

Key Skills - Year 2

<u>Geography</u>			
<u>Geographical skills and fieldwork</u>	<u>T1&2</u>	<u>T3&T4</u>	<u>T5&T6</u>
<i>Use world maps, atlases and globes to identify the U.K. and its countries, as well as the countries, continents and oceans studied at this key stage</i>			
<i>Use simple compass directions (N, S, E & W) and locational and directional language (e.g. near and far, left and right) to describe the location of features and routes on a map</i>			
<i>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</i>			
<i>Use simple fieldwork and observational skills to study the geography of the school and its grounds and the key human and physical features of its surroundings</i>			
Can I use maps, atlases and globes to locate the U.K and its countries?			
Can I locate countries, continents and oceans using geographical resources?			
Can I create a simple map?			
Can I use simple compass directions (N,S,E,W) and locational directions (Near and Far, Left and Right) to describe a location and routes on a map?			
Can I use aerial photographs to identify landmarks and basic human and physical features?			
Can I construct basic symbols in a key for a map?			
Can I use a basic key to locate and draw symbols on a map?			
Can I record data in simple fieldwork to study the human and physical features of my local area?			
Can I use my observational skills to communicate and record the human and physical features of my locality?			
<u>Locational skills</u>	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
<i>Name and locate the world's seven continents and five oceans</i>			
<i>Name, locate and identify characteristics of the four countries and capital cities of the U.K and surrounding areas</i>			
Can I name and locate the world's seven continents and five oceans?			
Can I name, locate and identify characteristics of the four countries in the U.K?			
Can I name, locate and identify the surrounding seas of the U.K?			
Can I name and locate the capital cities within the U.K?			
Can I name and locate the city that I live in, on a map?			
<u>Place Knowledge</u>	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
<i>Understand geographical similarities and differences through studying the human and physical geography of a small area of the U.K, and of a small area in a contrasting non-European country</i>			

Can I identify and record (from pictures, observations and fieldwork) the geographical similarities and differences by describing human and physical features in the U.K and another non-European country?			
Can I identify and record the environmental similarities and differences in the U.K and another non-European country using pictures, observations and fieldwork?			
Can I express my own views (likes and dislikes) and ask questions about the environment in my local area and a non-European country?			
Human and Physical Geography <i>Identify seasonal and daily weather patterns in the U.K and the location of hot and cold areas of the world in relation to the Equator and the North and south Poles</i> <i>Use basic geographical vocabulary to refer to:</i> <ul style="list-style-type: none"> • <i>Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</i> • <i>Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</i> 	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
Can I identify seasonal weather patterns in countries on different sides of the equator and the North and South poles?			
Can I use basic geographical vocabulary when identify physical features like: beach, cliff, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather?			
Can I use basic geographical vocabulary when identifying human features like: city, town, village, factory, farm, house, port, harbour, office and shop?			
<u>History</u>			
Pupils should be taught about: <ul style="list-style-type: none"> • Changes within living memory and where appropriate these should be used to reveal aspects of change in national life • Events beyond living memory that are significant nationally or globally (Great Fire of London, the Sinking of the Titanic, the first aeroplane flight or events commemorated through festivals and anniversaries • The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods • Significant historical events, people and places in their own locality (Bristol) 			
<u>Chronological understanding</u>	<u>T1&2</u>	<u>T3&T4</u>	<u>T5&6</u>
Can I explain how my life is different to that of the lives of people from the past?			
Can I use conventional terms about the passing of time to place events and objects in order?			
<u>Knowledge and understanding of events, people and changes in the past</u>	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
Do I know and understand that aspects of the past beyond living memory are significant?			
Do I know some of the main events in the lives of people from the past?			

Historical Interpretation	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
<i>What skills do the pupils need in order to find out about the past?</i>			
Can I identify some ways in which the past is represented?			
Historical enquiry	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
Can I observe or handle sources of information and use my observations of them to answer questions about the past?			
Science			
Working Scientifically	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
<i>Pupils must always be taught through and clearly related to substantive science content in the PoS. Pupils should read and spell scientific vocabulary correctly and with confidence, using their growing word reading and spelling knowledge</i>			
Can I ask simple questions and recognise that they can be answered in different ways?			
Can I observe closely using simple equipment?			
Can I perform simple tests?			
Can I identify and classify?			
Can I use my observation and ideas to suggest answers to questions?			
Can I gather and record simple data to help me answer questions?			
Plants	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
Can I observe and describe how seeds and bulbs grow into mature plants?			
Can I find out and describe how plants need water, light, nutrients (food) and a suitable temperature to grow and stay healthy?			
Animals including humans	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
Can I notice that animals, including humans, have offspring which grown into adults?			
Can I find out about and describe the basic needs of animals, including humans, for survival (water, food and air)?			
Can I describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene?			
Everyday materials	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
Can I identify and compare the suitability of a variety of everyday materials, including wood, metal, glass, plastic, brick, rock, paper and cardboard for particular uses?			
Can I find out how shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching?			
Living things and their habitats	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
Can I identify and name a variety of plants and animals in their habitats, including micro-habitats?			

Can I 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?			
Can I explore and compare the differences between things that are living, dead and things that have never been alive?			
Can I identify that most things live in habitats to which they are suited and describe how these different habitats provide for the basic needs of different kinds of plants and animals and how they depend upon each other?			
<u>Art and Design</u>			
<u>Exploring and Developing Ideas</u>	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
Can I explore ideas from my imagination or from real starting points?			
Do I know about the work of different artists, designers and craft makers and describe similarities and differences between their practices and disciplines making links to my own work?			
<u>Drawing Skills</u>	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
Can I use pencils, pastels and crayons in my own work?			
Can I show patterns and textures in my drawings by adding dots and lines?			
<u>Painting Skills</u>	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
Can I mix primary colours to make secondary colours?			
Can I add white and black to colours to make different tints and tones?			
<u>Collage Skills</u>	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
Can I sort and arrange collage materials for a purpose?			
<u>3D</u>	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
Can I add texture to my models using tools?			
Can I make a clay pot?			
<u>Textiles Skills</u>	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
Can I use glue to join fabrics?			
Can I dip-dye to produce fabric of contrasting colours?			
<u>Printing Skills</u>	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
Can I make my own printing blocks e.g. string patterns or plasticine in response to the work of an artist?			
Can I print by pressing, rolling, rubbing and stamping?			
<u>ICT Skills</u>	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
Can I use a paint program to draw pictures?			
Can I edit my work using cut, copy, paste and erase?			

Design and Technology

Designing	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
Can I use drawings, templates, mock-ups and ICT to communicate my ideas?			
Can I think fodieas and plan what to do next, based on what I know about materials and components?			
Food	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
Do I know that everyone should eat at least 5 portions of fruit and vegetables every day?			
Can I prepare food safely and hygienically and describe what this means without using a heat source?			
Do I know how to use different techniques e.g. peeling, cutting, grating?			
Can I describe the properties of food e.g. taste, smell, texture and consistency?			
Mechanisms	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
Do I know about wheels, axles, turning mechanisms, hinges and simple levers?			
Can I make a product that moves using a turning mechanism?			
Can I use materials that are just right for the job?			
Structures	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
Can I make structures stronger and more stable by using shape, columns, triangles etc.			
Can I measure and mark out materials I need?			
Can I finish my work to look neat and tidy?			
Textiles	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
Can I alter a textile (by adding something to it) to make it stronger?			
Can I measure, mark out and cut fabric?			
Can I join fabrics using glue?			
Evaluating	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
Can I describe how a product works?			
Can I evaluate my own product against the design criteria?			
Computing			
Using Technology	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
Can I use technology safely and respectfully keeping personal information private?			
Do I know where to go for help and support if I am worried about something I see on a computer/the Internet?			
Can I use technology purposefully to create, organize, store, manipulate and retrieve content?			
Can I recognise uses of ICT beyond school, in the wider world?			
Algorithms	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
Can I input an algorithm on a digital device?			

Can I understand that algorithms execute by following precise and unambiguous instructions E.g. enter simple instruction to control moveable objects along a route?			
Programming	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
Can I create and debug simple programs?			
Can I use logical reasoning to predict the behaviour of simple programs E.g Beebot (program the beebot and then alter instructions if they don't work – debug)?			
PE			
Acquiring and developing skills	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
Can I copy and remember actions and explore skills?			
Can I repeat skills and move with increasing control and care?			
Games	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
Can I move to catch or collect a ball?			
Can I throw and kick a ball different ways?			
Can I decide on the best position to be in during a game?			
Dance	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
Can I choose the best movements to show different ideas?			
Can I move carefully with control?			
Can I remember and repeat dance movements?			
Can I choose the best movements to communicate a mood or feeling?			
Gymnastics	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
Can I plan a sequence of movements?			
Can I show contrasts such as tall/short, straight/curved, round/flat, wide/narrow?			
Can I demonstrate movements with control?			
Can I balance on different points of my body?			
Evaluating and Improving Skills	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
Can I talk about the differences between my own and others' performances?			
Can I describe what others have done?			
Can I identify how a performance could be improved?			
Knowledge and Understanding of Fitness and Health	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
Can I describe how my body feels during different activities and begin to explain why it feels the way it does??			
Can I explain how to exercise safely by looking for space, looking for others and by warming up properly?			

Music			
Singing	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
Can I take part in signing songs, following a tune well?			
Can I use my voice expressively and creatively?			
Playing	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
Can I take instructions from a leader?			
Can I play tuned and untuned instruments?			
Performing	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
Can I make and control long and short sounds, using my voice, tuned or untuned instruments?			
Can I imitate changes in pitch?			
Composing	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
Can I make sounds that are very different e.g. loud/soft, high/low, short/log etc.?			
Can I create short musical patterns?			
Appraising	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
Can I show that I can hear different moods in music through listening to a range of different musical types (orchestral, choral, pop, classical, chant etc)?			
Can I identify a beat in music?			
Listening	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
Can I listen carefully and recall short rhythmic patterns?			
Can I listen to and appreciate a range of live and recorded music?			
Applying knowledge and understanding	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
Can I make sounds with a slight difference?			
Can I use my voice in different ways to create different effects?			