



Year 2 Knowledge and Skills Tracker

<u>Autumn 1</u> <u>Taking Care</u>	<u>Autumn 2</u> <u>London, Now and</u> <u>Then</u>	<u>Spring 1</u> <u>Shaping Up</u>	<u>Spring 2</u> <u>All Around the</u> <u>World</u>	<u>Summer 1</u> <u>Our Wonderful</u> <u>World</u>	<u>Summer 2</u> <u>Sensational Safari</u>
Science Knowledge	Science Knowledge	Science Knowledge	Science Knowledge	Science Knowledge	Science Knowledge
<ul style="list-style-type: none"> • That animals, including humans, have offspring which grow into adults • The basic needs of animals, including humans, for survival • How humans can keep healthy 		<ul style="list-style-type: none"> • The suitability of materials for particular uses. (wood, metal, plastic, glass, brick, rock, paper and cardboard.) • How the shapes of solid objects made from some materials can be changed. (By squashing, bending, twisting and stretching.) 		<ul style="list-style-type: none"> • There are things that are living, dead, and things that have never been alive. • Different habitats and where some plants and animals live. • Understand simple food chains. • How seeds and bulbs grow into mature plants. • What plants need to grow and stay healthy. 	
Science Skills	Science Skills	Science Skills	Science Skills	Science Skills	Science Skills
<ul style="list-style-type: none"> • Ask simple questions and recognise that they can be answered in different ways. • Perform simple tests • Notice that animals, including humans, have offspring which grow into adults 		<ul style="list-style-type: none"> • Suggest answers to questions by observing, gathering and recording data. • Record and communicate findings using simple scientific language. 		<ul style="list-style-type: none"> • Observe closely, using simple equipment. • Identify and classify. • Understand habitats and where some plants and animals live. • Understand simple food chains. 	

<ul style="list-style-type: none"> • Describe the basic needs of animals, including humans, for survival • Describe how humans can keep healthy 		<ul style="list-style-type: none"> • Identify and compare the suitability of materials for particular uses. • Find out how the shapes of solid objects made from some materials can be changed. 		<ul style="list-style-type: none"> • Observe and describe how seeds and bulbs grow into mature plants. • Describe what plants need to grow and stay healthy. 	
History Knowledge	History Knowledge	History Knowledge	History Knowledge	History Knowledge	History Knowledge
	<ul style="list-style-type: none"> • To know that the fire started in 1666. • To know that the fire started in Thomas Farriner's bakery on Pudding Lane. • To know why the fire spread so quickly and how the people tried to put the fire out. • To know how long the fire burnt for and when it was put out. • To know whom Samuel Pepys, Thomas Farriner and King Charles II were. 		<ul style="list-style-type: none"> • To know that Marco Polo was a land explorer who travelled to China and Persia. • To know that Christopher Columbus discovered the 'New World.' • To know about the race to the South Pole and the role played by Falcon Scott. 		
History Skills	History Skills	History Skills	History Skills	History Skills	History Skills
	<ul style="list-style-type: none"> • Answer questions about the past using given sources. • Discuss significant events and people in Britain within and beyond their living memory. 		<ul style="list-style-type: none"> • Enquire and research about the life of someone famous who lived in the past giving attention to what they did earlier and what they did later. 		

	<ul style="list-style-type: none"> • Compare life during a time in the past and life today. • Develop a wide vocabulary of everyday historical terms 		<ul style="list-style-type: none"> • Enquire and research about a famous person from the past and carry out some research on him or her. • Ask questions artefacts/photographs provided? 		
Geography Knowledge	Geography Knowledge	Geography Knowledge	Geography Knowledge	Geography Knowledge	Geography Knowledge
	<ul style="list-style-type: none"> • To identify key London landmarks using aerial photographs. 		<ul style="list-style-type: none"> • To be able to name the world's seven continents and five oceans. • To locate the world's seven continents and five oceans on a world map. • To locate the equator and the poles on a world map. • To Identify hot and cold areas of the world. 		<ul style="list-style-type: none"> • To locate Kenya on a world map and a map of Africa. • To identify differences between England and Kenya. • To know how to construct a basic map / route with a key.
Geography Skills	Geography Skills	Geography Skills	Geography Skills	Geography Skills	Geography Skills
	<ul style="list-style-type: none"> • Interpret aerial photographs, 		<ul style="list-style-type: none"> • Read and interpret a world map. • Understand that both a map and a globe can show the same thing. • Identifying hot and cold areas of the world. 		<ul style="list-style-type: none"> • Ask questions about places studied. • Compare places studied. • Draw maps of real life and made up places. • Create keys for symbols on a map. • Develop basic geographical vocabulary to identify

					<p>and describe key physical features.</p> <ul style="list-style-type: none"> • Compare an area of the UK with a non-European country.
Art Knowledge	Art Knowledge	Art Knowledge	Art Knowledge	Art Knowledge	Art Knowledge
<ul style="list-style-type: none"> • To know how to paint using watercolours 	<ul style="list-style-type: none"> • To know how to paint using watercolours. 	<ul style="list-style-type: none"> • To know how to draw with pencil and coloured pencil. 	<ul style="list-style-type: none"> • To know how to draw with pencil and coloured pencil. 	<ul style="list-style-type: none"> • To know how to draw with pastel /wax crayons and use different types of pens. 	<ul style="list-style-type: none"> • To know how to draw with pastel /wax crayons and use different types of pens.
Art Skills	Art Skills	Art Skills	Art Skills	Art Skills	Art Skills
<ul style="list-style-type: none"> • Begin to recall all the equipment needed for an art session • Prepare and clear away art equipment • Use a paint brush to: dab, smooth, wash, sponge, stipple, stroke • Use different brush types to make different marks 	<ul style="list-style-type: none"> • Begin to recall all the equipment needed for an art session • Prepare and clear away art equipment • Use a paint brush to: dab, smooth, wash, sponge, stipple, stroke • Use different brush types to make different marks 	<ul style="list-style-type: none"> • With pencil, can make different marks. • With coloured pencil, keep within the lines of a drawing. 	<ul style="list-style-type: none"> • With pencil, can make different marks. • With coloured pencil, keep within the lines of a drawing. 	<ul style="list-style-type: none"> • With wax crayon, control pressure • With pastel/charcoal, control pressure, blend and smudge. • Use different types of pen to make different types of line. 	<ul style="list-style-type: none"> • With wax crayon, control pressure • With pastel/charcoal, control pressure, blend and smudge. • Use different types of pen to make different types of line.
D&T Knowledge	D&T Knowledge	D&T Knowledge	D&T Knowledge	D&T Knowledge	D&T Knowledge
	<ul style="list-style-type: none"> • Design products that meet the given design criteria. • Identify ways to make stable, freestanding structures. • Independently cut wood/dowelling using a hacksaw and bench hook. 		<ul style="list-style-type: none"> • Gather information about the requirements of a balanced diet. • Describe and analyse the different taste and texture of a variety of foods. 		<ul style="list-style-type: none"> • Know where different foods come from. • Understand how to combine different ingredients.
D&T Skills	D&T Skills	D&T Skills	D&T Skills	D&T Skills	D&T Skills

	<ul style="list-style-type: none"> • Tell someone about design ideas. • Say how well designs and products met the given design criteria. • Find ways to make stable, freestanding structures • Independently cut wood/dowelling using a hacksaw and bench hook. • Use a simple circuit in a model 		<ul style="list-style-type: none"> • Make a drawing, templates or mock-up of a design and discuss it. • Use the right tools to peel, grate and chop 		<ul style="list-style-type: none"> • Understand that food comes from plants and animals. • Read a simple scale to measure and weigh out ingredients.
Music Knowledge	Music Knowledge	Music Knowledge	Music Knowledge	Music Knowledge	Music Knowledge
<ul style="list-style-type: none"> • Make sounds that reflect a topic • Use short given patterns in compositions • Use given symbols to record long and short sounds 	<ul style="list-style-type: none"> • Sing in tune • Sing in unison with a group • Perform to an audience and improve performance by practising 	<ul style="list-style-type: none"> • Identify a beat and join in • Identify the mood of a piece of music • Explain which of two sounds is higher or lower 	<ul style="list-style-type: none"> • Sing in tune • Sing in unison with a group • Perform to an audience and improve performance by practising 	<ul style="list-style-type: none"> • Use: high voice, middle voice, low voice • Sing in tune • Sing in unison with a group 	<ul style="list-style-type: none"> • Perform to an audience and improve performance by practising • Say what they like and do not like about others' performances
Music Skills	Music Skills	Music Skills	Music Skills	Music Skills	Music Skills
<ul style="list-style-type: none"> • Learn to sing Christmas songs and take part in a performance. 		<ul style="list-style-type: none"> • Learn and perform the Sing Up song and perform to an audience. • Learn a song to performance standard and perform to parents. 		<ul style="list-style-type: none"> • Learn and perform various Peace songs and perform to an audience. • Perform to parents. 	
Computing Knowledge	Computing Knowledge	Computing Knowledge	Computing Knowledge	Computing Knowledge	Computing Knowledge
<ul style="list-style-type: none"> • Describe common uses of information technology beyond school • Use technology purposefully 	<ul style="list-style-type: none"> • Describe common uses of information technology beyond school • Use technology purposefully 	<ul style="list-style-type: none"> • Use technology safely and respectfully. • Keep personal information private when using technology. 	<ul style="list-style-type: none"> • Describe common uses of information technology beyond school. • Use technology purposefully. 	<ul style="list-style-type: none"> • Describe common uses of information technology beyond school. • Use technology purposefully. 	<ul style="list-style-type: none"> • Understand what algorithms are and how they are implemented as programs on digital devices.

		<ul style="list-style-type: none"> Know to ask for help if they feel unsure about any online content. 			<ul style="list-style-type: none"> Understand that programmes execute by following precise and unambiguous instructions Create / debug simple programs. Use logical reasoning to predict the behaviour of simple programs
Computing Skills	Computing Skills	Computing Skills	Computing Skills	Computing Skills	Computing Skills
<p>Unit 2.6 Creating Pictures</p> <ul style="list-style-type: none"> To learn the functions of the 2Paint a Picture tool. To learn about and recreate the Impressionist style of art (Monet, Degas, Renoir) & pointillist artists such as Seurat; To learn about the work of Piet Mondrian and recreate the style using the lines template. To learn about the work of William Morris and recreate the style using the patterns template. 	<p>Unit 2.8 Presenting Ideas</p> <ul style="list-style-type: none"> To explore how a story can be presented in different ways. To make a quiz about a story or class topic. To make a fact file on a non-fiction topic. To make a presentation to the class. 	<p>Unit 2.2 Online Safety Unit 2.5 Effective Searching</p> <ul style="list-style-type: none"> To know how to refine searches using the Search tool. To use digital technology to share work on Purple Mash to communicate and connect with others locally. To understand how we should talk to others in an online situation. To open and send simple online communications in the form of email using 2Respond simulations. To understand that information put online leaves a digital footprint or trail. 	<p>Unit 2.7 Making Music Unit 2.4 Questioning</p> <ul style="list-style-type: none"> To make music digitally using 2Sequence. To explore, edit and combine sounds using 2Sequence. To edit and refine composed music. To think about how music can be used to express feelings and create tunes which depict feelings. To record and upload environmental sounds into Purple Mash. To use these sounds to create tunes in 2Sequence. To learn about data handling tools that can give more information than pictograms. 	<p>Unit 2.3 Spreadsheets</p> <ul style="list-style-type: none"> To use 2Calculate image, lock, move cell, speak and count tools to make a counting machine. To learn how to copy and paste in 2Calculate. To use the totalling tools. To use a spread sheet for money calculations. To use the 2Calculate equals tool to check calculations. To use 2Calculate to collect data and produce a graph. 	<p>Unit 2.1 Coding</p> <ul style="list-style-type: none"> To understand what an algorithm is. To design algorithms and then code them. To compare different object types. To use the repeat command. To use the timer command. To know what debugging is and debug programs.

		<ul style="list-style-type: none"> To identify the steps that can be taken to keep personal data and hardware secure. To understand the terminology associated with searching. 	<ul style="list-style-type: none"> To construct a binary tree to identify items. To use 2Question (a binary tree database) to answer questions. To use a database to answer more complex search questions. To use the Search tool to find information. 		
PE Knowledge	PE Knowledge	PE Knowledge	PE Knowledge	PE Knowledge	PE Knowledge
Gymnastics <ul style="list-style-type: none"> To know the body can perform a variety of balances To know that balances can be sequenced with travelling in different ways to create a sequence to perform. 	REAL PE Unit 2 (Social) <ul style="list-style-type: none"> To show patience and support others, listening well to them about our work. To be happy to show and tell them about my ideas. To help praise and encourage others in their learning 	Dance <ul style="list-style-type: none"> Perform the basic dance actions. Copy short motifs. Link two or more actions together. 	REAL PE Unit 4 (Creative) <ul style="list-style-type: none"> To make up my own rules and versions of activities. To respond differently to a variety of tasks or music and to recognise similarities and differences in movements and expression. To begin to compare my movements and skills with those of others. To select and link movements together to fit a theme. To explore and describe different movements. 	Games <ul style="list-style-type: none"> Run 100m. Use over arm and underarm throws to throw items in a straight line. Throw a ball underarm, overarm and use a bounce pass. Move into a given space to catch a ball. Hit a ball with a tennis style bat or racquet. Beginning to understand where to stand to make a game more difficult for an opponent 	REAL PE Unit 6 (Health and Fitness) <ul style="list-style-type: none"> To describe how and why my body feels during and after exercise. To explain why we need to warm up and cool down. To be aware of why exercise is important for good health. To use equipment appropriately and move and land safely.
PE Skills	PE Skills	PE Skills	PE Skills	PE Skills	PE Skills
Gymnastics	REAL PE Unit 2 (Social)	Dance	REAL PE Unit 4 (Creative)	Games	REAL PE Unit 6 (Health and Fitness)

<ul style="list-style-type: none"> • To create different shapes when balancing. • To copy short movements to combine simple balances. • Travel in different ways. 	<ul style="list-style-type: none"> • To work sensibly with others, taking turns and sharing. • To be able to share their jumping and landing skill. • To describe why they have 'tap to congrat' a peer. 	<ul style="list-style-type: none"> • Perform a range of movements in canon and unison as well as using different movements and body shapes. • Perform a range of movements, some at different speeds or levels, showing good body control. • To perform a range of body movements and shapes and perform some of these in time with the music. 	<ul style="list-style-type: none"> • To be able to balance when making smooth controlled movements. • To coordinate movements with a partner. • To be able to move a ball in different directions. 	<ul style="list-style-type: none"> • To apply the underarm and overarm skills in a quick cricket game at the end of the Summer Term with other Year 2 classes. • To use a cricket bat to hit a ball. • To learn the rules of cricket. 	<ul style="list-style-type: none"> • To know that regular exercise helps to improve the health and wellbeing of the body. • To carry equipment in the correct way to prevent an injury. • To be able to start and stop quickly whilst moving with a ball. • Use the correct timing to get in the right position for a partner. • To be able to balance and control when collecting a ball.
END POINTS	END POINTS	END POINTS	END POINTS	END POINTS	END POINTS
<p>Children will be able to ask simple questions and perform simple tests. They will know that animals, including humans, have offspring which grow into adults. They will be able to describe the basic needs of animals, including humans, for survival. They will recognise what is needed for humans to maintain a healthy lifestyle.</p>	<p>Children will be able to identify iconic landmarks in London. They will know about the key events of the Great Fire of London, and will have a good understanding about the ways in which we can find out about the past through discussing primary sources. Children will have an increased awareness of the past and can compare and contrast the past and present.</p>	<p>Children will be able to name a variety of everyday materials that make up the world around them. They will be able to identify and describe the suitability of materials for particular uses. They will know how the shapes of solid objects made from some materials can be changed. (By squashing, bending, twisting and stretching.)</p>	<p>Children will have a good understanding of how the world is made up of continents and oceans. They will know that different areas of the world have different climates suitable for living creatures. They will know about the achievements of great explorers through time.</p>	<p>Children will know that there are things that are living, dead, and things that have never been alive. They will be able to identify and describe different habitats and understand simple food chains. They will know how seeds and bulbs grow into mature plants and what plants need to grow and stay healthy.</p>	<p>Children will know about ways of life in a different country and how these compare and contrast with life in England. They will be able to locate Kenya on a map and describe its climate and know some of the animals that live there. They will read maps and be able to make their own simple maps with keys.</p>