

Year 2 Long Term Overview

HISTORY	
Chronological understanding	<ul style="list-style-type: none"> • Can they use words like before I was born, when I was younger? • Can they use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning? • Can they use the words 'past' and 'present' accurately? • Can they use a range of appropriate words and phrases to describe the past? • Can they sequence a set of events in chronological order and give reasons for their order?
Historical enquiry	<ul style="list-style-type: none"> • Can they recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later? • Can they explain how their local area was different in the past? • Can they recount some interesting facts from an historical event, such as where the 'Fire of London' started? • Can they give examples of things that are different in their life from that of their grandparents when they were young? • Can they explain why Britain has a special history by naming some famous events and some famous people? • Can they explain what is meant by a parliament?
Knowledge and Interpretation	<ul style="list-style-type: none"> • Can they find out something about the past by talking to an older person? • Can they answer questions by using a specific source, such as an information book? • Can they research the life of a famous Briton from the past using different resources to help them? • Can they research about a famous event that happens in Britain and why it has been happening for some time? • Can they research the life of someone who used to live in their area using the Internet and other sources to find out about them?

GEOGRAPHY	
Geographical Enquiry	<ul style="list-style-type: none"> • Can they label a diagram or photograph using some geographical words? • Can they find out about a locality by using different sources of evidence? • Can they find out about a locality by asking some relevant questions to someone else? • Can they say what they like and don't like about their locality and another locality like the seaside?
Physical Geography	<ul style="list-style-type: none"> • Can they describe some physical features of their own locality? • Can they explain what makes a locality special? • Can they describe some places which are not near the school? • Can they describe a place outside Europe using geographical words? • Can they describe some of the features associated with an island? • Can they describe the key features of a place, using words like, beach, coast forest, hill, mountain, ocean, valley?
Human Geography	<ul style="list-style-type: none"> • Can they describe some human features of their own locality, such as the jobs people do? • Can they explain how the jobs people do may be different in different parts of the world? • Do they think that people ever spoil the area? How? • Do they think that people try to make the area better? How? • Can they explain what facilities a town or village might need?
Geographical Knowledge	<ul style="list-style-type: none"> • Can they name the continents of the world and find them in an atlas? • Can they name the world's oceans and find them in an atlas? • Can they name the major cities of England, Wales, Scotland and Ireland? • Can they find where they live on a map of the UK?

SCIENCE	
Observing closely	<ul style="list-style-type: none"> • Can they use 'see, touch, smell, hear or taste' to help them answer questions? • Can they use some scientific words to describe what they have seen and measured? • Can they compare several things?
Performing tests	<ul style="list-style-type: none"> • Can they carry out a simple fair test? • Can they explain why it might not be fair to compare two things? • Can they say whether things happened as they expected? • Can they suggest how to find things out? • Can they use prompts to find things out?
Identifying and classifying	<ul style="list-style-type: none"> • Can they organise things into groups? • Can they find simple patterns (or associations)? • Can they identify animals and plants by a specific criteria, eg, lay eggs or not; have feathers or not?
Recording findings	<ul style="list-style-type: none"> • Can they use <text, diagrams, pictures, charts, tables> to record their observations? • Can they measure using <simple equipment>?
Living things and their habits	<ul style="list-style-type: none"> • Can they match certain living things to the habitats they are found in? • Can they explain the differences between living and non-living things? • Can they describe some of the life processes common to plants and animals, including humans? • Can they decide whether something is living, dead or non-living?

	<ul style="list-style-type: none"> • Can they describe how a habitat provides for the basic needs of things living there? • Can they describe a range of different habitats? • Can they describe how plants and animals are suited to their habitat?
Animals including humans	<ul style="list-style-type: none"> • Can they describe what animals need to survive? • Can they explain that animals grow and reproduce? • Can they explain why animals have offspring which grow into adults? • Can they describe the life cycle of some living things? (e.g. egg, chick, chicken) • Can they explain the basic needs of animals, including humans for survival? (water, food, air) • Can they describe why exercise, balanced diet and hygiene are important for humans?
Plants	<ul style="list-style-type: none"> • Can they describe what plants need to survive? • Can they observe and describe how seeds and bulbs grow into mature plants? • Can they find out & describe how plants need water, light and a suitable temperature to grow and stay healthy?
Classifying and grouping materials	<ul style="list-style-type: none"> • Can they describe the simple physical properties of a variety of everyday materials? • Can they compare and group together a variety of materials based on their simple physical properties?
Changing materials	<ul style="list-style-type: none"> • Can they explore how the shapes of solid objects can be changed? (squashing, bending, twisting, stretching) • Can they find out about people who developed useful new materials? (John Dunlop, Charles Macintosh, John McAdam) • Can they identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper, cardboard for particular uses? • Can they explain how things move on different surfaces?

COMPUTING

Algorithms and Programs	<ul style="list-style-type: none"> • Can they predict the outcomes of a set of instructions? • Can they use right angle turns? • Can they use the repeat commands? • Can they test and amend a set of instructions? • Can they write a simple program and test it? • Can they predict what the outcome of a simple program will be?
Data retrieving and Organisation	<ul style="list-style-type: none"> • Can they find information on a website? • Can they click links in a website? • Can they print a web page to use as a resource? • Can they experiment with text, pictures and animation to make a simple slide show? • Can they use the shape tools to draw?
Communicating	<ul style="list-style-type: none"> • Can they send and reply to messages sent by a safe email partner (within school)? • Can they word process a piece of text? • Can they insert/delete a word using the mouse and arrow keys? • Can they highlight text to change its format (B, U, I)?

E-Safety

	<ul style="list-style-type: none"> • Can they understand the different methods of communication (e.g. email, online forums etc)? • Do they know you should only open email from a known source? • Do they know the difference between email and communication systems such as blogs and wikis? • Do they know that websites sometimes include pop-ups that take them away from the main site? • Do they know that bookmarking is a way to find safe sites again quickly? • Can they begin to evaluate websites and know that everything on the internet is not true? • Do they know that it is not always possible to copy some text and pictures from the internet? • Do they know that personal information should not be shared online? • Do they know they must tell a trusted adult immediately if anyone tries to meet them via the internet?
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Planning	<ul style="list-style-type: none"> • Can they think of ideas and plan what to do next? • Can they choose the best tools and materials? Can they give a reason why these are best? • Can they describe their design by using pictures, diagrams, models and words?
Creating	<ul style="list-style-type: none"> • Can they join things (materials/ components) together in different ways?
Evaluating	<ul style="list-style-type: none"> • Can they explain what went well with their work? • If they did it again, can they explain what they would improve
Cooking and nutrition	<ul style="list-style-type: none"> • Can they describe the properties of the ingredients they are using? • Can they explain what it means to be hygienic? • Are they hygienic in the kitchen?
Textiles	<ul style="list-style-type: none"> • Can they measure textile? • Can they join textiles together to make something? • Can they cut textiles? • Can they explain why they chose a certain textile?

Mechanisms	<ul style="list-style-type: none"> • Can they join materials together as part of a moving product? • Can they add some kind of design to their product?
Use of material	<ul style="list-style-type: none"> • Can they measure materials to be used in a model or structure? • Can they join material in different ways? • Can they use joining, folding or rolling to make it stronger?
Construction	<ul style="list-style-type: none"> • Can they make sensible choices as to which material to use for their constructions? • Can they develop their own ideas from initial starting points? • Can they incorporate some type of movement into models? • Can they consider how to improve their construction?

ART	
Drawing	<ul style="list-style-type: none"> • Can they use different grades of pencil in their drawing (4B, 8B, HB)? • Can they use charcoal, pencil and pastels? • Can they create different tones using light and dark? • Can they show patterns and texture in their drawings? • Can they use a viewfinder to focus on a specific part of an artefact before drawing it?
Painting	<ul style="list-style-type: none"> • Can they mix paint to create all the secondary colours? • Can they mix and match colours, predict outcomes? • Can they mix their own brown? • Can they make tints by adding white? • Can they make tones by adding black?
Printing	<ul style="list-style-type: none"> • Can they create a print using pressing, rolling, rubbing and stamping? • Can they create a print like a designer?
Sketch books	<ul style="list-style-type: none"> • Can they begin to demonstrate their ideas through photographs and in their sketch books? • Can they set out their ideas, using 'annotation' in their sketch books? • Do they keep notes in their sketch books as to how they have changed their work?
3D/ Textiles	<ul style="list-style-type: none"> • Can they join two finger pots together? • Can they add line and shape to their work? • Can they join fabric using glue? • Can they sew fabrics together? • Can they create part of a class patchwork?
Collage	<ul style="list-style-type: none"> • Can they create individual and group collages? • Can they use different kinds of materials on their collage and explain why they have chosen them? • Can they use repeated patterns in their collage?
Use of ICT	<ul style="list-style-type: none"> • Can they create a picture independently? • Can they use simple IT mark-making tools, e.g. brush and pen tools? • Can they edit their own work? • Can they take different photographs of themselves displaying different moods? • Can they change their photographic images on a computer?
Knowledge	<ul style="list-style-type: none"> • Can they link colours to natural and man-made objects? • Can they say how other artist/craft maker/designer have used colour, pattern and shape? • Can they create a piece of work in response to another artist's work?

MUSIC	
Performing	<ul style="list-style-type: none"> • Can they sing and follow the melody (tune)? • Do they sing accurately at a given pitch? • Can they perform simple patterns and accompaniments keeping a steady pulse? • Can they perform with others? • Can they play simple rhythmic patterns on an instrument? • Can they sing/clap a pulse increasing or decreasing in tempo?
Composing	<ul style="list-style-type: none"> • Can they order sounds to create a beginning, middle and end? • Can they create music in response to <different starting points>? • Can they choose sounds which create an effect? • Can they use symbols to represent sounds? • Can they make connections between notations and musical sounds?
Appraising	<ul style="list-style-type: none"> • Can they improve their own work? • Can they listen out for particular things when listening to music?

PE	
Acquiring and developing skill	<ul style="list-style-type: none"> • Can they copy and remember actions? • Can they repeat and explore actions with control and coordination?
Evaluating and improving	<ul style="list-style-type: none"> • Can they talk about what is different between what they did and what someone else did?

	<ul style="list-style-type: none"> • Can they say how they could improve?
Health and fitness	<p>Can they show how to exercise safely?</p> <p>Can they describe how their body feels during different activities?</p> <ul style="list-style-type: none"> • Can they explain what their body needs to keep healthy?
Dance	<p>Can they dance imaginatively?</p> <p>Can they change rhythm speed? level and direction?</p> <ul style="list-style-type: none"> • Can they dance with control and co-ordination? • Can they make a sequence by linking sections together? • Can they link some movements to show a mood or feeling?
Games	<p>Can they use hitting, kicking and/or rolling in a game?</p> <ul style="list-style-type: none"> • Can they stay in a 'zone' during a game? • Can they decide where the best place to be is during a game? • Can they use one tactic in a game? • Can they follow rules?
Gymnastics	<p>Can they plan and show a sequence of movements?</p> <p>Can they use contrast in their sequences?</p> <ul style="list-style-type: none"> • Are their movements controlled? • Can they think of more than one way to create a sequence which follows a set of 'rules'? • Can they work on their own and with a partner to create a sequence?