

## Year 2 curriculum TT statements – Foundation subjects

### Art

Media and Materials      Significant Artists      Skills      Vocabulary

Use range of pencils to draw lines of different lengths/ thickness and show pattern using dots and lines	In painting, use a variety of thick and thin brushes to produce lines and shapes, textures and patterns	In painting, mix colours to make secondary colours	In painting, add white to make tints and black to make shades	In sculpture, create and combine shapes to make recognisable shapes
In textiles, weave and join materials using glue or stitch	Know about the work of a range of artists, craft makers and designers	Describe differences and similarities and make links to own work	Use and apply art and design techniques in using colour, patterns, texture, line, shape, form and space with range of materials	Use correct artistic vocabulary eg tone, tint, pattern, texture

### DT

Cooking and Nutrition      Design      Evaluate      Make      Technical Knowledge

Use basic principles of a healthy and varied diet to prepare dishes	Understand where food comes from	Design products for others and themselves that are purposeful, functional and appealing	Generate, develop, model and communicate ideas through talking, drawing, templates and ICT	Explore and evaluate a range of existing products eg home, school
Evaluate own ideas and designs against given design criteria	Select from and use a wide range of materials and components (according to their characteristics) eg construction, textiles and ingredients	Select from and use a wide range of tools and equipment to perform practical tasks eg cut, shape, join and finish	Explore and use mechanisms eg levers, wheels and axles	

### Geography

Fieldwork      Human and Physical      Locational Knowledge      Place Knowledge

Use world maps, atlases and globes	Use simple compass directions and locational language to describe the location of features and routes on a map	Use aerial photos and plans to identify features, human and physical	Devise simple maps and create a key using symbols	Develop geographical vocab eg rural, urban, vegetation, season
Locate and name hot and cold areas in world in relation to Equator and the North / South Poles	Name and locate the 7 continents and 5 oceans	Name, locate and identify the four countries of the UK, their capital cities and the surrounding seas	Identify similarities/differences in physical/human geography between an area of the UK and a non-European area	

## Computing

E safety

Information Technology

Digital Literacy

Computer Science

Use technology safely and respectfully, keeping personal information private	Identify where to go for help/support when concerned about content/contact on internet/other online technologies	Recognise common uses of information technology beyond school	Use technology purposefully to create, store, retrieve, organise and manipulate digital content	Understand what algorithms are
Understand how algorithms are implemented as programs on digital devices	Understand that programs execute by following precise and unambiguous instructions	Use logical reasoning to predict the behaviour of simple programs	Create and debug simple programs	

## History

Historical Concepts

Key Vocabulary

Questions

Stories and Sources

Describe and understand the significance of historical events beyond living memory (nationally or globally)	Describe key people from the past who have contributed to national and international achievements and understand their significance	Place key dates/eras on a timeline to develop chronological language and to identify similarities and difference between ways of life in different periods	Know about changes within living memory and how they affected changes in national life eg toys, homes, transport	Know about local historical events, people and places
Use a wider range of historical vocabulary eg recently, decade, century, source, pioneer	Ask wide range of questions about the past using parts of stories and sources	Use range of artefacts, pictures, stories and online sources to answer historical questions	Understand different representations of the past by drawing comparisons	

## Music

Composition

Listen to

Play and Perform

Review and Evaluate

Experiment with, create, select and combine sounds using the interrelated dimensions of music eg louder, softer, quicker, slower, higher, lower, simple musical notations	Listen with concentration and understanding to a range of recorded and high-quality live music	Use voice expressively	Use voice creatively by singing songs and speaking chants and rhymes	Play tuned and untuned instruments musically
Confidently discuss music they like/dislike	Offer reasons for their opinions			

## PE

Communication

Competence

Participation

Performance

Evaluate own and others' performances	Identify how to improve in different physical activities	Master basic movements including running, jumping, throwing and catching	Develop and apply balance, agility and co-ordination	Participate in team games following simple rules
Develop simple tactics for attacking and defending	Perform dances using simple movement patterns			

## PHSE

Relationships

Keeping and staying safe

Keeping and staying Healthy

Feelings and Emotions

Computer Safety

Hazard watch

Being responsible

Fire Service

Working World

A world without judgement

Growing and Changing

Our World

First Aid

I can talk about people who are special to me and why they are special	I can explain different types of relationships that I have with people	I can explain the term "relationship" and understand what it means	I can explain a healthy relationship	I can explain an unhealthy relationship
I understand the difference between appropriate and in-appropriate touch	I can listen and respect another person's point of view	I understand how to be a good friend	I can care about others' feelings as well as my own	I can recognise bullying behaviours and know who to speak to when I need help
I can identify trusted adults who will help me if I am worried about a relationship	I can recognise possible dangers in different environments	I can follow rules to help keep me safe	I can identify people who work in my community who help keep me safe	I can identify how to use the 999 services appropriately
I can recognise an emergency situation	I can identify some warning signs and know what they mean	I can use what I've learned to know how to cross the road safely	I know the difference between safe and risky choices	I know how and who to ask for help
I can brush my teeth every day to keep my mouth healthy	I know it's important to brush my teeth twice a day	I know when and how to wash my hands to help keep me healthy	I can explain why I should keep clean and how to reduce germs and bacteria spreading	I can recognise that it is important to keep clean
I know that I can be responsible for keeping myself healthy	I can list different types of healthy food	I know who we can accept medicine from	I can name and explain some of the emotions I feel	I can list ways to manage my emotions
I can describe the way my emotions make me feel physically. I know when I feel bad and I know when I feel good and how it makes my body feel	I can communicate my feelings with words to help others understand how I feel	I can understand how my feelings might affect other's and how they can affect me	I can explain the feeling of jealousy	I can explain the feeling of worry
I can explain the feeling of grief	I can explain the feeling of anger	I can talk about the potential dangers that can happen if I speak to strangers online	I understand the golden rules to keep myself safe online and can speak about them to others	I understand how and what I do online can affect others
I can identify positive and negative things about using technology	I know who I can speak to if I am worried about my safety on the computer	I understand the risks of sharing images without permission	I can recognise kind and unkind comments online and understand that I do not need to respond	I can explain the word UNSAFE

I can explain the word UNHEALTHY	I can spot possible dangers around me in different environments	I can spot dangers that can affect others, for example younger siblings or my friends	I know which items are dangerous and I can ask an adult to help me if I need to use them	I know to ask a trusted adult before I touch or eat something that might be unsafe
I know that if I spot something that might be dangerous, I am confident that I can report it to a trusted adult	I can talk about how important it is to set goals to help me improve	I know how I can help people around me	I can explain how to be responsible	I can talk about my daily responsibilities and I make sure they are done properly
I understand there are some things that I can improve at	I understand I can get better at an activity or sport by practising	I know who I can ask for help when I need it	I know how to prevent accidents	I can take responsibility for my actions and know that I am responsible for what I do and what I say
I can recognise things that might be dangerous that can cause a fire or serious injury	I can follow simple fire safety rules	I can practise simple ways of staying safe and finding help	I know that is important to be responsible and that my actions and choices can seriously impact others	I know that I should only call 999 when there is an emergency
I can explain what a hoax call is and understand that there can be serious consequences if someone decides to make one	I know that playing with fire or starting a small fire is unsafe and can lead to serious harm and damage	I know that texting while driving can lead to a serious accident and if I see anyone texting and driving, I will share what I have learned with them	I can explain how our needs change as we grow	I can talk about my unique family
I understand why it is important to look after living things	I can explain how to look after living things	I can identify ways to look after the planet	I can explain the meaning of 'reduce, reuse, and recycle'	I can explain why we need money
I can understand different ways I can receive money	I understand there are different ways we can pay for things	I understand why it is important to save money		

## RE

Beliefs and Teachings    Religious practices and lifestyles    Ways of expressing meaning

Human identity, personality and experience    Questions of meaning and purpose

Values and commitments

Describe some religious ideas from stories and some basic religious beliefs and teachings, using some religious vocabulary	Describe some religious objects/places/people and practices and begin to be aware of similarities in religions	Begin to suggest meanings for some religious actions and symbols and describe how religious belief is expressed in different ways	Describe and respond sensitively to his/her own and others' experiences and feelings, including characters in stories with religious meaning	Ask questions about puzzling aspects of life and experience and suggest answers, including religious ones
Recognise and describe some religious values in relation to matters of right and wrong and make links between these and his/her own values				