

Queen Boudica Primary School

Year 2 Skills Map



<p><u>Science</u> Living Things & Their Habitats Plants Uses of Everyday Materials Animals & Humans Forces</p>	<p><u>History</u> Great fire of London/ The Plague Samuel Pepys Compare Christopher Columbus with Neil Armstrong</p>	<p><u>Geography</u> Locational Knowledge: World's seven continents and five oceans Place Knowledge: Non-European country (Madagascar) Human & Physical Geography: Hot and cold areas of the world (North & South Poles / Equator) and human/physical features of Madagascar and surrounding area of school Geographical Skills & Fieldwork: School's surrounding area (Myland)</p>
<p><u>Art</u> Painting Sculpture - Andy Goldsworthy (linked to habitats) Drawing (local area) Textiles Digital Media Guiseppe Arcimboldo 'Fruit Face'</p>	<p><u>SUGGESTED PROJECTS</u> WELCOME TO MADAGASCAR TIME DETECTIVES HEALTHY LIFESTYLES OLIVER JEFFERS</p>	<p><u>Computing</u> Communicating the Digital World: Create sound, images and text in a simple presentation. Exploring the Digital World: Delve into DBPrimary Shaping the Digital World: Take control of devices E-Safety: Think SMART</p>
<p><u>Design & Technology</u> Textiles Mechanics Computing Food & Nutrition</p>	<p><u>Languages</u> Topic linked language areas: Rooms of the House Furniture Positions Animals & Sea creatures Colours I like... & I don't like... Food</p>	<p><u>Music</u> Saint-Saen: Carnival of the Animals (linked to Madagascar project) Beethoven (Classical – Romantic) Christmas Production</p>
<p><u>PE</u> Team Games & Multi-skills: Throwing & Catching: VS Y2 Unit 1, Making Games: VS Y2 Unit 2, Dribbling, Kicking & Hitting: VS Y2 Unit 3 and Group Games: VS Y2 Unit 4 Movement: Gymnastics (x3): Val Sabin Y2 Units or LCP KS1 and Dance (x3): Val Sabin Y2 Units or LCP KS1 Units</p>	<p><u>RE</u> Special places Special words and stories Special ways of living</p>	<p><u>PSHE</u> Me and My Feelings Me and Making a Positive Contribution Me and Medicines and Drugs Me and Keeping Safe Me and My Relationships Me and Growing and Changing Me and My Healthy Lifestyle</p>

The focus areas for each subject are recorded on this page so coverage is clear and these should be linked to projects. Maths and English focus areas are recorded on the skills map (next page); however every skill is not recorded in this overview since they are too numerous. Skills are therefore detailed in medium and short term planning for these subjects.

YEAR 2 CURRICULUM SUBJECT SKILLS MAP

Our curriculum responds to the needs and experiences of our children through challenging, inspiring and engaging them with what matters, and most importantly, it prepares children for the future.

COMMUNITY (our school, local and wider global communities and global dimensions)	CREATIVE THINKING (encouraging inquisitiveness, problem solving and enquiry based learning)	CONFIDENT & RESILIENT LEARNERS (a focus on children's self-esteem and developing a growth mind-set)
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<p>English</p> <p><u>Poetry</u> Animal Rhymes (including recital) and Using the Senses (pattern and rhyme)</p> <p><u>Narrative</u> Different Stories by the Same Author; Plays; Stories with Familiar Settings and Fairy Stories</p> <p><u>Non-Fiction</u> Information Texts (non-fiction books structured in different ways); Recounts (first & third person) and Non-Chronological Reports</p>

<p>Maths</p> <p>Number</p> <p>Counting</p> <p>Place Value</p> <p>Addition and Subtraction (mental methods)</p> <p>Multiplication and Division (tables)</p> <p>Multiplication and Division (mental methods)</p> <p>Fractions</p> <p>Measurement</p> <p>Use and apply in practical contexts a range of measures</p> <p>Time – Analogue Clock</p> <p>Money</p> <p>Geometry</p> <p>Position and Direction</p> <p>Properties of Shape</p> <p>Statistics</p> <p>Handle Data (in practical contexts)</p> <p>Record, Interpret, Collate, Organise & Compare Information</p>
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Science

<p>Working Scientifically</p> <p>to ask simple questions and recognise that they can be answered in different ways</p> <p>to suggest some ideas and questions based on simple knowledge and say how they might find out about them</p> <p>to say what they think will happen</p> <p>to think about and discuss whether comparisons and tests are fair or unfair</p> <p>to perform simple tests</p> <p>to identify and classify</p> <p>to make observations using senses and simple equipment</p> <p>to choose equipment to take measurements, beginning to use standard measures</p> <p>to present results in simple tables, drawings and simple bar graphs or pictograms to say what results show</p> <p>to say whether their predictions were supported</p> <p>in some cases to use knowledge to explain what was found out and to draw conclusions</p> <p>to explain what they did</p>	<p>Biology</p> <p>to observe and describe how seeds and bulbs grow into mature plants</p> <p>to find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</p> <p>to identify and name a variety of common trees, including those classified as deciduous and evergreen</p> <p>to explain that animals, including humans, have offspring which grow into adults</p> <p>to investigate and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>to describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene</p> <p>to identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>to explore and compare the differences between things that are living, that are dead and that have never been alive.</p> <p>to 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</p> <p>to identify and name a variety of plants and animals in their habitats, including micro-habitats</p> <p>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</p>
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<p>Physics</p> <p>to notice and describe how things move, using simple comparisons such as faster and slower</p> <p>to compare how different things move on different surfaces</p>	<p>Chemistry</p> <p>to find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p> <p>to identify and compare the uses of a variety of everyday materials, including wood, metal, plastic, glass, brick/rock, and paper/cardboard</p>
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The skills for each subject for the whole year are listed on this year group skills map. The skills chosen for each term, most of which will be taught through projects in a cross-curricular theme, are highlighted when they are covered. The subject skills maps provide details of where support and extension can be provided for children where needed. Some skills will be an ongoing focus throughout the year.

Autumn: Blue Spring: Pink Summer: Green Ongoing: Yellow

Art & Design

To develop ideas:

Respond to ideas and starting points.
Explore ideas and collect visual information.

Explore different methods and materials as ideas develop.

To take inspirations from the great:

Describe the work of notable artists, artisans and designers.

Use some of the ideas of artists studied to create pieces.

Painting:

Mix primary colours to make secondary.

Add white to colours to make tints and black to colours to make tones.

Sculpture:

Use a combination of shapes.

Include lines and texture.

Use rolled up paper, straws, paper, card and clay as materials.

Drawing:

Layer different media, e.g. crayons, pastels, felt tips, charcoal and ball point.

Show pattern and texture by adding dots and lines.

Show different tones by using coloured pencils.

Textiles:

Use weaving to create a pattern.

Join materials using glue and/or a stitch.

Use plaiting.

Use dip dye techniques.

Digital Media:

Use a wide range of tools to create different textures, lines, tones, colours and shapes.

Design & Technology

Master Practical Skills:

Shape textiles using templates.

Join textiles using running stitch.

Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing).

Create products using levers, wheels and winding mechanisms.

Model designs using software.

Cooking and Nutrition:

Cut, peel or grate ingredients safely and hygienically.

Measure or weigh using measuring cups or electronic scales.

Assemble or cook ingredients.

Inspiration from Design:

Explore objects and designs to identify likes and dislikes of the designs.

Suggest improvements to existing designs.

Explore how products have been created.

Design, Make, Evaluate and Improve:

Design products that have a clear purpose and an intended user.

Make products, refining the design as work progresses.

Use software to design.

History

To investigate and interpret the past

Use artefacts, pictures, stories, online sources and databases to find out about the past

Identify some of the different ways the past has been represented

To build an overview of world history

Describe significant people from the past

Recognise that there are reasons why people in the past acted as they did

Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children

To understand chronology

Place events and artefacts in order on a time line

Use dates where appropriate

To communicate historically

Show an understanding of the concept of nation and a nation's history

Geography

Investigate Places:

Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.

Use simple fieldwork and observational skills to study the key human and physical features of the school's surrounding environment.

Use aerial images and plan perspectives to recognise landmarks and basic physical features.

Name and locate the world's continents and oceans.

Investigate Patterns:

Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.

Identify land use around the school.

Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country.

Communicate Geographically:

Use basic geographical vocabulary to refer to: key physical features, including: coast, hill, river, soil, valley, vegetation, beach, forest, mountain, ocean, river, and weather.

key human features, including: factory, farm, house, office and shop.

Use compass directions (north, south, east and west) to describe the location of features and routes on a map.

Devise a simple map using grid references (A1, B1).

Music

To perform:

Take part in singing, accurately following the melody.

Copy simple patterns when singing or playing, keeping a steady pulse.

Make and control long and short sounds, using voice and instruments.

Show control when playing musical instruments so they sound as they should.

Perform with others', taking instruction from the leader (start/stop, loud/soft etc).

Take notice of others when I am performing.

To compose:

Create short musical patterns.

Create short rhythmic phrases.

Create a sequence of long and short sounds.

Sequence sounds to create an overall effect.

To Transcribe:

Use symbols to represent a composition and use them to help with a performance.

To Describe Music:

Identify the beat of a tune.

Recognise changes in timbre, dynamics and pitch.

Respond to changes in music.

Begin to recognise that music can be used to suit a purpose (e.g. to prepare for assembly).

RE

To understand beliefs and teachings:

Describe some of the teachings of a religion

Describe some of the main festivals or celebrations of a religion

To understand practices and lifestyles:

Recognise, name and describe some religious artefacts, places and practises

To understand how beliefs are conveyed:

Name some religious symbols

Explain the meaning of some religious symbols

To reflect:

Identify the things that are important in their own lives and compare these to religious beliefs

Relate emotions to some of the experiences of religious figures studied

Ask questions about puzzling aspects of life

To understand values:

Identify how they have to make their own choices in life

Explain how actions affect others

Show an understanding of the term 'morals'

Computing

E-Safety

Identify some risks presented by new technologies inside and outside school (e.g. online games, mobile phone texting and cyber-bullying).

Discuss sensible people to talk to about risks – parents, teacher, “real” friend. Not “online” adult/friend.

Identify SMART rules:

Safe/Meeting/Accepting/Reliable/Tell.

Use email/blogging on VLE to model how we respect other people’s work/feelings/ opinions and that this communication can be recorded.

Shaping the Digital World

Use a mouse, pen or finger to move and place items accurately on a screen to explore a simulation.

Make choices in an adventure game or simulation.

Input algorithms into a program to create a simple shape on screen or to control a device.

Make predictions when programming devices (actual or on screen), estimating distances and turns.

Have experiences of controlling other devices such as MP3 players, sound recorders, CD players, video recording equipment and digital cameras.

Communicating in the Digital World

Create and save worked documents in own folder. Locate the saved file or image, re-use and resave.

Use sound, images and text in simple presentation software. Edit font size, style and colour.

Take a picture and save in own folder or upload to VLE.

Add text, picture, blog on VLE.

Add captions to photographs and graphics in publisher or powerpoint (or similar program).

Use templates a range of tools in Paint software.

Languages

Speak

Perform finger rhymes and sing songs

Listen with care

Repeat words and phrases modelled by the teacher

Join in with story telling using pictures, actions words and phrases

Use physical response, mime and gesture to convey meaning and show understanding

Cultural Understanding

Learn about different languages spoken by children in the school

Locate France

Computing (...continued)

Exploring the Digital World

Use buttons, menus and hyperlinks to navigate web sites. Learning Platform or other areas of stored information.

Enter text into a search engine and URL’s in the address bar to find specific given web sites.

Enter text (or simple key question) into a safe search engines to find information on a given topic (Google, Woodlands website)

Start to evaluate whether or not the information is useful.

PE

Games

Use the terms ‘opponent’ and ‘team mate.’

Use rolling, hitting, running, jumping, catching and kicking skills in combination with confidence.

Identify and apply tactics.

Lead others when appropriate, ensuring fair play.

Dance

Copy and remember moves and positions.

Move with careful control and co-ordination

Link 2 or more actions to perform a sequence.

Choose movements to communicate a mood feeling or idea.

Gymnastics

Copy and remember actions. Move with careful control and awareness of space.

Create a sequence which links 2 or more actions/movements together.

Show contrasts (i.e. small/tall, straight/curved, wide/narrow.)

Travel by rolling forwards, backwards and sideways.

Hold a position by balancing on different parts of the body.

Use equipment safely.

Jump in a variety of ways and land with increasing control and balance.

PSHE Education

Me and My Feelings

about some ways to manage feelings of excitement.

a vocabulary to describe feelings of excitement.

some words to describe feelings of disappointment.

about some ways that people manage feelings of disappointment.

how it might feel to lose something.

some strategies for managing feelings of loss.

that an ability to manage a range of feelings is important when working towards a goal.

ways of managing feelings of failure and frustration in order to persevere and stay motivated.

to think about and be sensitive to the feelings of others.

to begin to see things from other people’s points of view.

about the effect of people’s behaviour (e.g. boasting) on other people’s feelings.

about why people boast and strategies for managing these feelings

Me and Making a Positive Contribution

what a community is.

about belonging to their school community (class and school).

about the wider communities to which they belong home/family and local community.

about how life in a small island community may be different/similar to their own.

about how different things may be important to different communities.

about what it might be like to live in a large city community.

how individuals can have a positive impact on their community.

how growing plants can improve the environment for people and animals.

that local councillors are elected to represent the views of the community and should

listen to the views of the people who elect them

to work together and use the school’s decision making processes (for example, class

council/ school council), to grow fruit and vegetables in the school grounds.

that people who live in different places and communities are connected to each other.

to respect diversity.

Me and Medicines and Drugs

about substances that are safe/unsafe to go into their bodies, where they go and some of the effects they might have.

about when and why people have injections.

about safety rules with finding syringes.

about who are safe people to give injections.

about who helps to keep them healthy and safe from harmful things going into their bodies.

about what they can do to help these people and that their contribution is the most important.

how to get a grown up to stop and listen.

about how they can help to make themselves better when they are ill.

about ‘feeling better’ medicine’: that how you feel about yourself is important to health.

Me and Keeping Safe

about people, places and things that could be unsafe.

the difference between hazards which they themselves cause and hazards that are caused by others.

how to keep safe in different places and situations.

key safety rules which can be applied in a range of situations.

about ways that their ‘special people’ help to keep them safe.

about ways that they can make the job of keeping themselves safe easier for their special people.

about the people in their community who help to keep them safe.

about ways that they can make the job of keeping themselves safe easier for these people.

to recognise dangers associated with road use.

skills for crossing the road safely.

about what being ‘in charge’ entails.

about who is in charge in different situations.

about how they can be in charge of keeping themselves safe.

Me and My Relationships

about networks of special people.

that other people’s networks may be different to their own.

that there are different types of family.

to reflect on how their family is special and how family members care for each other.

about their networks of friends.

the skills of making friends.

that people do not have to like/do everything that their friends like/ do to be friends.

how it might feel to quarrel with a friend and ways to manage these feelings.

strategies for staying friends/ repairing friendships(e.g. not being bossy/unkind, helping each other, sharing and taking turns, saying sorry, recognising how other people are feeling).

to recognise and be able to empathise with how others are feeling.

how to help others to feel valued and appreciated.

Me and Growing and Changing

that as they get older they can do more things for themselves.

to be positive about their achievements and capabilities.

that as they are growing to greater independence they will need a greater range of skills; what some of these skills are.

who can help them to develop their skills and what their own responsibilities are.

about ways that they can take greater responsibility for looking after themselves and keeping themselves safe as they get bigger and older.

about the process of growing from young to old.

about some of the changes that take place from babyhood to adulthood.

about how people’s needs change at each stage of growth.

to identify how their needs have changed as they have grown.

Me and My Healthy Lifestyle

about the importance of a balanced diet in health and vitality levels.

that foods cannot be labelled as ‘good’ or ‘bad’.

about the role of a balanced diet in health and vitality levels.

that the recommended intake for fruit and vegetables is five portions a day; that there are many different ways of achieving this recommendation.

that there are ways in which they can make simple choices that improve their health and well-being.

about when they can make choices for themselves and when they need adult support.

where they can find information about keeping healthy.

that there are a range of aspects to keeping healthy including, food, hygiene, relationships, exercise and rest.

why hygiene is important.

how to carry out different hygiene routines to keep their bodies clean.

about what they might need to do more often and less often in their healthy day.

about simple goals they can make for a healthy lifestyle.