

End of Year Framework

Year 2



The Humanities

Humanities	Key Subject Concepts	Knowledge	Skills	Key Vocabulary	
History Castles Great Fire of London	Chronology	<ul style="list-style-type: none"> I appreciate that some famous people have helped our lives be better today, such as, Elizabeth I and Queen Victoria, Mary Seacole and/or Florence Nightingale 	<ul style="list-style-type: none"> I can use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning. 	anachronism chronological order era/period investigate research evidence Why...? historians experts opinion artefact What...? When...? Where...? after past present then now	The Great Fire of London
	Interpretation and Reasoning	<ul style="list-style-type: none"> (Explorers - Sir Frances Drake and Hernan Cortes) 	<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, Explorers of the New worlds. 		Samuel Pepys diary explorers travel encounter impact significant brave pioneer America
	Continuity and Change	<ul style="list-style-type: none"> I recognise the changes that I have witnessed in our local area and in Great Britain (Castles) (know significant historical events, people and places in their local area). 	<ul style="list-style-type: none"> I can answer questions by using a specific source, such as an information book. 		
	Significant Figures, Monarchy and Rulers	<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. Rosa Parks and Emily Davison 	<ul style="list-style-type: none"> I can research about a famous event that happens in Britain and why it has been happening for some time. 		Castles battlement turrets tower gatehouse dungeon moat portcullis arrowloop keep drawbridge barbican buttress defence attack
	Enquiry	<ul style="list-style-type: none"> 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 use research skills to explain how my local area was different in the past - Through evidence such as photographic, maps and newspaper reports. 		
	Local History	<ul style="list-style-type: none"> I can recount some interesting facts from a historical event, such as where the fire of London started. Great Fire of London. Samuel Pepys 	<ul style="list-style-type: none"> I can make 'Now and Then' comparisons of our local area. 		
	Invasion, Conflict, Trade and settlement				
	Significant Individuals, Monarchy and Rulers King and Queens of the past. Florence Nightingale Mary Seacole Rosa Parks Emily Davison Sir Frances Drake Hernan Cortes				

Humanities	Key Subject Concepts	Enquiry Questions	Knowledge	Skills	Key Vocabulary
RE Discovery RE Christianity Judaism	Community	Is it possible to be kind to everyone all of the time?	I can re-tell a story Jesus told about being kind or give an example of when Jesus showed kindness.	I can tell you when I have been kind to others even when it was difficult. I can say if I think Christians should be kind and give a reason.	Samaritan Parable
	Traditions and Symbols				
	Faith and Worship	Why do Christians believe God gave Jesus to the world?	I can remember the Christmas story and start to explain that Christians believe Jesus was a gift from God.	I can say how I could help solve a problem by showing love. I can tell you why Christians think God gave Jesus to the world.	Advent
	Values, Morals and Ethics				
	Spirituality				
		How important is it for Jewish people to do what God asks them to do?	I can talk about the Seder meal, or another Jewish practice, with some detail and some of the correct vocabulary, and start to explain why they choose to do this.	I can talk about why I do as some people ask but not others. I can suggest what I think are the most and least important things Jews do that God asks them to do and add at least one reason.	Pesach Passover Seder Hagadah Matzah Charoset Zeroah Beitzah Maror Karpas Chazeret Exodus Moses Kashrut Kosher
		How important is it to Christians that Jesus came back to life after his crucifixion?	I can recall what Christians believe happened on Easter Sunday.	I can say what I believe happens to you when you die and tell you how I remember people close to me. I can start to suggest a different explanation as to what happened to Jesus after the empty tomb and offer my opinion.	Easter Egg Hot cross bun Resurrection
		How special is the relationship Jews have with God?	I can tell a story about Abraham or Moses and say why one of these men is important to Jews today.	I can explain why agreements are important and why they should be kept. I can start to explain the significance of one thing Jews do and say how it shows their special relationship with God.	Covenant Abraham Isaac Ten Commandments Mezuzah Shema
		What is the best way for a Jew to show commitment to God?	I can talk about one of the ways Jews show commitment to God.	I can explain why I could do certain things at certain ages. 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.	Ten Commandments Shabbat Seder Synagogue Torah Bar Mitzvah Bat Mitzvah Mitzvot Tu B'Shevat Shema

Humanities	Key Subject Concepts	Knowledge	Skills	Key Vocabulary
Geog Oceans Local area / Kenya	Location knowledge	<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 (Kenya). I can describe my local environment and compare it to Kenya - identifying similarities and differences in environment and the impact on ways of life I can identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. I can use basic geographical vocabulary to refer to: key physical features (including: cliff, coast, hill, ocean, soil, valley, vegetation) and key human features (including: factory, farm, house, office, port, harbour and shop). 	<ul style="list-style-type: none"> I can use world maps, atlases and globes to identify the oceans studied at this key stage. 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. I can use simple fieldwork and observational skills to study the geography of my school and its grounds and the key human and physical features of its surrounding environment (local area). 	Ocean, Pacific Ocean, Atlantic Ocean, Indian Ocean, Southern Ocean, Antarctic Ocean Kenya Equator North and South poles Compass directions (N, S, E, W) Directional language (near, far, left, right) Map routes Physical features, cliff, coast, hill, ocean, soil, valley, vegetation human features, factory, farm, house, office, port, harbour, shop
	Place knowledge			
	Human and physical processes			
	Communities, Movement and Settlements			
	Environment			

The Sciences

Sciences	Key Subject Concepts	Knowledge	Skills	Key Vocabulary
Science Kent Science Scheme – Drive	Creativity	Animals, including Humans: <ul style="list-style-type: none"> I 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. Living things and their habitats: <ul style="list-style-type: none"> I can explore and compare the differences between things that are living, dead, and things that have never been alive. 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. I can identify and name a variety of plants and animals in their habitats, including microhabitats. I can describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. Uses of Everyday Materials: <ul style="list-style-type: none"> 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. I can find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. Plants: <ul style="list-style-type: none"> I can observe and describe how seeds and bulbs grow into mature plants. I can find out, and describe, how plants need water, light and a suitable temperature to grow and stay healthy. 	Hypothesis: <ul style="list-style-type: none"> I can ask questions about what they notice and recognise that they can be answered in different ways. I can make predictions and begin to explain why I have made them. Experiments/Recording Data: <ul style="list-style-type: none"> I can use different types of scientific enquiry to gather and record data, using simple equipment where appropriate, to answer questions. I can observe closely, using simple equipment. I can perform simple tests. I can begin to identify and classify based on basic criteria. Conclusions: <ul style="list-style-type: none"> I can use observations and ideas to suggest answers to questions. 	living, dead, habitat, micro-habitat, food chain, food source. Seeds, bulb, water, light, temperature, growth. animal, human, offspring, adult, survival, water, food, air, shelter, hygiene, diet, health, exercise. suitability, material, wood, metal, plastic, glass, brick, rock, paper, cardboard, squashing, bending, twisting, stretching.
	Questioning			
	Hypothesis			
	Predicting			
	Exploring Variables			
	Developing Experiments			
	Analysing and Presenting Data			
	Drawing Conclusions			
	Adaptations and Forward Thinking			

Sciences	Key Subject Concepts	Knowledge	Skills	Key Vocabulary			
				CNS	Programming	Multimedia	Handling Data
Computing Teach Computing www.teachcomputing.org Drive	Computer Systems and Networks Programming Multimedia Handling Data The following concepts are taught throughout the computing curriculum: Word processing, computational thinking, debugging, communication* and e-safety. (* Communication is taught across the KS2 Curriculum)	Computer Systems & Networks <ul style="list-style-type: none"> I know the uses and features of information technology. I understand and can explain how information technology benefits us. Programming <ul style="list-style-type: none"> I know how to write a simple algorithm. I can observe an algorithm and spot where it needs debugging. I know how to create and debug simple programs. Multimedia <ul style="list-style-type: none"> I know technology can be used to create sounds and music. I can describe how music can be used in different ways. I know what devices can be used to take photographs. I know and can describe what makes a good photograph. Handling Data <ul style="list-style-type: none"> I can talk about the different ways I use technology to collect information, including a camera, microscope or sound recorder. I can recognise that people can be described by attributes. I can explain that we can present information using a computer. 	Computer Systems & Networks <ul style="list-style-type: none"> I can identify information technology in the home and beyond school. I can explain how information technology benefits us. I can open a file. I can move and resize images. Programming <ul style="list-style-type: none"> I can use simple algorithms to make a robot move. I can use algorithms to create a quiz. I can use logical reasoning to predict the behaviour of simple programs. Multimedia <ul style="list-style-type: none"> I can use technology to take and edit photos. I can use technology to make music. Handling Data <ul style="list-style-type: none"> I can use software to create pictograms to display data. I can use technology purposefully to create, organise, store, manipulate and retrieve digital content. 	Computers Information technology Software Hardware Digital device	Right-angle turn Algorithm Sequence input Direction Sprite Debug Predict	File Save Undo Return key Font Transitions Composition Instrument Music Tempo Volume digitally	Pictogram Question Data Information Collate Graphs

Sciences	Key Subject Concepts	Knowledge	Skills	Key Vocabulary	
DT	Design	Design: I can design and communicate an idea using simple annotations to explain my ideas.	<p>I can select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p>I can explore, use and make mechanisms in my products.</p> <p>Focus skills:</p> <ol style="list-style-type: none"> Mechanisms - Joining materials. Sewing. Structures - levers, axles. Cooking - healthy meal. Raw materials. 	<ul style="list-style-type: none"> Construction Curling Cutting Design Evaluate Functionality Folding Measure Materials Models Mechanisms Prototypes Purposeful Product Sketch 	<ul style="list-style-type: none"> Structures Shaping Tools Tearing Textiles Templates
	Make	Design: I can generate, develop, model and communicate my ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.			
	Innovate				
	Adapt	Make: I can explore and use mechanisms [for example, levers, sliders, wheels and axles], in my products.			
	Evaluate	Evaluate: I can evaluate my ideas and products against design criteria.			
	Functionality	Technical Knowledge: I can use technical vocabulary to explain and annotate my work.			
	Nutrition	Cooking and Nutrition: I can use the basic principles of a healthy and varied diet to prepare dishes.			
	Problem Finding				

The Arts

Arts	Key Subject Concepts	Knowledge	Skills	Key Vocabulary	
Art	Line	<ul style="list-style-type: none"> They understand that a variety of colours can be mixed to make different colours, shades and tones. They can name 1 or 2 famous artists and recognise a variety of art pieces. They can say which art piece they prefer between 2 pieces and give a reason. They can say which art technique they enjoy and do not enjoy and attempt to explain why. They know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	<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 observe and make drawings of landscapes and people. They can mix primary colours to create secondary colours (using the colour wheel to support them) and begin to mix tones and shades from single colours (e.g. adding white or black). They can shape, form, construct and model from observation and imagination. They can identify different forms of textiles, textures and materials and experiment with techniques (e.g. arranging, folding, repeating, overlapping, regular and irregular patterning). They begin to select materials for their artwork independently. They use a brush to produce marks appropriate to work. E.g. small brush for small marks. They can use equipment and media correctly to produce a printed image. They can plan their artwork and begin to adapt it with some support. They use a range of materials creatively to design and make products. They use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. They develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. 	Line width length height mark people objects Artist Primary colour Secondary colour create design construct represent cut stick join wrap	weave media medium material tool brush Shape negative positive Form Value Space Colour Texture Pattern Explore
	Shape				
	Form				
	Value				
	Space				
	Colour				
	Texture				
	Pattern				
	Exploration and expression				
	Critical thinking and language				

Arts	Key Subject Concepts	Knowledge	Skills	Key Vocabulary
Music Charanga: https://charanga.com/site/log-in/ Ho Ho Ho I Wanna Play in a Band Friendship Song	Appraising Singing and Playing Composition and improvisation Performing Notation	<ul style="list-style-type: none"> To listen to a piece of music and talk about how it makes them feel. To recognise the sound and names of some of the instruments they hear. To know that we can create rhythms in different ways (from words, our names, favourite colours, animals, etc) To know the difference between beat and rhythm. To know we can add high and low sounds when we sing and play our instruments to change the pitch. To know that unison is everyone singing at the same time. To know that some songs include other ways of using the voice (Rapping/spoken words). To begin to learn the names of the notes that they are playing. To know the names of the instruments they are playing. To talk about their choices on the elements they have changed. To discuss what went well in their performance. 	<ul style="list-style-type: none"> To learn how songs can tell a story or describe an idea. To say how a piece makes them feel and what it reminds them of. To recognise fast and slow tempos and high and low notes. To learn about voices and singing notes of different pitches (high and low). To sing songs following the tune. To perform rhythmical patterns and accompaniments, keeping a steady pulse. To learn to find a comfortable singing position. To learn to play a tuned instrumental part that matches their musical ability. To use their voice and instruments to make loud and quiet sounds and fast and slow tempos. To play a part in time with the steady pulse. To use their voices expressively and creatively by singing songs and speaking chants and rhymes. To begin to play tuned and untuned instruments musically. To copy a simple pattern of long and short sounds. To make a sequence of long and short sounds with support. To create a simple melody. To learn how a composition can be written down and changed if necessary. To use invented or real symbols to invent and record simple rhythm patterns. To experiment with, create, select and combine sounds using the inter-related dimensions of music. To identify an aspect of their performance that went well. 	<p>Ho Ho Ho: Keyboard, drums, bass, pulse, rhythm, pitch, improvise, compose, perform, audience, imagination</p> <p>I Wanna Play in a Band: Keyboard, drums, bass, electric guitar, rock, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo</p> <p>Friendship Song: Keyboard, drums, bass, glockenspiel, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo</p>

Communication and Language

Communication and Language	Key Subject Concepts	Knowledge	Skills	Key Vocabulary
MFL	N/A			

Mental Wealth and Physical Health

Mental Wealth & Physical Health	Knowledge				Skills			
	Emotional and Social	Personal Care	Understanding the World	Personal Safety	Emotional and Social	Personal Care	Understanding the World	Personal Safety
Lifeskills	<p>I understand the importance of listening to others in a group activity.</p> <p>I know the difference between telling a tale and reporting something important.</p> <p>I know to ask for help if I am feeling an emotion that I can not manage myself.</p> <p>I know what is meant by pride and self-esteem.</p> <p>I know some reasons why children have certain physical traits.</p> <p>I am proud of the things my body can do.</p> <p>I know strategies to help me manage my emotions.</p> <p>I know some environmental factors that can affect my mood.</p>	<p>I know when it is appropriate to ask for or have a drink.</p> <p>I have an awareness of hazards in the home and how to keep myself safe.</p> <p>I recognise how to keep myself and my clothes clean.</p>	<p>I know that there are different people in the world and show curiosity towards them.</p> <p>I know my address, full name and how to contact my family.</p> <p>I know the different seasons.</p> <p>I know the months of the year.</p> <p>I know my birthday (date, month, year)</p> <p>I understand there are things that are alive, dead or that have never been alive.</p>	<p>I can give examples of bullying behaviour and how it could look online.</p> <p>I can describe and explain some rules for keeping my information private.</p> <p>I recognise when and where it is safe to play.</p> <p>I know what a fire drill is and why it is important.</p> <p>I know what flammable means and why it is important not to play with flammable things.</p> <p>I know that I need to stop at the edge of a road and look both ways before I cross with an adult.</p> <p>I can explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'.</p>	<p>I can identify how I am feeling at any given time and try to explain why.</p> <p>I understand that children grow at different rates.</p> <p>I can recognise other people's emotions and explain why they might feel that way.</p> <p>I can identify when someone is ready for me to speak (and not interrupt).</p> <p>I can maintain a friendship</p>	<p>I can brush my teeth independently.</p> <p>I can organise my items to go home with at the end of the school day.</p>	<p>I know how I can help to strengthen our community.</p> <p>I can identify what season it is.</p> <p>I can describe the characteristics of things that are living and things that are not.</p>	<p>I can recognise the difference between bullying and falling out with someone and I know what to do in this situation.</p> <p>I can quickly and quietly follow my adults to line up on the playground during a fire drill with some support.</p> <p>I can talk about whether a road is safe to cross or not with an adult.</p>

Mental Wealth & Physical Health	Knowledge	Skills
Online Safety	<p>Self - image and Identity:</p> <ul style="list-style-type: none"> • I can explain how other people's identity online can be different to their identity in real life. • I can describe ways in which people might make themselves look different online. • I can give examples of issues online that might make me feel sad, worried, uncomfortable or frightened and I can give examples of how I might get help. <p>Online Relationships:</p> <ul style="list-style-type: none"> • I can give examples of how I might use technology to communicate with others I don't know well. <p>Online Reputation:</p> <ul style="list-style-type: none"> • I can explain how information put online about me can last for a long time. • I know who to talk to if I think someone has made a mistake about putting something online. <p>Online Bullying:</p> <ul style="list-style-type: none"> • I can give examples of bullying behaviour and how it could look online. • I understand how bullying can make someone feel. <p>Managing Online Information:</p> <ul style="list-style-type: none"> • I can explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'. • I can explain why some information I find online may not be true. <p>Health, Wellbeing and lifestyle:</p> <ul style="list-style-type: none"> • I can explain simple guidance for using technology in different environments and settings and say how those rules/guides can help me. <p>Privacy and security:</p> <ul style="list-style-type: none"> • I can describe how online information about me could be seen by others. • I can describe and explain some rules for keeping my information private. • I can explain what passwords are and can use passwords for my accounts and devices. • I can explain how many devices in my home could be connected to the internet and can list some of those devices. <p>Copyright and ownership:</p> <ul style="list-style-type: none"> • I can describe why other people's work belongs to them. • I can recognise that content on the internet may belong to other people. 	<p>Online Relationships:</p> <ul style="list-style-type: none"> • I can use the internet to communicate with people I don't know well (e.g. email a penpal in another school/ country). <p>Online Bullying:</p> <ul style="list-style-type: none"> • I can talk about how someone can/would get help about being bullied online or offline. <p>Managing Online Information:</p> <ul style="list-style-type: none"> • I can use keywords in search engines. • 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). • I can explain what voice activated searching is and how it might be used (e.g. Alexa, Google Now, Siri).

Mental Wealth & Physical Health	Key Subject Concepts	Knowledge	Skills	Key Vocabulary
<p>PE</p> <p>TLG PE</p> <p>tlg-</p> <p>pe.co.uk</p> <p>Athletics</p> <p>Sending & Receiving</p> <p>Dance</p> <p>Attacking & Defending</p> <p>Gymnastics</p> <p>Net & Wall Games</p> <p>Striking and Fielding</p> <p>Throwing & Catching</p>	<p>Fitness</p> <p>Dance</p> <p>Gymnastics</p> <p>Games</p> <p>Athletics</p> <p>Swimming</p> <p>OAA</p> <p>Fundamental Movement Skills</p>	<ul style="list-style-type: none"> I know that there are repeating sequences in dance. I understand that exercise keeps my body healthy. I understand that it is important to change my pace to match the area I am working within. 	<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 accelerate & form a variety of static positions. I can run/jog at a consistent pace. I can copy dance moves with control and coordination. I can create curled/stretched shapes and travel in that shape over apparatus. I can execute a star and straight jumps. 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. 	<p><u>Games</u></p> <p>Underarm, tactics, decide, rules</p> <p><u>Gymnastics</u></p> <p>Copy, sequence, improve, plan, perform, feedback, independent</p> <p><u>Dance</u></p> <p>Perform, control, co-ordination, linking mood, feeling</p> <p><u>General</u></p> <p>Contrast and repeat</p>