



# PSHE

## Art

I can use charcoal, pencil and pastel to create art.  
I can mix paint to create all the secondary colours.  
I can create brown with paint.  
I can create tints with paint by adding white.  
I can create tones with paint.  
I can make a clay object.  
I can create a piece of art in response to the work of another artist.

I can respect the differences and similarities between people  
I can identify how special people can care for one another.  
I know about people who look after them and their family networks.  
I know who to go to I am worried and how to attract their attention.  
I can recognise that behaviour can affect other people.  
I can recognise different forms of teasing and bullying and understand that these are wrong and unacceptable.  
I can listen to other people and play and work cooperatively using strategies to resolve simple arguments through negotiation.  
I know that people have responsibilities to protect people and living things.  
I know how to protect other people's bodies and feelings.  
I understand about strategies to resist teasing or bullying if I experience or witness it.  
I understand the rules for keeping safe online.  
I know that I have responsibility for keeping myself and others safe when online – e.g. when to say 'yes', 'no', 'I'll ask' and 'I'll tell'.  
I know what is meant by privacy.  
I understand my right to keep things private  
I understand the importance of respecting others privacy.  
I can recognise that I share responsibility for keeping myself and others safe.  
I know when to say 'yes', 'no', 'I'll ask' and 'I'll tell'.  
I understand how to maintain a healthy lifestyle.  
I can develop a vocabulary to describe good and not so good feelings to others.  
I can develop simple strategies for managing my feelings.  
I understand the benefits of reducing the amount of time I spend online. And electronic devices.  
I can make real and informed choices that improve my physical and emotional health.  
I can communicate about healthy lifestyles to the people who look after me.  
I understand what foods and drinks can contribute to poor dental health.  
I can plan a healthy meal.  
I understand how household products, including medicines can be harmful if not used properly.  
I know the importance of and how to maintain personal hygiene.  
I know the importance of good quality sleep.  
I know the importance of oral hygiene.  
I understand the responsibility I have for others health.  
I know what to do in an emergency (calls on mobile)

# A United Kingdom Geography

## History

I can sequence a set of objects in chronological order and give reasons for their order.  
I can understand and explain why the fire broke out.  
I can explain the main events of the great fire of London.  
I can explain the results of the great fire of London.  
I can explain what makes cities safe from great fires today.  
I can recognise what a diary is.  
I can understand what an eye witness account and explain why they may vary (Samuel Pepys) is and recognise how useful it is to us for finding out about what happened in the past.  
I can research about a famous event that happened in Britain using different sources.  
I can give examples of things that are different in their life from that of a long time ago in a specific period of history such as the Victorian times.  
I can understand and explain how London was rebuilt after the fire.

I can find where I live on a map of the United Kingdom  
I can say how people may spoil the area.  
I can say how people try to make the area better.  
I can explain what makes a locality special.  
I can say what I like and do not like about my locality and another locality like the sea-side.  
I can find out about a locality by asking some relevant questions to someone else.  
I can devise a simple map of our school grounds with a key, showing human and physical features.  
I can describe some human features of my locality, such as the jobs people do.

## Music

I can perform simple patterns and accompaniments keeping a steady pulse.  
I can play simple rhythmic patterns on an instrument.  
I can choose sounds, which create an effect.  
I can order sounds to create a beginning, middle and an end.  
I can listen out for particular things when listening to music.

## Design Technology

I can think of an idea and plan what to do next.  
I can choose tools and materials and explain why I have chosen them.  
I can explain why I have chosen specific textiles.  
I can explain what went well with my work.

# Year 2 Autumn



## Computing

I know how to refine searches using the Search tool.  
 I know how to share work electronically using the display boards.  
 I can use digital technology to share work on Purple Mash to communicate and connect with others locally.  
 I have some knowledge and understanding about sharing more globally on the Internet.  
 I know about Email as a communication tool using 2Respond simulations.  
 I understand how we talk to others when they aren't there in front of us.  
 I can open and send simple online communications in the form of email.  
 I can understand that information put online leaves a digital footprint or trail.  
 I am beginning to think critically about the information I leave online.  
 I can identify the steps that can be taken to keep personal data and hardware secure.  
 I understand what an algorithm is.  
 I can create a computer program using simple algorithms.  
 I can compare the Turtle and Character objects.  
 I can use the button object.  
 I understand how use the Repeat command.  
 I understand how to use the Timer command.  
 I know what debugging means.  
 I understand the need to test and debug a program repeatedly.  
 I can debug simple programs.  
 I can create programs using different kinds of objects whose behaviours are limited to specific actions.  
 I can predict what the objects will do in other programs, based on their knowledge of what the object is capable of.  
 I can discuss how logic helped me understand that I could only predict specific actions, as that is what the objects were limited to.  
 I can use all the coding knowledge, I have learnt throughout my programming lessons to create a more complex program that tells a story.

## RE

I can tell you when I have been kind to others even when it was difficult.  
 I can re-tell a story Jesus told about being kind or give an example of when Jesus showed kindness.  
 I can say if I think Christians should be kind and give a reason.  
 I can say how I could help solve a problem by showing love.  
 I can remember the Christmas story and start to explain that Christians believe Jesus was a gift from God.  
 I can tell you why Christians think God gave Jesus to the world.

## MFL

I can join in with songs and rhymes.  
 I can respond to a simple command.  
 I can answer with a single word.  
 I can write single words correctly.  
 I can label a picture.  
 I can copy a simple word or phrase.

## Science

I can ask simple questions and recognise they can be answered in different ways.  
 I can observe closely, using simple equipment.  
 I can identify and classify.  
 I can perform simple tests.  
 I can use observations and ideas to suggest answers to questions.  
 I can gather and record data to help answer questions.  
 I can identify and name a range of materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard.  
 I can suggest why a material might or might not be used for a specific job.  
 I can explore how shapes can be changed by squashing, bending, twisting and stretching.

## PE

I can use hitting, kicking and/or rolling in a game  
 I can make up my own game to rehearse my throwing/rolling/kicking skills  
 I can use a tactic in a game  
 I can suggest my own tactic to use in a game  
 I can follow the rules of a game  
 I can dribble a small ball in a straight line  
 I can dribble a small ball around set cones  
 I can change direction whilst dribbling a ball  
 I can kick a small ball, using the inside of my foot  
 I can kick a small ball at a given target .  
 I can plan and show a sequence of movements on the floor  
 I can use contrast in a floor sequence  
 I can think of more than one way to create a sequence which follows a set of rules  
 I can plan and show a sequence of movements on apparatus  
 I can use contrast in a routine on apparatus  
 I can control my movements  
 I can work on my own and with a partner to create a sequence .  
 I can perform an imaginative dance  
 I can dance with control and co-ordination  
 I can make a sequence by linking sections together  
 I can link movements to show a mood or a feeling  
 I can change rhythm, speed, level and direction in a dance.  
 I can copy and remember actions  
 I can repeat and explore actions with control and co-ordination .

# Year 2 Autumn