



Art

To identify and mix secondary and tertiary colours from primary colours.

To distinguish between light tints and dark and shades.

To produce tones of colour.

To create tones with paint in the style of an artist.

To evaluate my work.

To use varied media to demonstrate my understanding of colour.

Music

Singing

I can sing a range of songs with a small pitch range (do-so).

Listening

I can find the pulse of a piece of music and walk, tap or clap in time with the tempo.

Composing

I can create music in response to a non-musical stimulus.

Performing

I can sing short phrases in a small group within a short song.

Musical Notation

I can create rhythms using words as a starting point.

A United Kingdom

PSHE

Families and people who care for me

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 me and who is in my family network.

I know who to go to if I am worried and how to attract their attention.

I can develop simple skills to help prevent diseases spreading.

Mental health and wellbeing

I can make real and informed choices that improve my emotional health.

History

Historical Chronology

I can sequence the events of the Great Fire of London in chronological order and give reasons for their order.

Historical Concepts

I can understand and explain why the fire broke out.

Historical Interpretation

I can explain the results of the great fire of London.

Historical Enquiry

I can research about an event using various sources, i.e. diary entries.

Historical Communication

I can create a diary entry from the point of view of a person around during the Great Fire of London.

Geography

Locational

I can name the four countries in the UK and their capital cities.

Place

I can name the human and physical features of the North West/Partington.

Human/Physical

I can identify seasonal and daily weather patterns in the UK.

Skills/fieldwork

I can use maps atlases and globes to identify the UK and its countries.

I can use simple fieldwork and observational skills to study the school grounds.

Design Technology

Design

I can design purposeful, functional, appealing products based on design criteria.

Make

I can select from and use a range of tools and equipment to perform practical tasks.

Evaluate

I can explore and evaluate a range of existing products relating to a key engineer.

I can evaluate my ideas and products I can explain what went well with my work. I can explain what went well with my work. against design criteria.

Technical Knowledge

I can explain how the wheels and axle



Computing

CEOPs

To understand what to do if I see something worrying or something I am unsure of online
To understand the importance of online consent
To understand how to keep safe when chatting and playing online

IT all Around

To recognise the uses and features of information technology
To identify the uses of information technology in the school
To identify information technology beyond school
To explain how information technology helps us

To use a digital device to take a photograph
To make choices when taking a photograph
To describe what makes a good photograph
To decide how photographs can be improved
To use tools to change an image
To recognise that photos can be changed

RE

Christianity

I can tell you when I have been kind to others even when it was difficult.
I can re-tell a biblical story where Jesus talked about being kind or showed kindness and suggest how this influences how Christians act/ treat others.
I can say if I think Christians should be kind and give a reason.
I can remember and retell the Christmas story.
I can talk about how Christians believe that God gave Jesus to the world to save/help it and they look forward to Christmas as a time of his birth.
I can begin to give reasons for Jesus' birth.
I can say how I could help solve a problem by showing love.
I can begin to reason why Christians think God gave Jesus to the world.

PE

Athletes/Fitness

I can change speed and direction while running.
I can jump from a standing position with accuracy.
I can perform 1:1 (hopping), 1:2 (two footed to 1-footed hopscotch motion), 2:2 (2 foot) jumps.
I can perform a variety of throws with control and co-ordination.

Team Building

I can follow instructions carefully.
I can share my ideas and help to solve tasks.
I can say when I was successful at solving challenges.
I can understand how to use, follow and create a simple diagram/map.

Invasion Games

I can understand what being in possession means and support a teammate to do this.
I can use a variety of skills to score a goal.
I can develop skills to stop a goal.
I can learn how to gain possession of a ball.
I can develop skills in marking an opponent.
I can apply simple tactics for attacking and defending.

Gymnastics

I can explore different travelling actions, creating different pathways and patterns.
I can perform a variety of jumps; including a 1 footed jump.
I can perform a variety of rolls; including barrel, straight and forward roll, with confidence.
I can perform gymnastics actions with coordination, control and variety, linking them together to create a sequence.

Science

Animals including humans

Scientific Knowledge

I can notice that animals, including humans, have offspring which grow into adults.
I can find out about and describe the basic needs of animals, including humans, for survival (water, food and air).
I can describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Working Scientifically

I can ask simple questions and recognising that they can be answered in different ways.
I can use my observations and ideas to suggest answers to questions.
I can gather and record data to help in answering questions.

MFL

Speaking

I can name the four seasons
I can join in with Spanish counting songs.

Listening

I can listen to spoken words, phrases and sentences (songs).
I can listen carefully to new words and phrases and repeat them.

Year 2 Autumn