



St. Michael's CE Primary School

Key Skills Curriculum Map Year 2: B



Art	3D Work and Collage	Textiles
	<p>To engage in more complex activities, e.g. cutting and sewing a variety of materials.</p> <p>To compare and recreate form and shape to natural and made environments.</p> <p>To have experience of adhesives and decides on the most effective for a given task.</p>	<p>Simple weaving with strong wool through a stiff card loom.</p> <p>To weave paper, progressing from one to two colours.</p>

Computing	Information Technology	Computer Science	Digital Literacy
	<p>Develop awareness of keyboard layout and use of a mouse.</p> <p>Begin to use an appropriate search engine supported by an adult.</p> <p>To use a program to create a simple document (open, save, retrieve).</p>	<p>To predict the behaviour of a programmed toy – relating each action to part of an algorithm.</p> <p>To create a simple program.</p> <p>To find and fix simple bugs in programs.</p> <p>To explain that a program is an algorithm.</p>	<p>Reinforce awareness that: People you don't know are strangers and are not always who they say they are.</p> <p>Some information is personal and needs to be private.</p> <p>To tell an adult if I see anything worrying online.</p> <p>To recognise uses of technology outside school. To find, edit and save files I am working on.</p>

	Design	Make	Evaluating/Technical Knowledge	Cooking and Nutrition
Design Technology	<p>Generate ideas by drawing on their own and other people's experiences.</p> <p>To develop their design ideas through discussion, observation, drawing and modelling.</p> <p>To identify a purpose for what they intend to design and make.</p> <p>To identify simple design criteria to make simple drawings and label parts.</p>	<p>Begin to select tools and materials; use vocab to name and describe them.</p> <p>To measure, cut and score with some accuracy.</p> <p>To use hand tools safely and appropriately.</p> <p>To assemble, join and combine materials in order to make a product.</p> <p>To choose and use appropriate finishing techniques,</p>	<p>To evaluate against their design criteria.</p> <p>To evaluate their products as they are developed, identify strengths and possible changes they might make.</p> <p>Talk about their ideas saying what they like and dislike about them.</p>	<p>Begin to identify where food groups come from (animals or plants).</p> <p>To know that food has to be farmed, grown elsewhere (e.g. home or caught).</p> <p>To know that everyone should eat at least five portions of fruit and vegetables every day.</p> <p>How to prepare simple dishes safely and hygienically, without using a heat source.</p> <p>How to use techniques such as cutting, peeling and grating.</p>

	Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
Geography	<p>Identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Name and locate the world's seven continents and five oceans.</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country.</p>	<p>Locate hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Use more basic geographical vocabulary to refer to key physical features and human features.</p>	<p>Use world maps, atlases and globes to identify the UK, its countries and counties.</p> <p>Use simple compass directions</p> <p>Use aerial photographs and plans to recognise landmarks to devise a simple map.</p>



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				Use simple fieldwork and observational skills to study the geography of the key human and physical features of the school's surrounding environment
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History	Chronological Understanding	Knowledge and Interpretation	Historical Enquiry	Organise, Evaluate and Communicate Information
	Sequence artefacts, events and photos closer together in time from different periods of their life.	<p>Confidently describe similarities and differences in artefacts.</p> <p>Begin to give simple reasons why changes have occurred in the past.</p> <p>Give more than one effect of an event and give simple explanations.</p>	<p>Ask questions such as why, what, who, how and where about a source and can consider its effectiveness.</p> <p>Sequence a collection of artefacts.</p>	<p>Describe an event using temporal language.</p> <p>Connect ideas and give simple phrases as to why an event occurred.</p> <p>Begin to write in a different genre eg. Diaries, postcards, reports and letters.</p>
History Topics				
	<ul style="list-style-type: none"> The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] Significant historical events, people and places in their own locality. 			



	Listening	Performing	Composing
Music	<p>To recognise tempo.</p> <p>To recognise dynamics.</p> <p>To identify differences in pitch.</p> <p>Repeat back basic rhythms.</p>	<p>To sing songs and rhythm's.</p> <p>To play simple rhythm's on tuned and un-tuned instruments.</p> <p>To perform own sounds and combine them with others in time.</p>	<p>To choose the best percussion instruments to use for particular tasks/characters.</p> <p>To choose a pattern of notes to play.</p>

	Games	Dance	Gymnastics	Swimming
PE	<p>Pass a ball accurately to a partner over a variety of distances.</p> <p>Perform a range of rolling, throwing, striking, kicking, catching and gathering skills, with control.</p> <p>Show a good awareness of others in running, chasing and avoiding games.</p> <p>Make simple decisions about when and where to run.</p> <p>Vary skills and show some understanding of simple tactics.</p> <p>Choose and use tactics to suit</p>	<p>Explore, remember and repeat dance actions including gesture, travelling and stillness.</p> <p>Compose and perform dance using short phrases.</p> <p>Describe how different dance movements make them feel.</p> <p>Watch and describe dance phrases and dances, and use what they learn to improve their own performance.</p> <p>Use movements to reflect the mood of the music.</p>	<p>Remember, repeat and link gymnastics and still movements.</p> <p>Use simple apparatus safely and with confidence.</p> <p>Know how to carry, lift and place equipment.</p> <p>Watch, copy and describe what other have done, with increasing detail.</p> <p>Improve their work using information they have gained by watching and listening.</p>	



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	different situations. Participate in team games, developing simple tactics for attacking and defending.			
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Science	Working Scientifically	
	Can ask simple questions and recognise that they can be answered in different ways. Can observe closely, using simple equipment. Can perform simple tests. Can identify and classify phenomena. Can use their observations and ideas to suggest answers to questions. Can gather and record data to help in answering questions.	
	Science Topics	
	Animals, including Humans	Seasonal Changes
	People and their Pets Animals, including humans (1AH) i) identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Animals, including humans (2AH) i) notice that animals, including humans, have offspring which grow into adults. ii) find out about and describe the basic needs of animals, including humans, for survival (water, food and air). iii) describe the importance for humans of	Weather Art Seasonal Changes (1SC) i) observe changes across the four seasons. ii) observe and describe weather associated with the seasons and how day length varies. Light (1L) i) observe and name a variety of sources of light, including electric lights, flames and the Sun.. ii) associate shadows with a light source being blocked by something.



	exercise, eating the right amounts of different types of food, and hygiene.	
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	Everyday Materials	Plants: Growing Things
	<p>Brilliant Builders – comparing materials</p> <p>Everyday materials (1EM)</p> <ul style="list-style-type: none"> i) distinguish between an object and the material from which it is made. ii) identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. iii) describe the simple physical properties of a variety of everyday materials. iv) compare and group together a variety of everyday materials on the basis of their simple physical properties. <p>Uses of everyday materials (2EM)</p> <ul style="list-style-type: none"> i) identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. ii) find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. 	<p>Art and Nature</p> <p>Plants (1P)</p> <ul style="list-style-type: none"> i) identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. ii) identify and describe the basic structure of a variety of common flowering plants, including trees. <p>Plants (2P)</p> <ul style="list-style-type: none"> i) identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. ii) identify and name a variety of plants and animals in their habitats, including microhabitats. iii) 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.



	Use of Everyday Materials	Habitats
	<p>Exploring changes</p> <p>Everyday materials (1EM)</p> <ul style="list-style-type: none"> v) distinguish between an object and the material from which it is made. vi) identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. vii) describe the simple physical properties of a variety of everyday materials. viii) compare and group together a variety of everyday materials on the basis of their simple physical properties. <p>Uses of everyday materials (2EM)</p> <ul style="list-style-type: none"> iii) identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. iv) find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. 	<p>Habitats and Homes</p> <p>Living things and their habitats (2LvH)</p> <ul style="list-style-type: none"> i) explore and compare the differences between things that are living, dead, and things that have never been alive ii) identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other