



## Non Negotiables

### (Endpoints)

#### YEAR 2 TOPIC CYCLE A

	AUTUMN TERM (Location , Location, Location)	SPRING TERM (Wild and Wonderful Creatures)	SUMMER TERM (In the Garden)
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>

	<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 ( a diorama) 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 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 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>

	<p>I can make comparisons between a town and a village and a city.</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 are typical of Tintwistle.</p> <p>I can use aerial photographs and plans to identify features, human and physical.</p> <p>I can devise simple maps and create a 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>	
HISTORY	<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 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>
COMPUTING	<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 recognise what devices can be used to take photographs</p> <p>I can talk about how to take a photograph</p>	<p>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</p>

	<p>I can identify different routes around my mat</p> <p>I can test my mat to make sure that it is usable</p> <p>I can create an algorithm to meet my goal</p> <p>I can test and debug each part of the program</p> <p>I know to keep personal information private.</p> <p>I can identify where to go for help when I am concerned about content on the internet and other online technologies</p>	<p>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 explore the effect that light has on a photo</p> <p>I can experiment with different light sources</p> <p>I can recognise that images can be changed</p> <p>I can use a tool to achieve a desired effect</p>	<p>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>
MUSIC	<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 untuned 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>
PE	<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 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</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.</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>and landings when performing jumps.</p> <p>I can develop rolling and sequence building and develop sequence work on apparatus.</p> <p><u><b>Dance The Rainforest</b></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>jumping for distance, the technique when jumping for height, throwing for distance and throwing for accuracy.</p>
PSHE	<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 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>

		I can use a range of words to describe different feelings.	
RE	<p>I can talk about good news stories that Jesus told.</p> <p>I can recognise the story of Jesus the Healer and how to make people feel better on the inside and outside.</p> <p>I can discuss how Christians worship God in church.</p> <p>I know that the Bible is important to Christians.</p> <p>I can talk about the Christian community and belonging to a Christian community.</p> <p>I can understand what Christians mean when they use the word church.</p>	<p>I can talk about the Kingdom of God.</p> <p>I can explain three things that are important about the Kingdom of God to Christians and make reference to the prayer and everyday life.</p> <p>I can say the Lord's Prayer.</p> <p>I can explain what part of the Lord's prayer is about and how it might help Christians feel forgiven so they can start again.</p>	<p>I can explain why promises are made at infant baptism.</p> <p>I can discuss why Christians choose baptism. I can explain the choices made for infants by their parents at baptism.</p> <p>I can explain how members of the Christian community look after their local environment and why they consider it to be important. I can explain and suggest reasons why Christians say thank you at Harvest time.</p>
FOREST SCHOOL	<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>	(No Forest School this Term)	<p>(No Forest School this Term)</p> <p>Outdoor learning built into our topic this term</p>