers which are well rounded with well organised conclusions, supported by sources and make good use of dates and historical terms
- To explain the evaluation of particular pieces of information and particular sources

### **Geography – Deserts (both hot and cold)**

#### ***Geographical Knowledge (Location)***

- To ask and answer questions relating to the weather and how it impacts on our environment
- To discuss changes in weather and seasons from a chart
- To ask simple geographical questions

#### ***Physical and human geography***

- To describe a place outside Europe using geographical words
- To describe some of the features associated with an island

#### ***Geographical skills and fieldwork***

- To discuss changes in weather and seasons from a chart
- To take and use digital photographs

### **Art and design – Zaha Hadid (designer)**

#### ***Evaluating processes and products***

- To describe how something works
- To identify ways to improve my work

#### ***Drawing and painting***

- To use different grades of pencil in drawing

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- To use charcoal and pastels
- To use drawings to show patterns and texture
- To use shading for different effects
- To make tints by adding white and black
- To predict the outcome

#### **3D/collage and textiles**

- To add line and shape to my work
- To join fabric using glue
- To sew fabrics together
- To create individual and group collages
- To use different kinds of materials in collages
- To select the best materials for the intended outcome
- To use a range of materials to show ideas
- To make changes to work produced and give reasons for changes
- To create a collage using materials and texture

#### **Knowledge**

- To talk about the work of a designer
- To discuss the work of a range of craft makers and designers
- To describe the differences and similarities between different practices and disciplines
- To use what has been learnt to make links with work produced

### **Design and Technology – Textiles - weaving**

#### ***Developing, planning and communicating ideas***

- To choose the best tools and materials and give reasons why
- To design purposeful, functional, appealing products for a variety of users
- To join things both materials and components together in different ways
- To choose materials and explain why they are being used depending on their characteristics
- To say how the product will be useful to the user
- To use what is known about the properties of materials
- To plan work to include a range of joins

#### ***Evaluating processes and products***

- To recognise what I have done well and talk about what could be improved

#### ***Textiles***

- To measure textiles
- To join textiles together to make something
- To cut textiles
- To explain why certain textiles are chosen

### **Music - Stomp**

#### ***Applying and understanding***

- To identify how combined musical elements can be used expressively within simple structures
- To use and explore a variety of signs or symbols linked to understanding of elements to communicate own musical ideas

#### ***Controlling***

- To improve work produced
- To rehearse and perform individually, in pairs, small groups and as a class

#### ***Creating – using acoustic sounds and ICT***

- To compose accompaniments to songs using a repertoire of known rhythms

#### ***Responding and reviewing***

- To respond to changes in mood and character within pieces of music through movement, dance and art work
- To build an appropriate musical vocabulary and use when talking about music and developing the ability to express an aesthetic response
- To improve work produced and give reasons for changes

**RE**

**Summer 1: Teaching through stories**

**Summer 2: Places of worship**

**PSHE – Living in the wider world**

- To know how to contribute to the life of the classroom and school
- To help construct, and agree to follow, group, class and school rules and to understand how these rules help
- To know that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed)
- To know that they belong to different groups and communities such as family and school
- To know what improves and harms local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy)
- To know that money comes from different sources and can be used for different purposes, including the concepts of spending and saving
- To know about the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices
- To know ways in which people are unique; understand that there has never been and will never be another 'them'
- To know ways in which we are the same as all other people; what we have in common with everyone else
- To know about the 'special people' who work in the community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialing 999 in an emergency