Skills Overview

Year group	Year 2
Staff	BH, SM,DC

Use the skills progression document to populate this overview

Kates Hill

Topic	1	2	3	4
Theme	Who am I?	Explore the World	Who Inspires me?	Food?
Value	Honesty/ Responsibility	Self Belief/ Respect	Perseverance	Happiness
Primary Focus	History	Geography	Art	DT
Vehicle	Heroes and Villains	Global warming and environemental impact	Art Attack! (Art gallery)	Plants for food
Trips				
Assessment				

Skills

		1	2	3	4
Knowledge and understanding with the world	**History**	Sequence artefacts closer together in time - check with reference book Sequence photographs etc. from different periods of their life Describe memories of key events in lives Recognise why people did things, why events happened and what happened as a result Identify differences between ways of life at different times Compare 2 versions of a past event Compare pictures or photographs of people or events in the past Discuss reliability of photos/ accounts/stories Use a source – observe or handle sources to answer questions about the past on the basis of simple observations. Communicate their knowledge through: Discussion…. Drawing pictures… Drama/role play.. Making models….. Writing.. Using ICT…	Compare pictures or photographs of people or events in the past Discuss reliability of photos/ accounts/stories Describe memories of key events in lives Communicate their knowledge through: Discussion…. Drawing pictures… Drama/role play.. Making models….. Writing.. Using ICT… Compare 2 versions of a past event	Communicate their knowledge through: Discussion…. Drawing pictures… Drama/role play.. Making models….. Writing.. Using ICT…	Communicate their knowledge through: Discussion…. Drawing pictures… Drama/role play.. Making models….. Writing.. Using ICT…
	Geography	use world maps, atlases and globes with some support to identify the four countries and capital cities, countries studies, continents and oceans.	recognise and make observations to study the geography of the locality surrounding the school e.g. drawing pictures, taking photographs, collecting simple data. use world maps, atlases and globes with some support to identify the four countries and capital cities, countries studies, continents and oceans. use aerial photographs and plan perspectives to recognise geographical features. follow directions N, S, E, W and can follow a route. draw maps using class agreed symbols and a key and look down on objects to make a plan. name features.	use world maps, atlases and globes with some support to identify the four countries and capital cities, countries studies, continents and oceans. name features.	recognise and make observations to study the geography of the locality surrounding the school e.g. drawing pictures, taking photographs, collecting simple data. use world maps, atlases and globes with some support to identify the four countries and capital cities, countries studies, continents and oceans. name features.
	Science	Materials - Identify and compare the suitability of a variety of everyday material, including wood, plastic, metal, 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 describe the importance of exercise, a balanced diet and hygiene for humans	• Animals and their habitats—describe the basic needs of animals for survival and the main changes as young animals, including humans, grow into adults • identify whether things are alive, dead or have never lived • describe how animals get their food from other animals and/or from plants, and use simple food chains to describe these relationships • name different plants and animals and describe how they are suited to different habitats	Animals and habitats—describe the basic needs of animals for survival and the main changes as young animals, including humans, grow into adults • name different plants and animals and describe how they are suited to different habitats	• Plants—describe the basic needs of plants for survival and the impact of changing these and the main changes as seeds and bulbs grow into mature plants • Observe and describe how seeds and bulbs grow into mature plants • describe how animals get their food from other animals and/or from plants, and use simple food chains to describe these relationships • name different plants and animals and describe how they are suited to different habitats

Area	Subject	Term 1	Term 2	Term 3	Term 4
Expressive art and design	Art	Be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary (for instance, they know the names of the tools and colours they use) . Develop and exercise some care and control over the range of materials they use. (for instance, they do not accept the first mark but seek to refine and improve). Use drawing to record ideas and experiences	• Use drawing to record ideas and experiences	Try out different activities and make sensible choices about what to do next. Use drawing to record ideas and experiences. Deliberately choose to use particular techniques for a given purpose. Develop and exercise some care and control over the range of materials they use. (for instance, they do not accept the first mark but seek to refine and improve). When looking at creative work express clear preferences and give some reasons for these (for instance, be able to say "I like that because…"). That different forms of creative works are made by artists, craftspeople and designers, from all cultures and times. Be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary (for instance, they know the names of the tools and colours they use) .	• Use drawing to record ideas and experiences
	Design and Technology	Develop their design ideas through discussion, observation , drawing and modelling Identify a purpose for what they intend to design and make Identify simple design criteria Make simple drawings and label parts Begin to select tools and materials; use vocab' to name and describe them Cut, shape and join fabric to make a simple garment. Use basic sewing techniques	•		Generate ideas by drawing on their own and other people's experiences Develop their design ideas through discussion, observation , drawing and modelling Identify a purpose for what they intend to design and make Identify simple design criteria Make simple drawings and label parts Begin to select tools and materials; use vocab' to name and describe them Measure, cut and score with some accuracy Use hand tools safely and appropriately Assemble, join and combine materials in order to make a product Cut, shape and join fabric to make a simple garment. Use basic sewing techniques Follow safe procedures for food safety and hygiene Choose and use appropriate finishing techniques Evaluate against their design criteria Evaluate their products as they are developed, identifying strengths and possible changes they might make Talk about their ideas, saying what they like and dislike about them
Communication and language	Computing	Generate their own work, (with help where appropriate with multimedia) combining text, graphics and sound. Save and retrieve and edit their work. Use a range of tools in a paint package / image manipulation software to create / modify a picture to communicate an idea. Create a simple animation to tell a story. Compose music from icons. Produce a simple presentation incorporating sounds the children have captured, or created.	Work collaboratively by email to share and request information of another class or story character. Children use a search engine to find specific relevant information to use in a presentation for a topic. They save and retrieve their work. Control a device, on and off screen, making predictions about the effect their programming will have. Children can plan ahead.	Use a graphing package to collect, organise and classify data, selecting appropriate tools to create a graph and answer questions. Enter information into a simple branching database, database or word processor and use it to answer questions. They save, retrieve and edit their work. Children are able to play an adventure game and use a simple simulation, making choices and observing the results.	Their conversation shows they understand that computers are good at replicating real life events and allowing them to explore contexts that are otherwise not possible. Show an awareness of a range of inputs to a computer (IWB, mouse touch screen, microphone, keyboard, etc) Begin to show an awareness that computers can be linked to share resources Use websites and demonstrate an awareness of how to manage their journey around them (e.g. using the back/forward button, hyperlinks)
	PSHE	• Jigsaw	• Jigsaw	• Jigsaw	• Jigsaw
Physical development	PE	• PE Long term plan			
English	Texts	• Charlie's superhero underpants • Flat Stanley at the fire station	• The Great explorer • The emperor's egg	• Pirates next door	• Jim and the beanstalk— Raymond Briggs
	Writing	• Fact files • Narrative • Recount—newspaper	• Non fiction— diary, newspaper, non chronological	• Recount, letters, captions under art work	• Instructions • Leaflets on how to look after a plant • Persuasive writing
Maths	Maths	• Statistics • Timing—are you fit enough to be a superhero • Measures—superhero Olympics	follow directions N, S, E, W and can follow a route. Temperature Statistics	• Shapes • Symmetry	• Measures • Statistics
	RE	Tell a Christian story and say some things that people believe. Talk about some of the things that are the same for different religious people.	Say what some Christian and Jewish symbols stand for and say what some of the art is about.	Ask about what happens to others with respect for their feelings. Talk about some things in stories that make people ask questions.	Talk about what is important to me and to others with respect for their feelings.