**Year 2 Progression of Skills**

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| Geography | History | Art | DT | Music | PE | Computing |
| **Location Knowledge**  Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.  Name and locate the world’s seven continents and five oceans. | **Chronological understanding**  Recount changes in own life over time  Puts 3 people, events or objects in order using a given scale.  Uses words and phrases such as recently, before, after, now, later.  Uses past and present when telling others about an event. | **Drawing**  **(pencil, charcoal, inks, chalk, pastels, ICT software)**  draw and record experiences and feelings  experiment with use of shadows, use of light and dark  Sketch to make quick records | **Food**  Cut, peel or grate ingredients safely and hygienically.  Measure or weigh using measuring cups or electronic scales. | **Controlling sounds through singing and playing**  Use voices expressively and creatively.  Sing with the sense of shape of the Melody  Create and choose sounds for a specific effect.  Perform rhythmical patterns and accompaniments, keeping a steady pulse.  Think about others while performing | **Dance**  Copies and explores basic movements with clear control.  Varies levels and speed in sequence  Can vary the size of their body shapes  Add a change of direction to a sequence  Uses space well and negotiates space clearly.  Can describe a short dance using appropriate vocabulary.  Responds imaginatively to stimuli. | **E Safety**  Stay safe online by choosing websites that are good for them to visit & not inappropriate sites.  Explore what cyber-bullying means & what to do when they encounter it.  Know that if they put information online it leaves a digital footprint or “trail” & they need to manage it so it’s not hurtful.  Understand that keyword searching is an effective way to locate online information & how to select keywords to produce the best search results.  Discuss criteria for rating informational websites a site.  Realise that not all websites are equally good sources of information |
| **Place Knowledge**  Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a non-European country. | **Knowledge and understanding of past events, people and changes in the past**  Uses information to describe the past.  Uses information to describe differences between then and now.  Recounts main events from a significant in history.  Uses evidence to explain reasons why people in past acted as they did. | Colour  Begin to describe colours  Make as many tones of one colour as possible (using white)  Darken colours without using black  using colour on a large scale | **Materials**  Measure and mark out to nearest cm.  Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen). | **Creating and developing musical ideas**  Repeat short rhythmic and melodic patterns  Begin to explore and choose and order sounds using the inter-related dimensions of music | **Gym**  Explores and creates different pathways and patterns.  Uses equipment in a variety of ways to create a sequence  Link movements together to create a sequence | **Programming**  physically follow and give each other forward, backward & turn (right-angle) instructions  Articulate an algorithm to achieve a purpose  Plan and enter a sequence of instructions to achieve an algorithm, with a robot specifying distance & turn and drawing a trail  Explore outcomes when giving instructions in a simple Logo program  Watch a Logo program execute & debug any problems  Predict what will happen & test results  Talk about similarities & differences between floor robots and logo on screen |
| **Human and Physical Geography**  Identify seasonal/daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and the North and South poles  Use basic Geographical vocabulary to refer to key physical features (inc – beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather)and human features (inc city, town, village, factory, farm, house, office, port, harbour, shop) of a contrasting non-European country. | **Historical interpretation**  Looks at books and pictures (and eye-witness accounts, photos, artefacts, buildings and visits, internet).  Understands why some people in the past did things. | **Texture**  overlapping and overlaying to create effects  Use large eyed needles – running stitches  Simple appliqué work  Start to explore other simple stitches  collage | **Textiles**  Join textiles using running stitch.  Colour and decorate textiles using a number of techniques | **Responding and reviewing appraising skills**  respond to different moods in music and explain thinking about changes in sound.  Identify what improvements could be made to own work and make these changes, including altering use of voice, playing of and choice of instruments | **Games**  Confident to send the ball to others in a range of ways.  Beginning to apply and combine a variety of skills (to a game situation)  Develop strong spatial awareness.  Beginning to develop own games with peers.  Understand the importance of rules in games.  Develop simple tactics and use them appropriately.  Beginning to develop an understanding of attacking/ defending | **Multimedia**  Use an increasing variety of tools and effects in paint programs and talk about their choices.  Use templates to make electronic books individually and in pairs.  Explore the effects of sound and music in animation and video.  Create own documents, adding text and images.  Use keyboard to enter text (index fingers left & right hand).  Know when and how to use the RETURN/ ENTER key. Use SHIFT & CAPS LOCK to enter capital letters. Use DELETE & BACKSPACE buttons to correct text. Create sentences, SAVE & edit later |
| **Geographical Skills and Fieldwork**  Use world maps, atlases and globes to identify the United Kingdom and its countries.  Use simple compass directions (North, East, South and West), to describe the location of features and routes on a map.   * Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features: devise a simple map; and use and construct basic symbols in a key.   Use fieldwork and observational skills to study the key human and physical features of the schools surrounding areas. | **Historical enquiry**  Looks carefully at pictures or objects to find information about the past.  Asks and answers questions such as: ’what was it like for a ….?’, ‘what happened in the past?’, ‘how long ago did …. happen?’,   * Estimates the ages of people by studying and describing their features. | **Form**  Awareness of natural and man-made forms  Expression of personal experiences and ideas  to shape and form from direct observation (malleable and rigid materials)  decorative techniques  Replicate patterns and textures in a 3-D form  work and that of other sculptors | **Construction**  Choose suitable techniques to construct products or to repair items. | **Listening and applying knowledge and understanding**  identify and recognise repeated patterns and follow a wider range of musical instructions  understand how musical elements create different moods and effects  To confidently represent sounds with  a range of symbols, shapes or marks.  listen to pieces of music and discuss where and when they may be heard explaining why using simple musical vocabulary. E.g. It’s quiet and smooth so it would be good for a lullaby. | **Athletics**  Can change speed and direction whilst running.  Can jump from a standing position with accuracy.  Performs a variety of throws with control and coordination.  *preparation for shot put and javelin*  Can use equipment safely | **Using technology**  Begin to understand there are a variety of sources of information and begin to recognise the differences.  Begin to understand what the Internet is and the purposes that it is used for.  Understand the different types of content on websites and that some things may not be true or accurat |
|  |  | **Printing**  Print with a growing range of objects  Identify the different forms printing takes | **Design, make,evaluate**  **and improve**  Make products, refining the design as work progresses. Use software to design. | . |  | Data |
| Take and save photographs, video & record sound to capture learning.  Use microscopes or other devices to capture and save magnified images.  Ask questions and consider how they will collect information.  Collect data, generate graphs and charts to find answers.  Save & retrieve the data to show to others.  Create paper/ object decision trees & explore a branching database.  Investigate different types of digital data e.g. online encyclopaedias |
|  |  | **Pattern**  Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning  natural and manmade patterns  Discuss regular and irregular |  |  |  |  |