



Old Dalby C of E Primary School

End of year expectations

Year 2

<p>History</p> <ul style="list-style-type: none"> - Place events in order on a timeline, using common words and phrases relating to the passage of time - Identify different ways the past has been represented - Understand ways in which we find out about the past - Use dates where appropriate - Talk about some historical events and why they are significant 	<p>Key Vocabulary</p> <p>Legacy Artefact Evidence Change</p>
<p>Geography</p> <ul style="list-style-type: none"> - Recognise the differences between the human and physical features of their own location and that of a non-European location - Use the four compass points, maps and globes to describe where different geographical features are in the world in relation to each other - Use maps and globes to understand where the UK is in relation to the oceans and continents - Use different forms of evidence to ask and answer questions - Make observational drawings and take note of the human and physical features of their location 	<p>Key Vocabulary</p> <p>Continent Settlement Equator Ocean Vegetation Seasonal Human Physical Mountain range</p>
<p>Science</p> <ul style="list-style-type: none"> - Ask simple questions and recognise that there might be different ways to answer them - Make and record observations, using simple equipment - Perform simple tests - Identify and classify a range of objects/creatures/plants etc - Use prior knowledge to make predictions and answer questions - Identify, gather and record evidence and findings to answer questions 	<p>Key Vocabulary</p> <p>Evidence Classify Prediction Evaluate Change</p>
<p>Art and design</p> <ul style="list-style-type: none"> - Choose a media based on known outcomes to design and make specific creations - Use drawing, painting and sculpture to effectively share ideas, experiences and imagination - Develop a wide range of techniques using colour, pattern, texture, line, shape, form and space and make informed choices about when to use them - Learn about the work of, and recognise the similarities and differences between, different artists, craft makers and designers, and make links to their own work 	<p>Key Vocabulary</p> <p>Technique Sculpt Shade Form Space Compare Evaluate Artist</p>
<p>Computing</p>	<p>Key Vocabulary</p> <p>Algorithm Programme</p>



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<ul style="list-style-type: none"> - Understand what algorithms are; how they are implemented as programmes on digital devices and that programmes execute by following precise and unambiguous instructions - Create and debug simple programmes - Use logical reasoning to predict the behaviour of simple programmes - Use technology purposefully to create, organise, store, manipulate and retrieve digital content - Recognise common uses of IT beyond school - Use technology safely and respectfully, keeping personal information private, identify where to go for help and support when they have concerns about content or contact on the internet or other technologies 	Digital device Instructions Debug Execute Internet Permission Private
<p>Design and technology</p> <ul style="list-style-type: none"> - Design purposeful, functional, appealing products for themselves and others users based on a set of design criteria - Generate, develop model and communicate their ideas through talking, drawing, templates, mock-ups and where appropriate ICT - Select from and use a range of tools and equipment to perform practical tasks eg cutting, shaping, joining and finishing - Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics - Explore and evaluate a range of products - Evaluate their ideas and products against design criteria and suggest improvements - Build structures, exploring how they can be made stronger, stiffer and more stable - Explore and use mechanisms in their products - Use the basic principles of a healthy and varied diet to prepare dishes - Understand where food comes from 	<p>Key Vocabulary</p> Criteria Evaluate Functional Characteristic Strengthen Lever Axle Slider Wheel Pulley Template Stability Ingredients Balanced diet Varied
<p>Music</p> <ul style="list-style-type: none"> - Make and control long and short sounds, with both voice and instruments - Play tuned and untuned instruments musically - Comment on the impact of changes of tempo and pitch - Create a sequence combining sounds, considering the effect of timbre on an audience - Listen with concentration and understanding to a range of high quality, live and recorded music 	<p>Key Vocabulary</p> Pitch Volume Rhythm Tempo Timbre Composer
<p>Physical Education Dance</p>	<p>Key Vocabulary</p> Timing Travel



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<ul style="list-style-type: none"> - Copies and explores basic movements with clear control. - Varies levels and speed in sequence - Can vary the size of their body shapes - Add change of direction to a sequence - Uses space well and negotiates space clearly. - Can describe a short dance using appropriate vocabulary. - Responds imaginatively to stimuli. <p>Gymnastics</p> <ul style="list-style-type: none"> - Explores and creates different pathways and patterns. - Uses equipment in a variety of ways to create a sequence - Link movements together to create a sequence - To continue to follow and master keystone 1 floor, body and vault <p>Games</p> <ul style="list-style-type: none"> - Confident to send the ball to others in a range of ways. - Beginning to apply and combine a variety of skills (to a game situation) - Develop strong spatial awareness. - Beginning to develop own games with peers. - Understand the importance of rules in games. - Develop simple tactics and use them appropriately. - Beginning to develop an understanding of attacking/ defending <p>Athletics</p> <ul style="list-style-type: none"> - Can warm up safely prior to exercise - Can change speed and direction whilst running. - Can jump from a standing position with accuracy. - Performs a variety of throws with control and co-ordination. - <i>preparation for shot put and javelin</i> - Can use equipment safely <p>Evaluating</p> <ul style="list-style-type: none"> - Can comment on own and others performance - Can give comments on how to improve performance. - Use appropriate vocabulary when giving feedback. <p>Healthy Lifestyles</p> <ul style="list-style-type: none"> - Can describe the effect exercise has on the body - Can explain the importance of exercise and a healthy lifestyle. 	<p>Pathways</p> <p>Front Arches</p> <p>Back Arches</p> <p>Agility</p> <p>Weight on hands</p> <p>Intercept</p> <p>Attacking</p> <p>Defending</p> <p>Dodge</p> <p>React</p> <p>Distance</p> <p>Serve</p> <p>Volley</p> <p>Stance</p> <p>Spatial awareness</p> <p>Rules</p> <p>Forehand</p> <p>Backhand</p>
<p>Religious Education</p> <ul style="list-style-type: none"> - Describe some of the main religious festivals of the calendar year, relate these to each religion - Describe some of the teachings of Christianity and two other religions 	<p>Key Vocabulary</p> <p>Belief</p> <p>Christian</p> <p>Muslim</p>



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<ul style="list-style-type: none"> - Recognise and name some important religious buildings, artefacts and practices - Explain the meaning of some religious symbols - Continue to ask questions about different religions to begin to form a personal response - Begin to develop a deeper understanding of what and who guides them when they make decisions - Recognise the school Christian values in themselves and others 	<p>Hindu Jew Symbol Faith Artefact Traditional Ceremony Sacred god goddess</p>
<p>SRE and Values</p> <p>Kind Hearts</p> <ul style="list-style-type: none"> - How to treat each other with kindness, consideration and respect - What good health and wellbeing looks like for them - Celebrate the achievements of others (L) - Help with different jobs in a team and take responsibility for finishing their job (T) - <p>Open Minds</p> <ul style="list-style-type: none"> - What a relationship is - Different styles of families and support networks - Understanding one's own and others' boundaries in play - The concept of personal privacy - Permission seeking and giving - Recognise when they have hurt someone and when to apologise (H) - Recognise the different communities they are a part of eg school, family, church (Com) - Can explain why teams are sometimes better than working alone (T) - Are able to show an enquiring mind towards the world around them, asking and answering their own questions (C) <p>Courageous Spirits</p> <ul style="list-style-type: none"> - Can speak up when they know something has happened which they feel is wrong (D) - Show the strength of character to do the right thing(S) - Can admit to their own mistakes (C) - Have an honest conversation when they are not feeling safe or happy (H) 	<p>Key Vocabulary</p> <p>Love Kind Healthy Respectful Responsibility</p> <p>EYFS vocab and:</p> <p>Creativity Curiosity Risk taking Perseverance Passion for learning Acceptance Self-esteem</p>