



## PSHE

### Art

I can create a printed piece of art by pressing, rolling, rubbing and stamping.  
I can use different effects within an IT paint package.  
I can suggest how artists have used colour, pattern and shape.

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 co-operatively 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 events about the life of a famous person.  
I can develop an awareness of the lives of significant individuals in the past who have contributed to international achievements.  
I can understand some of the criteria that makes a person significant.  
I can explain why we remember Rosa Parks & Emily Davison.  
I can explain the similarities and differences between Rosa Parks life and our lives now.  
I can explain the similarities and differences between Emily Davison's life and our lives now.  
I can explain the change they made to the world and how their actions effect my life.

I can name the major cities of England, Wales, Scotland and Ireland.  
I can use aerial photographs to recognise landmarks.  
I can describe some places, which are not near the school.  
I can describe some of the features associated with an island.  
I can describe the key features of a place from aerial photographs using words like beach, coast, forest, hill, mountain, ocean, valley, cliff, river and vegetation.  
I can use compass directions, North, South, East and West.  
I can explain the facilities that a village, town and city may need and give reasons, for example factory, farm, harbour, shop, office, port.  
I can use locational and directional language to describe locations, features and routes on a map.  
I can describe a place outside Europe using geographical words and compare it to a small area of the UK.

### Music

I can create music in response to different starting points.  
I can improve my work.  
I can sing or clap increasing and decreasing tempo.

### Design Technology

I can join materials and components in different ways.  
I can describe the ingredients I am using.  
I can explain what went well with my work.

# Year 2 Summer



## Computing

I can show that the information provided on pictograms is of limited use beyond answering simple questions.  
I can use yes/no questions to separate information.  
I can construct a binary tree to separate different items.  
I can use 2Question (a binary tree) to answer questions.  
I can use a database to answer more complex search questions.  
I can use the Search tool to find information.  
I can understand the terminology associated with searching.  
I can gain a better understanding of searching on the Internet.  
I can create a leaflet to help someone search for information on the Internet.  
I know about to 2Paint a Picture.  
I can look at the impressionist style of art (Monet, Degas, Renoir).  
I can recreate pointillist art and look at the work of pointillist artists such as Seurat.  
I can look at the work of Piet Mondrian and recreate it using the Lines template.  
I can look at the work of William Morris and recreate it using the Patterns template.  
I can explore surrealism and eCollage.

## RE

I can understand how meeting in a certain place could make me feel like I belong.  
I can explain what happens when Muslims pray alone or at the mosque.  
I can talk about how Muslims feel a sense of belonging when they are with other Muslims or when they pray on their own and say why this might be.  
I can tell you about a special journey and why it was special to me.  
I can remember some of the events that happen during Hajj and start to explain why these are important to Muslims.  
I can start to think about the significance of Hajj to a Muslim.

## MFL

I can answer with a short phrase.  
I can use set phrases.  
I can choose the right word to complete a short sentence.  
I can read and understand short phrases.  
I can read and understand single words.

## 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 explain the basic stages in a life cycle for animals, including humans.  
I can describe what animals and humans need to survive.  
I can describe why exercise; a balanced diet and good hygiene are important for humans.

## PE

I can throw a ball underarm to hit a target  
I can hold a Rounders bat correctly  
I can hit a ball with a Rounders bat  
I can hit a ball at a given target with a Rounders bat .  
  
I can hit a ball, using forehand  
I can begin to develop my backhand stroke to hit a ball  
I can hit a ball using backhand and forehand  
I can hit a ball at a given target  
I can work with a partner to hit a tennis ball in a rally (exc. children using backhand/forehand)

# Year 2 Summer