



St. Michael's CE Primary School

Key Skills Curriculum Map Year 2: A



	Drawing and Painting	Printing
Art	<p>Explore tone using different grades of pencil, pastel and chalk.</p> <p>To use line and tone to represent things seen, remembered or observed.</p> <p>Experiment with and enjoys colour.</p> <p>Create pattern using different tools and colour.</p>	<p>Explore and recreates patterns and textures with an extended range of materials – e.g. sponges, leaves, fruit.</p> <p>Explore images through monoprinting on a variety of papers</p>

	Information Technology	Computer Science	Digital Literacy
Computing	<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>To design purposeful, functional and appealing products for themselves and others.</p> <p>To draw in their own experience to help generate ideas.</p> <p>To suggest ideas and explain what they are going to do.</p> <p>To identify a target group for what they are going to design and make.</p> <p>To model their ideas in card and paper.</p> <p>To develop their design ideas applying findings from their earlier research.</p>	<p>To make their design using appropriate techniques.</p> <p>With help, to measure, mark out, cut and shape a range of materials.</p> <p>To use tools e.g. scissors, needles, pinsete.</p> <p>To assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape.</p> <p>To use simple finishing techniques to improve the appearance of their product.</p>	<p>To evaluate their product by discussing how well it works in relation to purpose.</p> <p>To evaluate their products as they are developed, identifying strengths and possible changes they might make.</p> <p>To evaluate their product by asking questions about what they have made and how they have gone about it</p>	<p>To begin to understand that all food comes from plants and animals.</p> <p>To know how to name and sort foods into five food groups in the Eatwell Plate.</p> <p>To know basic food handling, hygienic practices, preparing food and personal hygiene.</p>



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Geography	Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
	To name and locate the four countries and capital cities of the United Kingdom.	To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.	To identify seasonal and daily weather patterns in the United Kingdom. To use basic geographical vocabulary to refer to key physical features and human features.	To use world maps, atlases and globes to identify the United Kingdom and its countries. To use simple fieldwork and observational skills to study the geography of the school and its grounds and the key human and physical features of its surrounding environment.

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.	Confidently describe similarities and differences in artefacts. Begin to give simple reasons why changes have occurred in the past. Give more than one effect of an event and give simple explanations.	Ask questions such as why, what, who, how and where about a source and can consider its effectiveness. Sequence a collection of artefacts.	Describe an event using temporal language. Connect ideas and give simple phrases as to why an event occurred. Begin to write in a different genre eg. Diaries, postcards, reports and letters.
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] changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life 			



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	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 rhythms.</p> <p>To play simple rhythms 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
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 different situations.</p> <p>Participate in team games, developing simple tactics for attacking and defending.</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>



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.		
Can record data to help in answering questions.		
Science Topics		
Animals, including Humans	Seasonal Changes	
Amazing Me!	Wild Weather!	
Animals, including humans (1AH)	Seasonal Changes (1SC)	
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> i) observe changes across the four seasons. ii) observe and describe weather associated with the seasons and how day length varies. 	
Animals, including humans (2AH)		
<ul style="list-style-type: none"> 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 exercise, eating the right amounts of different types of food, and hygiene. 		



	Everyday Materials	Plants: Growing Things
	<p>Brilliant Builders – Choosing the best 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>Growing Things</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) observe and describe how seeds and bulbs grow into mature plants ii) find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.



	Animals, including Humans	Animal Life Cycles: Food Chains
	<p>Wild and Wonderful Creatures</p> <p>Animals, including humans (1AH)</p> <ul style="list-style-type: none"> i) identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates ii) identify and name a variety of common animals that are carnivores, herbivores and omnivores iii) describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals and invertebrates, and including pets) iii) identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. <p>Animals, including humans (2AH)</p> <ul style="list-style-type: none"> 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 exercise, eating the right amounts of different types of food, and hygiene. 	<p>Food Chains</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 iii) identify and name a variety of plants and animals in their habitats, including micro-habitats iv) 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.