



Non Negotiables

(Endpoints)

YEAR 2 TOPIC CYCLE A

| | AUTUMN TERM (Location , Location, Location) | SPRING TERM (Wild and Wonderful Creatures) | SUMMER TERM (In the Garden) |
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| SCIENCE | <p>I can talk about the suitability of a variety of materials.</p> <p>I can find out how materials are changed by squashing, bending, twisting and stretching.</p> | <p>I can explain that animals including humans have offspring which grow into adults.</p> <p>I can describe the human lifecycle</p> <p>I can describe the basic needs of animals including humans for survival.</p> <p>I can compare the differences between things that are living, dead and have never been alive.</p> <p>I can name a variety of habitats and the plants and animals that live there.</p> <p>I can talk about habitats and the basic needs of different animals and plants and how they depend on each other.</p> <p>I can describe a simple food chain.</p> | <p>I can describe how seeds and bulbs grow into mature plants.</p> <p>I can plan a suitable experiment to find out that plants need water, light and a suitable temperature to grow and to stay healthy.</p> <p>I can record my data to help answer questions.</p> <p>I can talk about the different jobs of different parts of a plant.</p> <p>I will explore the school garden and learn about a micro habitat.</p> <p>I can identify and classify the animals I find in the school garden.</p> |
| ART | <p>I can use a range of pencils to draw lines of different thicknesses, to show pattern and using dots and lines.</p> | <p>I can use a combination of materials that have been cut, torn and glued.</p> <p>I can add texture by mixing materials.</p> | <p>I can talk about the work of Georgia O’Keefe, Van Gogh, Monet, and Archimboldo.</p> <p>I can experiment with different brushes to</p> |

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| | <p>I can make observational drawings of plants and trees in the Forest School area.</p> <p>I can use different materials to create a piece of art – landscapes linked to geography and a piece inspired by LS Lowry- e.g. – pastels, chalk, felt tips.</p> <p>I can mix materials to create texture.</p> <p>I can talk about the work of LS Lowry.</p> <p>I can join materials using glue, staples, tape and stitch.</p> <p>I can evaluate my work.</p> | <p>I can demonstrate a range of techniques when printing e.g. rolling, pressing, stamping and rubbing.</p> <p>In sculpture I can create and combine shapes to make recognisable shapes</p> <p>I can use a range of techniques: cutting, pinching and rolling</p> <p>I can describe the work of famous artist: Henri Rousseau and create a piece of work in response to his work.</p> | <p>produce lines and shapes textures and patterns.</p> <p>I can mix primary colours to make secondary colours and add white and black to make tones.</p> <p>I can create paintings in the style of famous artists.</p> |
| DT | <p>I can start to build structures, exploring ways to stiffen, stable and strengthen.</p> <p>I can use a range of tools and equipment to perform practical tasks: cut, shape, join and finish.</p> | <p>I can and explore different mechanisms and add one to my dinosaur diorama.</p> <p>I can develop and communicate ideas through drawing and templates.</p> <p>I can design a purposeful product for myself or others.</p> <p>I can evaluate my work and suggest any improvements.</p> | <p>I can generate model and communicate my ideas through drawing to create a garden.</p> <p>I can understand that all food comes from plants or animals</p> <p>I can select from and use a wide range of ingredients to create a meal.</p> <p>I can use the basic principles of a healthy and varied diet to create dishes.</p> |
| GEOGRAPHY | <p>I can name the 7 continents and 5 oceans.</p> <p>I can use world maps and atlases.</p> <p>I can locate the United Kingdom on a map and name the countries of the UK and their capital cities.</p> <p>I know the village and county that I live in. I know my address.</p> | <p>I can use geographical vocabulary to refer to key physical features: ocean, sea, weather, coast, volcano and vegetation.</p> <p>I can locate and name hot and cold places in relation to the Equator.</p> <p>I can use world maps and globes to identify countries, continents and oceans and locate</p> | <p>I can use simple fieldwork to study the geography of our school grounds.</p> |

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| | <p>I can make comparisons between a Glossop and Tintwistle and Manchester</p> <p>I can use locational language to describe locations of features and routes on a map.</p> <p>I can use basic geographical vocabulary to refer to human features such as: city, town, village, factory, farmhouse, port, shop, and identify which features and are typical of Tintwistle.</p> <p>I can use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>I can use aerial photographs and plans to identify features, human and physical.</p> <p>I can devise simple maps and create key using symbols.</p> | <p>where dinosaur fossils have been found.</p> <p>I can create a dinosaur map which shows physical features of a habitats, using a key.</p> | |
| <p>HISTORY</p> | <p>I can describe and discuss historical events within living memory.</p> <p>I can place key dates and events on a timeline.</p> <p>I can describe significant people from the past (Lowry and Westwood).</p> <p>I can talk about local history, historical events, people and places.</p> <p>I can use a range of artefacts and pictures to find out about the past.</p> <p>I can ask a wide range of questions about the past.</p> | <p>I can place key dates and events on a timeline.</p> <p>I can describe key people from beyond living memory who have contributed to national and international achievements and understand their significance (Mary Anning)</p> <p>I can I can use a range of artefacts and pictures to find out about the past.</p> | <p>I can talk about changes within and beyond living memory. Link to the 'History of Food'</p> <p>I can use a range of sources to find out about the past.</p> <p>I can talk about the life and work of Sir Joseph Paxton and his links to Chatsworth.</p> |

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| <p>COMPUTING</p> | <p><u>Computing Systems and Networks -IT Around Us</u> I can identify examples of computers</p> <p>I can describe some uses of computers</p> <p>I can identify examples of IT and sort school IT by what it's used for</p> <p>I can identify that some IT can be used in more than one way</p> <p>I can recognise and talk about common types of technology and demonstrate how IT devices work together</p> <p>I can identify the choices that I make when using IT</p> <p>I can use IT for different types of activities and explain the need to use IT in different ways</p> <p><u>Digital Photography</u> I can recognise what devices can be used to take photographs</p> <p>I can talk about how to take a photograph I can explain what I did to capture a digital photo</p> <p>I can take photos in both landscape and portrait format</p> <p>I can identify what is wrong with a photograph and improve a photograph by retaking it.</p> <p>I can recognise that images can be changed</p> | <p><u>Robot Algorithms</u></p> <p>I can follow instructions given by someone else and I can give clear instructions</p> <p>I can use an algorithm to program a sequence on a floor robot</p> <p>I can identify different routes around my mat and test it to make sure that it is usable</p> <p>I can create, test and debug.</p> <p>I know to keep personal information private. I can identify where to go for help when I am concerned about content on the internet and other online technologies</p> <p><u>Data and Information - Pictograms</u> I can record data in a tally chart.</p> <p>I can enter data onto a computer</p> <p>I can use a computer to view data in a different format</p> <p>I can use pictograms to answer simple questions about objects</p> <p>I can create a pictogram to arrange objects by an attribute</p> <p>I can answer 'more than'/'less than' and 'most/least' questions about an attribute</p> | <p><u>Creating Media – Digital Music</u></p> <p>I can plan, create a piece and reflect on a piece of music.</p> <p>I can follow a rhythm pattern</p> <p>I can understand that a computer can generate different sounds to make a sequence of notes</p> <p>I can understand how pattern and rhythm can be used to depict an animal</p> <p>I can create and follow a rhythm pattern using two different instruments</p> <p>I can use the computer to generate different sounds represented by images</p> <p>I can create a sequence of notes on the computer and start to refine them</p> <p><u>Programming Quizzes</u> I can plan a project including changing backgrounds</p> <p>I can understand the role of the numbers on ScratchJr blocks</p> <p>I can write and run a simple program with a start block, and an end block which changes the background</p> <p>I can create and program a quiz with at least two backgrounds which switch based on an action</p> <p>I can identify errors in their program, and debug them</p> |
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| <p>MUSIC</p> | <p>I can use my voice expressively and creatively by singing songs and speaking chants and rhymes</p> <p>I can sing in tune within a limited pitch.</p> <p>I can perform with a good sense of pulse and rhythm.</p> <p>I can name some common classroom instruments.</p> <p>I can compose a piece of music using classroom instruments.</p> | <p>I can play tuned and un-tuned instruments musically – begin to play the recorder.</p> <p>I can begin to recognise and musically demonstrate a link between pitch using graphic notations.</p> <p>I can follow and lead simple performance directions.</p> | <p>I can perform a simple musical piece using notes B, A G</p> <p>I can compose my own piece of music using notes B, A G</p> <p>I can demonstrate an understanding of the differences between pulse and rhythm through physical movement, playing and singing.</p> <p>I can offer comments about my own and other's work.</p> |
| <p>PE</p> | <p>I can roll a ball to hit a target.</p> <p>I can use coordination and be able to stop a rolling ball.</p> <p>I can develop technique and control when dribbling a ball with your feet.</p> <p>I can develop control and technique when kicking a ball.</p> <p>I can develop co-ordination and technique when throwing and catching.</p> <p>I can consider how much power to apply when aiming at a target.</p> <p>I can play target games using the skills of kicking, throwing, striking and hitting a target.</p> <p>I can select the correct skill when playing target games.</p> | <p>I can perform gymnastic shapes and link them together.</p> <p>I can use shapes to create balances.</p> <p>I can link travelling actions and balances using apparatus.</p> <p>I can demonstrate different shapes, take off and landings when performing jumps.</p> <p>I can develop rolling and sequence building and develop sequence work on apparatus.</p> <p><u>Dance The Rainforest</u> I can copy, repeat and create actions in response to a stimulus.</p> <p>I can copy, create and perform actions considering dynamics.</p> <p>I can create a short dance phrase with a partner showing clear changes of speed.</p> | <p>I can co-operate and communicate in a small group to solve challenges.</p> <p>I can create a plan with a group to solve the challenges.</p> <p>To work with a group to copy and create a basic map.</p> <p>I can develop the skills for athletics - sprinting action, jumping for distance, the technique when jumping for height, throwing for distance and throwing for accuracy.</p> |

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| <p>PSHE</p> | <p>I can recognise I belong to different groups and communities e.g. family and school.</p> <p>I can explore ways in which I am unique.</p> <p>I can identify the ways in which I am the same with other people and what we have in common.</p> <p>I can identify what makes me special.</p> <p>I recognise how my behaviour can affect others.</p> <p>I listen to others and work co-operatively.</p> <p>I recognise when people are being unkind and know who to tell and what to say.</p> <p>I can identify different types of teasing and bullying and identify that these are wrong and unacceptable.</p> | <p>I can talk about the process of growing from young to old.</p> <p>I can correctly name the main parts of the body including external genitalia.</p> <p>I can identify ways of keeping safe and knowing that I don't keep secrets.</p> <p>I can talk about the pants rule.</p> <p>I know about physical contact and what is acceptable.</p> <p>I know that everybody is unique.</p> <p>I can recognise a range of feelings in myself and others.</p> <p>I can develop simple strategies for managing feelings.</p> <p>I can use a range of words to describe different feelings.</p> | <p>I can recognise what money looks like</p> <p>I can identify how money is obtained</p> <p>I can understand the ways money can be used</p> <p>I understand how to keep money safe and what influences choices</p> <p>I can talk about what change means</p> <p>I can explore loss and change and the associated feelings</p> <p>I can learn how to manage change positively</p> <p>I can identify strategies of where to go for help</p> |
| <p>RE</p> | | | |
| <p>FOREST SCHOOL</p> | <p>I can talk about changes in the weather.</p> <p>I can identify wild and garden plants that grow within Forest School.</p> <p>I can observe the changes across the seasons.</p> <p>I can talk about Andy Goldsworthy and be inspired by his artwork to create my own pieces.</p> | <p>(No Forest School this Term)</p> | <p>(No Forest School this Term)</p> <p>Outdoor learning built into our topic this term</p> |