



Key Skills

2019-2020

YEAR 2



Drawing Skills

***Continuing to apply and develop skills introduced in Year 1– all skills are learned and practised over long periods...**

***Explore mark-making with the following media (on cartridge paper unless otherwise stated):-**

- HB pencils and 4B
- Charcoal (on sugar paper)
- Wax crayons
- Dry pastels (sugar paper)
- Oil pastels (sugar paper)
- Coloured pencils

***Explore clear lines and smudged lines with charcoal. Make tones of grey.**

***Blend oil pastel to achieve colours**

***Explore space in drawings – positioning objects:- above, below, next to, in front of and behind. Begin to develop overlapping objects to show ‘in front’ and ‘behind’. Collage can help with this.**

***Explore mixed media drawings eg charcoal and dry pastels; pencil and water colours.**

Painting & Printing Skills

Experimenting with media and tools before making final work.

Develop language to name colours eg. Yellowy green; orange red Encourage children to come up with names for colours..

Mark Making

*Explore marks using a variety of brushes and tools including sponges with both thick and thin paint. Discuss effects.

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Mixing Paint

*Thin paint blends and merges.

*More water reduces intensity of colours.

*Mixing steps of thin to thick paint. Awareness that thin colours look distant, thick colours look close. (Space)

*Thin paint blends and merges.

*More water reduces intensity of colours

*mixing in steps of thin to thick paint awareness that thin colours look distant, thick colour looks closer

Choosing and Mixing paint

*To begin with mix with only 3 colours eg. Red, yellow, blue.

*Mix variations of one colour (discuss and mix cold /warm colours)

Move on to use 2 reds, 2 yellows, 2 blues, black and white.

*Mix variations of one colour. Discuss light/dark (tone),

*Develop language to name colours eg. Yellowy green; orange red

Sculpture Skills

Drawing before making prepares children in order to plan their 3D outcome.

Modelling Clay

*Explore surface texture on plasticine using fond objects and tools

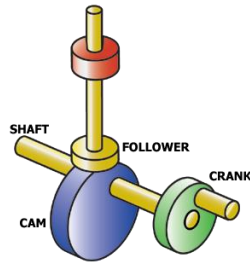
Can I roll out clay to make slabs/tiles and decorate with **pattern** & **texture** by pressing objects in or adding raised up (relief) using slip to stick to roughed-up surface



E-safety & E-sense	Pupils should be taught to use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies?
	Can I explain why I need to keep my password and personal information private?
	Can I describe the things that happen online that I must tell an adult about?
	Can I talk about why I should go online for a short amount of time?
	Can I talk about why it is important to be kind and polite online and in real life?
	I know that not everyone is who they say they are on the internet.

Programming	<p>Pupils should be taught to understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions? Create and debug simple programs? Use logical reasoning to predict the behaviour of simple programs?</p> <p>Can I give instructions to my friend (using forward, backward and turn) and physically follow their instructions?</p>
	Can I tell you the order I need to do things to make something happen and talk about this as an algorithm?
	Can I program a robot or software to do a particular task?
	Can I look at my friend's program and tell you what will happen?
	Can I use programming software to make objects move?
	Can I watch a program execute and spot where it goes wrong so that Can I debug it?
Handling Data	<p>Pupils should be taught to use technology purposefully to organise and manipulate digital content?</p> <p>Can I talk about the different ways I use technology to collect information, including a camera, microscope or sound recorder?</p>
	Can I make and save a chart or graph using the data I collect?
	Can I talk about the data that is shown in my chart or graph?
	Can I start to understand a branching database?

	Can I tell you what kind of information I could use to help me investigate a question?
Multimedia	Pupils should be taught to use technology purposefully to create digital content?
	Can I use technology to organise and present my ideas in different ways?
	Can I use the keyboard on my device to add, delete and space text for others to read?
	Can I tell you about an online tool that will help me to share my ideas with other people? Can I save and open files on the device I use?
Technology in our lives	Pupils should be taught to use technology purposefully to store and retrieve digital content and to recognise common uses of information technology beyond school?
	Can I tell you why I use technology in the classroom?
	Can I tell you why I use technology in my home and community?
	Can I start to understand that other people have created the information I use?
	Can I identify benefits of using technology including finding information, creating and communicating?
	Can I talk about the differences between the internet and things in the physical world?



<p>Design</p>	<p>Design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p> <p>Can I use knowledge of existing products to support my plan for a similar product?</p> <p>Can I include some knowledge of materials and techniques in my design?</p> <p>Can I explore and investigate products I have disassembled?</p> <p>Can I use construction kits, pictures and captions to plan my design?</p> <p>Can I talk about and describe the tools and materials I need and order the key tasks within my plan?</p>
<p>Make</p>	<p>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]. Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p>Can I use simple tools to cut and join a range of materials, eg. scissors, stapler, masking tape?</p> <p>Can I use a range of simple ways to improve the appearance of my product?</p>

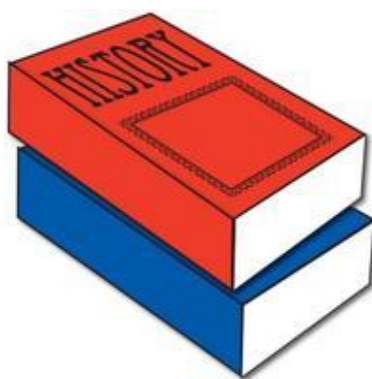
	Can I join by edge to edge using glue?
	Can I curl paper?
	Can I use a hole punch?
	vegetables, pulses, cereals, dairy etc? Can I measure and weigh accurately using cups and spoons?
	Can I talk about what happens when I cook and bake? Can I understand what makes a healthy diet? Can I talk about where some of the food I am cooking comes from?
	Can I attach wheels to a chassis using an axle, eg, cotton reels and dowel? Can I use pencils or tubes as rollers to move an object across the floor? Can I construct a simple pulley using rope over a horizontal bar to raise an object off the ground? Can I use construction kits with gears to construct a line of gears that turn?
Evaluate	Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria. Can I talk about and describe features of existing products? Can I talk about what I am doing and what I might do next? Can I suggest ways in which I could improve my work?
Electrical and Mechanical Components	Can I talk about how common electrical equipment works, eg, kettle, telephone, and microwave? Can I create a simple circuit using a battery, bulb and wires?

	Can I use remote controlled devices, eg, a remote controlled vehicle, Bee bot etc?
Food Technology	<p>Use the basic principles of a healthy and varied diet to prepare dishes?</p> <p>Understand where food comes from?</p> <p>Can I work safely and hygienically?</p> <p>Can I sort and classify food into food groups, eg,</p>
Mechanisms. Axles, Pulleys and Gears	<p>Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p> <p>Can I deconstruct a simple slider and describe how it works?</p> <p>Can I construct a simple slider independently?</p> <p>Can I make a lever by joining card strips with paper fasteners?</p>
Structures	<p>Can I construct a range of structures using simple construction kits?</p> <p>Can I make my structures more stable by widening the base?</p> <p>Can I make a square frame from strip wood?</p> <p>Can I make a simple card hinge?</p>
Textiles	<p>Can I use a simple template?</p> <p>Can I join fabrics using glue, staples and thread?</p> <p>Can I decorate fabrics by painting and printing?</p>



Locational Knowledge	<p>Name and locate the world's seven continents and five oceans.</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Can I name and locate the world's seven continents and five oceans?</p>
Place Knowledge	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</p> <p>Can I understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and a small area in a contrasting non-European country concentrating on islands and sea sides using Barnaby Bear (or similar)?</p>
Human and Physical Geography	<p>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> • Key physical features • Key human features <p>Can I identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles?</p> <p>Can I use the basic geographical vocabulary to</p>

	<p>refer to/and sort:</p> <p>Key Physical Features including; <i>beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather?</i></p> <p>Key Human Features including; <i>city, town, village, factory, farm, house, office, port, harbour, shop?</i></p>
Geographical Skills and Field Work	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</p> <p>Use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map.</p> <p>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.</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>



**Finding Out About the Past
(Enquiry)**

**Changes within living memory?
Where appropriate, these should be
used to reveal aspects of change in
national life?**

Can I give reasons for and describe
changes that have taken place within
my experiences?

Can I use simple sources of
information such as artefacts, photos
and picture books to answer simple
questions about the past?

Can I compare aspects of the present
with the past and describe simple
similarities and differences?

Finding Out About the Past (Chronology)	Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods? Can I talk about events, places and people beyond living memory?
	Can I place objects, people and events beyond my own experiences in time order?
	Can I use an increasing range of historical terms to describe the passage of time, modern, recent, long ago, older, present, century, in the past, present?
Historical Events	Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] Can I talk about and describe, in simple terms features of events in my past, and that of members of my family?
Lifestyles of People in the Past	Significant historical events, people and places in their own locality Can I talk about and describe my life?
	Can I talk about similarities and differences between my life and someone I know?

	Can I talk about my thoughts about life in the past based on first-hand experiences?
Significant Historical People	<p>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, i.e. Elizabeth I, Queen Victoria, Christopher Columbus, Neil Armstrong, William Caxton, Tim Berners-Lee, Pieter Bruegel the Elder, LS Lowry, Rosa Parks, Emily Davison, Mary Seacole, Florence Nightingale and Edith Cavell.</p> <p>Can I talk about and describe events in the life of a well-known historical person?</p>



Singing	<p>Pupils should be taught to use voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Can I sing in tune within a limited pitch range and perform with a good sense of rhythm?</p>
	<p>Can I follow pitch movements with hands to show shape of melody or high, medium and low?</p>
	<p>Can I start to blend my voice showing awareness of other singers?</p>
Playing	<p>Pupils should be taught to play tuned and untuned instruments musically.</p> <p>Can I perform and create rhythms to a given pulse?</p>
	<p>Can I join in and stop as appropriate?</p>
	<p>Can I perform following a conductor taking note of musical direction (e.g. dynamics, tempo)?</p>

Improvising and Composing	<p>Pupils should be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>Can I create and choose sounds to create an effect?</p>
	<p>Can I improvise melodic and rhythmic ideas?</p>
Notation	
Listening	<p>Pupils should be taught to listen with concentration and understanding to range of high quality live and recorded music.</p> <p>Can I identify repeated patterns/ rhythms in music I hear?</p>
	<p>Can I respond physically to well defined changes in pitch/tempo/dynamics?</p>
	<p>Can I identify some instrument sounds?</p>
	<p>Can I listen back to recordings of my own work and begin to suggest strengths and improvement areas?</p>
History	



Gymnastics

Pupils should be developing balance, agility and co-ordination, and begin to apply these in a range of activities

Can I copy, remember, explore & repeat simple actions varying speed & levels?

Can I begin to select simple actions to construct basic sequences?

Can I begin to identify the difference between my performance & that of others?

Can I understand the need for warm up & cool down and also what is happening to my body during exercise?

Dance

Pupils should be taught to perform dances using simple movement patterns?

Can I perform with control & co-ordination?

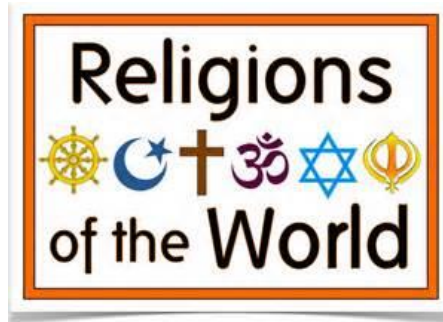
Can I respond imaginatively to a variety of stimuli?

Can I vary dynamics, levels, speed & direction?

Can I discuss my own & others performance with simple vocabulary?

Can I understand the need for warm up & cool down?

Games	<p>Pupils should be taught to participate in team games, developing simple tactics for attacking and defending?</p> <p>Can I stop / catch a ball with control?</p>
	Can I pass a ball to someone else?
	Can I take part in opposed conditioned games?
	I understand about exercising, safety & short term effects of exercise.
Athletics	<p>Pupils should be taught to master basic movements including running, jumping, throwing and catching?</p> <p>Can I change speed & direction whilst running?</p>
	Can I jump accurately from a standing position?
	Can I throw a variety of objects with one hand?
	Can I recognise a change in temperature & heart rate during exercise?



<p>Knowing about and understanding religions and world views</p>	<p>Can I retell stories?</p> <p>Can I suggest meaning for sources of wisdom?</p> <p>Can I suggest meaning for sources of festivals?</p> <p>Can I suggest meaning for sources of worship?</p>
<p>Expressing and communicating ideas related to religions and worldviews</p>	<p>Can I ask questions religions, beliefs and ideas?</p> <p>Can I give and opinions about religions, beliefs and ideas?</p>
<p>Gaining and deploying the skills needed for studying religions and world views</p>	<p>Can I collect ideas in RE?</p> <p>Can I use ideas in RE?</p> <p>Can I respond to ideas in RE?</p>



Planning	Can I ask questions and recognise that they can be answered in different ways? E.g. through research, enquiries or tests.
	Can I sort and classify living things?
	Can I ask questions about things all living things do?
	Can I raise an answer questions about the local environment?
	Can I ask questions about animals' growth?
	Can I ask questions about what animals need to survive?
	Can I ask questions about what humans need to keep healthy?
Obtaining evidence Observation	Can I observe closely and use equipment to do so? E.g. hand lenses, egg timers.
	Can I observe the growth of plants over time with accuracy?

	Can I observe how plants grow?
	Can I observe through first hand observation, measurement or video, how animals grow?
	Can I observe the uses of different materials?
Obtaining evidence Practical	Can I perform simple tests?
	Can I set up a test to show what plants need to grow?
	Can I compare uses of everyday materials?
Obtaining evidence Measurement	Can I begin to use some standard units of measurements? cm for height
Presenting evidence	Can I use my observations and ideas to answers questions?
	Can I record findings using charts?
	Can I construct simple food chains that include humans?
	Can I record the growth of plants over time with accuracy?
	Can I record my findings about uses of materials?
	Can I gather and record data to help in answering questions?
Considering and evaluating evidence	Can I describe how I sorted living things?
	Can I identify and classify? Can I talk about what I have found out?