**Year Group Skills Ladders – Foundation Subjects**

**Year Two**

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|  | **Drawing** | | | **Painting** | | | | | | **Sculpture** | | | **Analysis** | | | | **New curriculum requirements** | | |
| Art | **Drawing**  To make marks with graded pencils,  To draw some detail with line, pattern, texture and tone.  To be able to use the point and side of the pencil. | | | **Painting**  To use a variety of paints.  To explore colour mixing.  To control painting tools.  To hold the paintbrush correctly. | | | | | | **Sculpture**  To use a variety of modelling materials to explore texture.  To explore hand shapes.  To be able to use scissors to cut in straight and curved lines. | | | **Analysis**  Make comments about their own work, likes and dislikes.  Next time I will…  I like (other child) work because | | | | Use a range of materials  Use drawing, painting and sculpture  Develop techniques of colour, pattern, texture, line, shape, form and space. Learn about a range of Artists, crafts persons and designers. | | |
| DT | **Design** | | | **Make** | | | | | | **Evaluate** | | | **Technical knowledge** | | | | **New Curric.** | | |
| Design purposeful, functional and appealing products. Generate, model and communicate ideas  **3d construction and deconstruction**  Use a ruler, Mod roc.  Nets of cubes Clixi.  **Investigate and disassemble**  To understand and investigate characteristics of products.  To describe ideas using pictures and writing | | | Use a range of tools and materials to complete practical tasks.  Build and improve structure and mechanisms  **Cutting and joining materials:** Children need to be able to:  Cut, join, score, curl materials, hole punch and use a stapler.  **Mechanism and control:** To use beebots and direct them forwards and backwards.  To use a variety of components to build a circuit. To use a floor turtle or beebot and direct left and right. | | | | | | Evaluate existing products and own ideas  Understand where food comes from.  **Food:** Have an awareness of hygiene and the need to perform a risk assessment.  **Using and applying**  **Health and safety:** To think about risk assessment.  To be aware of and discuss trip hazards. How to safely carry equipment and show an awareness of others around you. Being in control of your workspace.  Electrical safety  Discuss and describe what you have done – what would you do next time? How could we improve our work? | | | **Food:**  To classify foods (meat ,veg) Simple recipes (biscuit, sandwich)  To use a rolling pin and hand whisk. To group and sort foods and make links to diet. | | | | When approaching the investigate and disassemble part of design please try to identify and use real life examples which can be broken down with the group.  The NC requires every year group to look at real existing products.  Your topic/subject of study should steer you towards professional makers, designers and artists of products.  Please ask for ideas if needed. | | |
| History | **Skills to cover** | | | | | | | | **New curriculum requirements** | | | | | | **Topic Ideas** | | | | |
| Use chronological terms about the passing of time (e.g. year, months, before, after, a long time ago, past, present, future).  Sequence artefacts and photographs from different periods or within the time studied.  Recognise why people acted as they did, why events happened and what happened as a result.  Identify differences between ways of life at different times.  Make simple comparisons between our own lives with the everyday lives of people in the past.  Understand why people may have wanted to do something.  Look at representations of the period – e.g. museum, cartoons, etc.  Looking for obvious links and effects in the time studied in a simple way.  Learn how to find out about the past.  Ask and answer questions about the past through observing and handling sources of information (e.g. diaries, artefacts, paintings, historical buildings, photos, visits to museums, use of ICT). | | | | | | | | Changes linked in living memory. Linked to aspects of national life where appropriate.  Lives of significant figures, including those from different periods.  Significant local people. | | | | | | * + 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 Edith Cavell | | | | |
| Geography | **Locational Knowledge** | | | | **Place Knowledge** | | | | | **Human & Physical** | | | | **Geog Skills & knowledge** | | | | | |
| Name and locate four countries and capital cities of UK.  Use atlases and globes  Name and locate the world’s seven continents and five oceans | Use maps and globes to locate and name  Continents – Africa, Antarctica, Asia, Australia, Europe, North America, South America | | | Progression  Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country  Find information from a map and be aware of compass directions. | | | Through discussion use geographical vocabulary to describe similarities and differences between 2 differing localities  (eg Southend and an African village)Find information from a map and be aware of compass directions.  Draw simple maps with symbols. | | Progression  Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country  Find information from a map and be aware of compass directions. | | Use basic geographical vocabulary to describe less familiar areas, eg rain forests, deserts, mountains, savannah- relating to areas studied in place and location knowledge. | | Progression  Use world maps, atlases and globes to identify the United Kingdom and its  countries, as well as the countries, continents and oceans studied at this key  stage  Use simple compass directions (North, South, East and West) and locational and  directional language [for example, near and far; left and right], to describe the  location of features and routes on a map  Use simple fieldwork and observational skills to study the geography of their  school and its grounds and the key human and physical features of its  surrounding environment.    Use aerial photographs and plan perspectives to recognise landmarks and basic  human and physical features; devise a simple map; and use and construct basic  symbols in a key | | | | Use globes maps and atlases to identify places studied  Use simple compass directions and directional language to describe the location of or place items on a prepared map or a map created independently.  Follow a route on a map using directions.  Locate familiar places.  Draw plans and views and simple field sketches.Ask simple questions when viewing aerial photos and maps  Make observations and collect information indoors and outdoors.  Find answers to questions using resources provided  Find information from a map and be aware of compass directions.  Draw simple maps with symbols in a key. | |
| PSHE | Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country  Find information from a map and be aware of compass directions. | | | | | | | | | | | | **New curriculum requirements** | | | | | | **Topic Ideas** |
| Recognise what they are good at.  Work, plan and learn co- operatively with friends.  Respect and value boundaries within the class and school.  Consider and discuss social and moral dilemmas that they come across in everyday life  Recognise the difference between friends and acquaintances**.(strong links to ICT)**  Understand there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying.  Recognise how to keep themselves safe in school and at home.  Planning with and coping with change. Begin to explore and identify uncomfortable feelings. | | | | | | | | | | | | Approximately 45 minutes per week.  Modelling, circle time and reflection.  Children need to discuss situations to develop language to communicate how they feel.  Role-play and stories are another effective way of discussing challenging situations. | | | | | |  |
| MFL | To read  fluently | | | | | To write  imaginatively | | | | | | To speak  confidently | | | To understand the culture of the countries in which the language is spoken | | | | |
| Read out loud everyday words and phrases (greetings) Read and understand short written phrases (greetings) Read out loud familiar words and phrases (greetings, colours, family members, classroom objects) | | | | | To write of copy everyday words (greetings)  Label items.  Write one or two short sentences. | | | | | | Understand spoken phrases (greetings, classroom instructions).  Be able to ask for a word to be repeated.  Correct pronunciation.  Answer simple questions and give basic information (name, age, where do you live?) | | | Identify countries which speak the language.  Show an awareness of the customs of countries that speak the language. (songs and festivals) | | | | |
| RE  *(See Medium Term plan for ideas/details)* | **Special People - Jesus** | | **Celebrations** | | | | **Special Places** | | | | **Care for Others** | | **Stories in Christianity and other faiths** | | | **Who am I?** | | | |
| **Learn that Jesus is special for Christians**  *-Listen to some stories about Jesus and compare them with stories about other key religious leaders.*  *-Reflect on stories about themselves.* | | **Respond to images and stories featuring light and darkness**  *-Reflect on their own feelings and experiences of light and darkness.*  *-Learn that light is an important symbol in some religious celebrations.*  *-Explore the stories and celebrations of some religious festivals.* | | | | **Learn about the key features of religious buildings in the local area**  *-Talk about how and why such buildings are special for the communities who use them.*  *-Reflect on their own special places.* | | | | **Understand that religious people believe they have a responsibility to care for and help others**  *-Explore ways in which these beliefs are put into practice.*  *-Reflect on their own values and experiences.* | | **Identify the characteristics of stories**  *-Reflect on their experiences of stories and storytelling.*  *-Suggest possible meanings for a story.*  *-Understand that some stories, including stories told by Jesus are used as a way of teaching people about God and how people should behave.* | | | **Ask questions they find interesting or puzzling and explore possible answers**  *-Identify and explore questions about their own and others’ experiences and feelings about their identity and*  *place in the world*  *-Learn that some questions cause people to wonder and are difficult to answer*  *-Learn that religions may have different answers to questions about the meaning and purpose of life* | | | |

**Year Group Skills Ladders – SCIENCE**

**Science Topics** – statutory units to be covered in each year group

*During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:*

*asking simple questions and recognising that they can be answered in different ways*

*observing closely, using simple equipment*

*performing simple tests*

*identifying and classifying*

*using their observations and ideas to suggest answers to questions*

*gathering and recording data to help in answering questions.*

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|  | Units to be covered in year | | | |
| Year2 | **Living things & their habitats**   * explore and compare the differences between things that are living, dead, and things that have never been alive * 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 * identify and name a variety of plants and animals in their habitats, including micro-habitats * 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. | **Plants**   * observe and describe how seeds and bulbs grow into mature plants * find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. | **Animals, including humans**   * notice that animals, including humans, have offspring which grow into adults * find out about and describe the basic needs of animals, including humans, for survival (water, food and air) * describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. | **Use of everyday materials**   * identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses * find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. |