

## Race Leys Infant School: Year 2 Curriculum Skills Map

|  | Autumn 1   | Autumn 2   | Spring 1   | Spring 2  | Summer 1  | Summer 2   |
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| Theme  | <b>The Rabbit Problem Harvest</b>  | <b>Treacherous Treason Remembrance Christmas</b>   | <b>Twisted Tales</b>   |   | <b>Brilliant Bedworth</b>   | <b>Roaming in the Rainforest</b>   |
| Books/ Artwork   | The Rabbit Problem - Emily Gravett<br>Peter Rabbit - Beatrix Potter<br>Non-fiction books about rabbits   | Gunpowder plot story<br>Poems and stories based on the historical event<br>The Nativity<br>The Snowman by Raymond Briggs<br>The Bear by Raymond Briggs | Traditional tales<br>Anthony Browne books- Into the Forest, Hansel and Gretel<br>Fairy tale News- Colin and Jacqui Hawkins<br>Different versions of traditional tales<br>Non-fiction books about significant women |   | <br><br>  | The Great Kapok Tree by Lynne Cherry<br>Where the Forest Meets the Sea by Jeannie Baker<br>A selection of non-fiction books  |
| Experiences linking to the topic   |  | Theatre visit - Gunpowder Plot<br>Remembrance<br>Diwali<br>Christmas<br>Pantomime<br>Church visit  | Chinese New year<br>Science week<br>Easter<br>Mothering Sunday   |   | Walk to bedworth  | Well-being week<br>Gribbly Bugs  |
| Science (remember to include working scientifically objectives in each lesson) | <p><b>Materials</b><br/>I can identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> <p>I can find out how the shapes of solid objects made from some materials can be changed by squashing,</p> |  |  | <p><b>Animals, including humans</b><br/>I can describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene</p> | <p><b>Plants</b><br/>I can observe and describe how seeds and bulbs grow into mature plants.</p> <p>I can find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> | <p><b>Living things and their habitats</b><br/>I can explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>I can 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,</p> |

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|  | <p>bending, twisting and stretching</p> <p><b>Animals, including humans</b><br/>I can find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>I can notice that animals, including humans have offspring which grow into adults</p>   |   |  |  |   | <p>and how they depend on each other.</p> <p>I can identify and name a variety of plants and animals in their habitats, including micro-habitats.</p> <p>I can describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, identify and name different sources of food</p> |
| <p><b>Ongoing Science – Working scientifically</b></p> | <p><b>Ask simple questions</b><br/>I can ask relevant questions. I can ask questions designed to help place things in groups based on similar observable or behavioural features. I know that questions can be answered in different ways. I can recognise when a simple comparison or test is unfair. I can suggest how to collect the identified data needed. I can make a simple prediction when appropriate (based on something similar I have observed previously). I can recognise I will need to make observations or measurements over a longer time and predict possible patterns and outcomes.</p> <p><b>Observe closely using simple equipment</b><br/>I can make careful observations of animals and plants. I can take accurate measurements using standard and non-standard measures. I can explain why some things occur, and talk about changes. I can observe closely using all senses.</p> <p><b>Perform simple tests</b><br/>I can measure using simple measuring equipment in uniform non-standard units (e.g. straws) or simple standard units such as metre sticks, kg masses, L jugs and second timers. I can change what is done to see how the outcome is changed. I can read scale to the nearest labelled division.</p> <p><b>Identify and classify</b><br/>I can make comparisons to group similar things or organisms together. I can classify things into two groups so that one group (containing things or organisms) has an observable feature the other doesn't. I can sort using observations of similarities and differences using my own criteria.</p> <p><b>Use observations and ideas to suggest answers to questions</b><br/>I can describe observations and data. I can describe patterns. I can say what I have found out and whether it was what was expected. I can identify which groups an object and organism should be placed in. I can describe how things or organisms have been sorted. I can describe simple changes and say whether the change was expected if predicted.</p> <p><b>Gather and record data to help in answering questions</b><br/>I can draw pictures/take photos/write simple sentences/complete two column tables/complete tally charts. I can make practical block graphs (e.g. using Lego) or pictograms with a 1:1 scale. I can draw a block graph with a 1:1 scale. I can record appropriately using tables, sorting circles and simple Venn diagrams to help distinguish sets of similar things or organisms.</p> |   |  |  |   |   |
| <p><b>History</b></p>                                  |   | <p><b>The Gunpowder Plot Remembrance Day</b><br/>I can sequence events or artefacts, giving reasons for my order.</p> |  | <p><b>Wonderful Women</b><br/>I can compare aspects of life for two famous people from two periods of time. I can sequence events about the life of a famous person.</p> | <p><b>Brilliant Bedworth (Mining and Schools)</b><br/>I can explain how the school and our local area were different in the past.</p> |   |

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|                          |  | <p>I can recount some interesting facts about a historical event.</p> <p>I can recount the life of a famous person, what they did and why they did it.</p> <p>I can research the life of a famous person from the past using sources.</p> <p>I can research about a famous event using different sources.</p> <p>I can begin to understand why accounts vary.</p> |  |   | <p>I can identify differences between ways of life at different times, such as when my grandparents were little.</p> <p>I can begin to understand why accounts may vary.</p> <p>I can name at least two different ways I can find out about the past.</p> <p>I can begin to discuss the effectiveness of sources.</p> |  |
| <b>Ongoing History</b>   | <p><b>Vocabulary</b></p> <p>I can use words and phrase such as before I was born, when I was younger, before, after, past, present, then and now.</p> <p>I can begin to understand the term Parliament</p> <p>I can use a simple timeline to place important events.</p> |   |  |   |   |  |
| <b>Geography</b>         |  |   | <p>I can name and locate the world's 7 continents and 5 oceans of the world. I can locate hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>I can use simple compass directions (north, south, east, west) and locational and directional language.</p> |   | <p>I can use and construct basic symbols in a key (on a map).</p>   | <p>I understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country.</p> |
| <b>Ongoing Geography</b> | <p>I can use maps, globes and atlases to identify countries, continents and oceans.</p> <p>Vocabulary: ocean, soil, factory, valley, mountain, vegetation, left, right</p>   |   |  |   |   |  |
| <b>Computing</b>         | <p>"Looking after the digital Me"</p> <p>E- Safety</p>   | <p>"Our Techno-World"</p> <p>Digital Literacy and online Technologies</p> <p>E- Safety</p>  | <p><b>PROGRAMMING</b></p> <p>E- Safety</p>   | <p><b>"EXPLORERS"</b></p> <p><b>DATA HANDLING &amp; MULTIMEDIA</b></p> <p>E- Safety</p> |   |  |

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|                          | <p>I can use technology safely and respectfully.</p> <p>I know what to do if I do not feel safe using technologies.</p> <p>I understand the need to keep personal information private.</p> <p>I can create a suitable strong username and password.</p>   | <p>I can begin to understand and experience that computers and devices can be connected to each other and the internet.</p> <p>I can send/receive email.</p> <p>I can navigate some websites and find/share information.</p> | <p>I can create more complex algorithms (digitally and non-digitally)</p> <p>I can build on understanding of the term de-bugging and to de-bug a range of algorithms.</p>  | <p>I can use logical reasoning to predict the behaviour of simple programs.</p>  | <p>I can build on knowledge of how the internet works as a network by experiencing a live video link.</p> <p>I can use the internet to research/find information.</p> <p>I can collate, present and analyse data/information.</p>  | <p>I can explore and compare ebooks to real books</p> <p>I can explore formats and possibilities of ebooks.</p> <p>I can create a simple ebook and publish it to share with others.</p> |
| <b>Ongoing Computing</b> | <p><b>Skill progression across the key stage should be aiming for children to be able to:</b></p> <ul style="list-style-type: none"> <li>understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation.</li> <li>be able to analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems.</li> <li>to evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems.</li> <li>learn how to be responsible, competent, confident and creative users of information and communication technology.</li> </ul> |  |  |  |  |   |
| <b>Art</b>               | <p><b>Drawing</b></p> <p>I can use different materials for non-structured mark making (coloured pencils, felts, graphite pencils, pastels, charcoal )</p> <p>I can record some detail using lines and shading.</p> <p>I can apply pressure to tools to achieve tones.</p> <p>I can record clearly observable light and dark areas.</p>  | <p><b>3D Sculpture:</b></p> <p>I can use techniques including rolling, cutting, moulding and <b>joining</b> (clay 3d models)</p> <p>I can use tools to create pattern, detail and <b>texture</b></p>                         | <p><b>Collage:</b></p> <p>I can confidently select a range of coloured and textured paper to represent ideas.</p> <p>I can cut smaller and more intricate shapes- turning paper rather than body when cutting.</p> <p>I can simplify observed shapes and lines into easy cut shapes.</p> <p>I can apply glue evenly without waste.</p> <p>I can arrange and layer shapes in a piece of work.</p> | <p><b>Painting:</b></p> <p>I can change water for clean water when needed.</p> <p>I can stay within drawn lines when using a thin brush.</p> <p>I can add grey/black to colours to make tones and shades</p> | <p><b>Printing:</b> (Collography: make a collage and use it as a printing block to take prints using pieces of textured fabric, leaves, string, sandpapers, cut card or grasses, corrugated card etc)</p> <p>I can use a roller/ paintbrush to apply ink or paint evenly to a pre-made printing block</p> <p>I can reload paint/ink evenly when needed</p> <p>I can produce consistently even prints</p> | <p><b>Painting:</b></p> <p>I can create different effects with brushes.</p> <p>I can mix primary colours and apply own colours in work.</p>   |
| <b>Ongoing Art</b>       | <p><b>To Develop Ideas</b></p> <ul style="list-style-type: none"> <li>I can respond to ideas and starting points. shapes.</li> </ul>  |  |  | <p><b>To Master Techniques – digital Media</b></p> <ul style="list-style-type: none"> <li>I can use a wide range of tools to create different textures, lines, tones, colours and</li> </ul>                 |  |   |

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|                                 | <ul style="list-style-type: none"> <li>• I can explore ideas and collect visual information.</li> <li>• I can explore different methods and materials as ideas develop.</li> </ul> <p><b>To Take inspiration from the Greats</b></p> <ul style="list-style-type: none"> <li>• I can describe the work of notable artists, artisans and designers.</li> </ul> <p>I can describe the differences and similarities between practices and make links to their own work</p> <ul style="list-style-type: none"> <li>• I can use some of the ideas of artists studied to create pieces.</li> </ul> <p><b>Vocabulary</b><br/>horizontal, vertical, line thickness, shape, blend, shade, overlap, sculpture, surface texture, mouldable, layered, dry, wet, spreading, dabbing, secondary colours, orange, green, purple, lighter, darker</p> |  |   |   |  |   |
| <p><b>Design Technology</b></p> |  | <p><b>Textiles</b><br/>I know that a 3D textiles product can be assembled from two identical fabric shapes.<br/>I can show how to measure out using a template, cut and join textiles to make a simple product. I can use basic sewing techniques such as running stitch</p> <p>I can use appropriate finishing techniques based on own ideas, including those from art and design.<br/>I can use the correct technical vocabulary for projects.</p> | <p><b>Mechanisms – levers and sliders</b><br/>I know about and can begin to explain the simple working characteristics of materials and components.</p> <p>I know about the movement of simple mechanisms such as levers and sliders.</p> <p>I can use the correct technical vocabulary for projects.</p> | <p><b>Cooking and nutrition</b><br/>I know that food has to be farmed, grown elsewhere or caught.</p> <p>I know that everyone should eat at least five portions of fruit and vegetables every day.</p> <p>I know how to prepare some simple dishes (salad) safely and hygienically without using a heat source using techniques accurately e.g. cutting, chopping, peeling and grating.<br/>I recognise that food ingredients should be combined according to their sensory characteristics beginning to explain why certain foods go well together.<br/>I can explain what being hygienic means.<br/>I can use finishing techniques effectively (presentation).<br/>I can use the correct technical vocabulary for projects.</p> |  | <p><b>Structures</b><br/>I know how free standing structures can be made stronger, stiffer and more stable by joining, folding or rolling.<br/>I can use the correct technical vocabulary for projects.</p> |
| <p><b>Ongoing DT</b></p>        | <p>Designing<br/>Generate ideas by drawing on their own experiences, those of other people and existing products.<br/>Explain what product they are designing and making, say how it will work and how it will be suitable for the intended user.<br/>Use simple design criteria.</p>  |  |   |   |  |   |

Describe their ideas by talking, drawing pictures, diagrams and models adding labels and descriptions.  
Model ideas by exploring materials, components and construction kits and by making templates and mock-ups.  
Use ICT where appropriate to develop and communicate ideas.

#### Making

Select from a range of tools and equipment according to their characteristics, explaining their choices.

Use the correct vocabulary to name and describe the tools and processes.

Follow procedures for safety and hygiene.

Use a range of materials and components, including construction materials and kits, textiles, food ingredients and mechanical components.

Measure, mark out, cut and shape materials and components and then assemble, join and combine materials and components in different ways.

Explore and evaluate existing projects:

- what products are
- who products are for
- what products are for
- how products work
- how products are used
- where products might be used
- what materials products are made from
- what they like and dislike about products

Evaluate their own projects:

- make simple judgements about their products and ideas against design criteria
- suggest how their products could be improved

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| <b>Music</b>         | <b>Duration</b><br>I can discriminate between long and short sounds.<br>I can choose suitable instruments to create long and short sounds.<br>I know instrument names, holding and playing correctly.<br>I can create and record long/ short patterns playing to a steady beat controlling the sounds made.   | <b>Performing</b><br>I can rehearse and perform a seasonal production.<br>I can understand how to produce a good singing tone.<br>I know about posture and body language when singing having a sense of occasion.<br>I can work on diction and clarity when speaking and singing, thinking about putting across a character.<br>I can show respect to other performers and have good listening skills.  | <b>Exploring pulse and Rhythm</b><br>I can understand and recognise the difference between pulse and rhythm.<br>I can play to and keep a steady pulse using a variety of percussion instruments.<br>I can create and combine rhythm patterns using standard rhythm notation.<br>I can write and follow given rhythm patterns, layering to create textures.   | <b>Exploring pitch</b><br>I can discriminate between high and low pitch sounds. I can produce melodic patterns using pitched instruments.<br>I can accompany stories and songs using melodic patterns played rhythmically in time to the pulse.<br>I can recognise changes in pitch when listening to music.   | <b>Composing</b><br>I can use symbols to represent sounds<br>I can order sounds and play on a variety of classroom instruments, tuned and untuned, knowing their names, how to hold and play.<br>I can work in groups to write rehearse and perform their music.<br>I can use changes in symbols to represent pitch, dynamics, tempo and texture.   | <b>Performing</b><br>I can rehearse and perform a seasonal production.<br>I can understand how to produce a good singing tone.<br>I know about posture and body language when singing having a sense of occasion.<br>I can work on diction and clarity when speaking and singing, thinking about putting across a character.<br>I can show respect to other performers and have good listening skills. |
| <b>Ongoing Music</b> | <b>Music - To Perform - to be included in every term</b><br>I can take part in singing, accurately following the melody.<br>I can follow instructions on how and when to sing or play an instrument.<br>I can make and control long and short sounds, using voice and instruments.<br>I can imitate changes in pitch.<br>I can create short, musical patterns.<br>I can create short, rhythmic phrases. |   |  |  |   |  |
| <b>RE</b>            | <b>1.1 Who is a Christian and what do they believe?</b><br>I can retell a story that shows what Christians think about God.<br><br>I can talk about some simple ideas about Christian beliefs about God and Jesus   | <b>1.3 Who is Jewish and what do they believe?</b><br>I can talk about how the Mezuzah reminds Jewish people about God.<br>I can talk about Shabbat and Hanukah and the significance of these to Jewish people.<br>I can give examples for what Jewish people do at Shabbat and Hanukah.<br><br><b>1.1 Who is a Christian and what do they believe?</b><br>I can retell the story of Christmas and explain why it is important to Christians. | <b>1.3 Who is Jewish and what do they believe?</b><br>I can identify Jewish artefacts and explain their significance to Jewish people. (Passover)<br><br><b>1.8 How should we care for others and the world and why does this matter?</b><br>I can answer questions like what would it be like if everyone followed the golden rule/good samaritan<br><br><b>1.6 How and why do we celebrate special and sacred times?</b><br>I can describe the link between a selection of Easter artefacts and the story and celebration of Easter events.<br><br>I can explain some Christian beliefs about Jesus (Easter) | <b>1.4 What can we learn from sacred books?</b><br>I can recognise that sacred books contain stories which are special to many people and should be treated with respect.<br><br>I can explain how holy books are treated.<br><br>I can compare the Jewish and Christian stories of Creation.<br><br>I can retell the story of Jonah and explain what it means for Christians. | <b>1.8 How should we care for others and the world and why does this matter?</b><br><br>I can identify ways that some people make a response to God by caring for others and the world.<br><br>I can identify two examples of religious believers caring for people. (Mother Theresa)<br><br><b>1.1 Who is a Christian and what do they believe?</b><br>I can explain what the story David & Goliath means to Christians. |  |

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| <p><b>PE</b></p> | <p>I can run with agility and confidence.<br/> I can use the best jumping techniques for distance.<br/> I can throw different objects in a variety of ways.<br/> I can hurdle an obstacle and maintain effective running style.<br/> I can run for distance.<br/> I can complete an obstacle course with control and agility</p> | <p>I can remember and repeat simple gymnastic actions with control<br/> I can balance on isolated parts of the body using the floor and hold balance.<br/> I can develop a range of gymnastic moves, particularly balancing.<br/> I can link together a number of gymnastic actions into a sequence.<br/> I can explore ways of travelling around on large apparatus.<br/> I can create different pathways and patterns.<br/> I can choose and use a variety of gymnastic actions to make a sequence.</p> | <p>I can use hand-eye coordination to control a ball within a range of environments.<br/> I can throw and catch a small sized ball accurately<br/> I can balance a ball on a bat<br/> I can dribble a ball in and out of a set of obstacles.<br/> I can hit a ball with some accuracy using a racket or bat<br/> I can throw a beanbag into a given target<br/> I can confidently send the ball to others in a range of ways.<br/> I can use both hands and feet in order to control a ball.</p> | <p>I can participate in a game with an opposing side<br/> I can develop simple tactics and use them appropriately.<br/><br/> I can control a ball within a game setting<br/> I can play a game with a set of rules<br/> I can play as part of a team and cooperate with team mates<br/> I am beginning to develop an understanding of attacking/defending<br/> I understand the importance of rules in games.<br/> Independent peer coaching , use coaching cards and appropriate vocabulary to support each other</p> | <p>Dance to link in with learning theme (Responds imaginatively to stimuli.)<br/> I can link a short series of dance sequences together<br/> I can copy and explore basic movements with clear control.<br/> I can vary levels, speed and direction within a sequence<br/> I can use space well and negotiate space clearly.<br/> I can describe a short dance using appropriate vocabulary.</p> |
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