

Key End Points - for end of year

Year 2



Ready to Progress Criteria...

The Humanities

Humanities	Knowledge	Skills
History	<ul style="list-style-type: none"> I understand that key events happened in History that I can't remember but that they impacted what we do now. I know that Britain has had a queen for many years and I recognise other queens we have had in our history (Great Britain). 	<ul style="list-style-type: none"> I can sequence a set of events in chronological order and give reasons for their order: Great fire of London, Gunpowder Plot, Explorers of the New worlds. I can use research skills to explain how my local area was different in the past - Through evidence such as photographic, maps and newspaper reports.
RE	<ul style="list-style-type: none"> I can remember the Christmas story and start to explain that Christians believe Jesus was a gift from God. I can talk about one of the ways Jews show commitment to God. 	<ul style="list-style-type: none"> I can tell you why Christians think God gave Jesus to the world. I can tell you what I am most committed to in my life. I can talk about a way that Jews show commitment to God and say why this might be important.
Geography	<ul style="list-style-type: none"> I can name and locate the world's five oceans. I understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (local area), and of a small area in a contrasting non-European country. I can identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. 	<ul style="list-style-type: none"> I can 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.

The Sciences

Sciences		
Maths	<p>Number and Place Value</p> <ul style="list-style-type: none"> ● Recognise the place value of each digit in two-digit numbers, and compose and decompose two-digit numbers using standard and non-standard partitioning. ● Reason about the location of any two-digit number in the linear number system, including identifying the previous and next multiple of 10. <p>Number Facts</p> <ul style="list-style-type: none"> ● Secure fluency in addition and subtraction facts within 10, through continued practice. <p>Addition and Subtraction</p> <ul style="list-style-type: none"> ● Add and subtract across 10. ● Recognise the subtraction structure of ‘difference’ and answer questions of the form, “How many more...?”. ● Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract only ones or only tens to/from a two-digit number. ● Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract any 2 two-digit numbers. <p>Multiplication and Division</p> <ul style="list-style-type: none"> ● Recognise repeated addition contexts, representing them with multiplication equations and calculating the product, within the 2, 5 and 10 multiplication tables. ● Relate grouping problems where the number of groups is unknown to multiplication or division equations with a missing factor. <p>Geometry</p> <ul style="list-style-type: none"> ● Use precise language to describe the properties of 2D and 3D shapes, and compare shapes by reasoning about similarities and differences in properties. 	
Sciences	Knowledge	Skills
Science	<ul style="list-style-type: none"> ● Animals, including Humans: I can find out about, and describe, the basic needs of animals, including humans, for survival (water, food and air). ● Living things and their habitats: I can identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. ● Uses of Everyday Materials: I can identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. ● Plants: I can find out, and describe, how plants need water, light and a suitable temperature to grow and stay healthy. 	<ul style="list-style-type: none"> ● Experiments/Recording Data: I can use different types of scientific enquiry to gather and record data, using simple equipment where appropriate, to answer questions. ● Conclusions: I can use observations and ideas to suggest answers to questions.

Sciences	Knowledge	Skills
Computing	<p>Computer Systems & Networks</p> <ul style="list-style-type: none"> I understand and can explain how information technology benefits us. <p>Programming</p> <ul style="list-style-type: none"> I know how to create and debug simple programs. 	<p>Computer Systems & Networks</p> <ul style="list-style-type: none"> I can move and resize images. <p>Multimedia</p> <ul style="list-style-type: none"> I can use technology to take and edit photos. <p>Handling Data</p> <ul style="list-style-type: none"> I can use technology purposefully to create, organise, store, manipulate and retrieve digital content.

Sciences	Knowledge	Skills
DT	<ul style="list-style-type: none"> Design: I can generate, develop, model and communicate my ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. Evaluate: I can evaluate my ideas and products against design criteria. Cooking and Nutrition: I can use the basic principles of a healthy and varied diet to prepare dishes. 	<ul style="list-style-type: none"> I can select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. I can explore, use and make mechanisms in my products.

The Arts

Arts	Knowledge	Skills
Art	<ul style="list-style-type: none"> They can name 1 or 2 famous artists and recognise a variety of art pieces. They understand that a variety of colours can be mixed to make different colours, shades and tones. 	<ul style="list-style-type: none"> They can control the types of marks made and can explore tone, patterns, shape and space with a range of media. They can identify different forms of textiles, textures and materials and experiment with techniques (e.g. arranging, folding, repeating, overlapping, regular and irregular patterning).

Arts	Knowledge	Skills
Music	<p>Appraising</p> <ul style="list-style-type: none"> To know that we can create rhythms in different ways (from words, our names, favourite colours, animals, etc). <p>Singing and Playing</p> <ul style="list-style-type: none"> To know the names of the instruments they are playing. 	<p>Appraising</p> <ul style="list-style-type: none"> To say how a piece makes them feel and what it reminds them of. <p>Singing and Playing</p> <ul style="list-style-type: none"> To use their voice and instruments to make loud and quiet sounds (dynamics). <p>Improvisation and Composing</p> <ul style="list-style-type: none"> To use invented or real symbols to invent and record simple rhythm patterns.

Communication and Language

Communication and Language	
Writing	<p>Handwriting</p> <ul style="list-style-type: none"> Use spacing between words that reflects the size of the letters. <p>Spelling</p> <ul style="list-style-type: none"> Spell many common exception words. <p>Composition</p> <ul style="list-style-type: none"> Write simple, coherent narratives about personal experiences and those of others (real or fictional). <p>Grammar</p> <ul style="list-style-type: none"> Use co-ordination (e.g. or / and / but). Use some subordination (e.g. when / if / that / because) to join clauses. <p>Punctuation</p> <ul style="list-style-type: none"> Demarcate most sentences in their writing with capital letters and full stops. Use question marks correctly when required.

Communication and Language	
Reading	<p>Word Reading</p> <ul style="list-style-type: none"> Read most common exception words. In age-appropriate books, the pupil can: Read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words. Sound out most unfamiliar words accurately, without undue hesitation. <p>Comprehension</p> <ul style="list-style-type: none"> In a book that they can already read fluently, the pupil can: Check it makes sense to them, correcting any inaccurate reading. Answer questions and make some inferences.

Mental Wealth and Physical Health

Mental Wealth and Physical Health	Knowledge	Skills
Online Safety	<ul style="list-style-type: none"> Self - image and Identity: I can explain how other people's identity online can be different to their identity in real life. Managing Online Information: I can explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'. Health, Wellbeing and lifestyle: I can explain simple guidance for using technology in different environments and settings and say how those rules/guides can help me. Privacy and security: I can explain what passwords are and can use passwords for my accounts and devices. 	<ul style="list-style-type: none"> Managing Online Information: I can demonstrate how to navigate a simple webpage to get to information I need (e.g. home, forward, back buttons; links, tabs and sections).

Mental Wealht and Physical Health	Knowledge	Skills
PE	<ul style="list-style-type: none">• I understand that exercise keeps my body healthy.	<ul style="list-style-type: none">• I can demonstrate the fundamental skills including: balancing, running, jumping, catching, hopping, throwing, galloping, skipping, leaping and kicking in a range of activities.• I can catch and throw a range of PE equipment accurately whilst moving.• I can participate in team games, developing simple tactics for attacking and defending.