



ART & DESIGN

CURRICULUM PROGRESSION — YEAR 2

| Skills | | Core knowledge | |
|---|---|---|--|
| <p>To explore a wide range of media and materials, tools and techniques to create artworks, improvise and depict imagined worlds, and model the real world through the arts</p> <p>To experiment with designs, shapes, colours and sounds, explore and record ideas using ICT where appropriate</p> | | <p>To use a range of materials creatively to design and make products</p> <p>To use drawing & painting & sculpture to develop and share their ideas, experiences and imagination</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p><u>Study Focus: Artist (Vincent Van Gogh)</u> 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.</p> | |
| Drawing | Painting | Collage/ sculpture | |
| <p>*Show pattern and texture by adding dots and lines</p> <p>*Show different tones by using coloured pencils</p> <p>*Use a range of materials to make rubbings</p> | <p>*Tints and tones by adding white and black to colours</p> <p>*Create colour wheels</p> | <p>*Use a combination of shapes</p> <p>*Include lines and texture</p> <p>*Use clay as materials</p> <p>*Use techniques such as rolling, cutting, moulding and carving.</p> <p>* Use a combination of materials that are cut, torn or glued</p> <p>*Sort and arrange materials</p> <p>*Mix materials to create texture</p> | |



DESIGN & TECHNOLOGY

CURRICULUM PROGRESSION — YEAR 2

| Skills | | Core knowledge | | |
|---|---|--|--|--|
| <p>To explore simple structures to investigate how they work.</p> <p>To give instructions to make things happen using programmable devices.</p> <p>To explore simple electrical circuits and find out how electricity is used in the home, at school and in some products.</p> <p>To explore sources of light and sound and how we sense them.</p> <p>To investigate their local environment and use their findings to inform actions to care for and improve it.</p> | | <p>Design</p> <p>Design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p> <p>Make</p> <p>Select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing.</p> <p>Select from and use a wide range of materials and components.</p> <p>Evaluate</p> <p>Explore and evaluate a range of existing products.</p> <p>Evaluate their ideas and products against design criteria.</p> <p>Technical knowledge</p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable.</p> | | |
| Textiles | Construction | Mechanics | | |
| <p>*Shape textiles using templates.</p> <p>*Colour and decorate textiles using techniques – dying & printing.</p> | <p>*Use materials to practice gluing, screwing and drilling materials to strengthen products.</p> | <p>*Explore and use mechanisms.</p> <p>*Create products using sliders.</p> | | |



GEOGRAPHY

CURRICULUM PROGRESSION — YEAR 2

Core knowledge and skills

Location knowledge

Name and locate the world's seven continents and five oceans.
Name and locate capital cities in the UK and characteristics of the cities.

Place knowledge – Seaside locality

Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom

About the key human and physical features of the locality, its location in the UK, and how it has changed over time

To investigate issues, express views and take part in decision-making activities to improve their immediate environment

Physical geography

Identify key physical and human features of the coastline

Geographical mapping skills

Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage (*plus countries directly related to topic work*).

Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features to make a plan (*Map work/skills*).

Fieldwork

Use simple fieldwork and observational skills to study the geography of a seaside locality and the key human and physical features



HISTORY

CURRICULUM PROGRESSION — YEAR 2

Core knowledge and skills

Living memory

Changes within living memory.

Events beyond living memory that are significant nationally or globally (*directly linked to topic work*)

To explore how people's ways of life, including their own, change with time

Significant individual

The lives of significant individuals in the past who have contributed to national and international achievements.

To find out about the lives of significant people and events from the past and the present

To use the internet and other digital sources to find out about significant issues, events and people

Significant historical event

Significant historical events, people and places in their own locality.



MUSIC

CURRICULUM PROGRESSION — YEAR 2

| Skills | | Core knowledge | | |
|--|---|---|--|--|
| <p>To sing songs and make music with expression and control</p> <p>To listen and observe carefully, taking account of simple instructions</p> | | <p>Pupils should be taught to</p> <p>use their voices expressively and creatively by singing songs and speaking chants and rhymes;</p> <p>play tuned and untuned instruments musically;</p> <p>listen with concentration and understanding to a range of high-quality live and recorded music;</p> <p>experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> | | |
| Autumn | Spring | Summer | | |
| <p>Begin to explore musical changes/composers over time.</p> <p>Sing/play/compose music in similar styles with a limited range of instruments/vocal range.</p> <p>Singing - using class/whole school themes: Harvest/Christmas.</p> <p>Recorders – introduction.</p> | <p>Introduce key musical elements - duration, tempo, timbre, pitch, dynamics, texture, structure. Use these for composing with limited range of instruments.</p> <p>Singing – using class/whole school themes: Easter</p> <p>Recorder/instrumental development.</p> | <p>Begin to explore musical genres/instruments/composers around the world.</p> <p>Sing/play/compose music in similar styles with a limited range of instruments/vocal range.</p> <p>Singing – using class/whole school themes: global citizenship/sports.</p> <p>Recorder development.</p> | | |



PHYSICAL EDUCATION

CURRICULUM PROGRESSION — YEAR 2

| Skills | | |
|--|---|---|
| Autumn | Spring | Summer |
| <p>Gymnastics</p> <ul style="list-style-type: none"> *Copy and remember actions *Move with some control and awareness of space *Link two or more actions to make a sequence *Show contrasts – small/tall, straight/curved, wide/narrow *Travel by rolling forwards and backwards and sideways *Hold a position whilst balancing on different points of the body *Climb safely on equipment *Jump in a variety of ways and land with increasing control and balance <p>Games</p> <ul style="list-style-type: none"> *To develop running, jumping, throwing, striking, catching and receiving in isolation and pairs... involving bean bags, variety of balls, hoops, quoits, ropes, bats and balls.... leading to partner work and small games *Use the terms opponent and team mate *Develop tactics *Compare and record performances with previous. | <p>Dance</p> <ul style="list-style-type: none"> *Copy and remember moves and positions *Move with careful control and co-ordination *Link two or more actions to perform a sequence <p>Games</p> <p>Compare and record performances with last terms performances. Introduce throwing, rolling, and receiving base lines.</p> <p>Running, jumping, throwing, striking, catching and receiving in isolation and pairs... involving bean bags, variety of balls, hoops, quoits, ropes, bats and balls.... leading to partner work and small games.</p> <p>Use the terms opponent and team mate</p> <p>Develop tactics</p> | <p>Athletics</p> <p>(The yr2 skills for athletics are combined with games skills – running, throwing & jumping)</p> <p>Games</p> <p>Compare and record performances with previous Running, jumping, throwing, striking, catching and receiving in isolation and pairs... involving bean bags, variety of balls, hoops, quoits, ropes, bats and balls.... leading to partner work and small games</p> <p>Use the terms opponent and team mate</p> <p>Develop tactics</p> |