

Year Two Knowledge and Skills Framework 2020-2021

St. Columba's Catholic Primary School
Every Person is Precious to God



History Knowledge and Skills Objectives 2020-2021

Links to the National Curriculum:

- Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Pupils should be taught about:

- changes within living memory – where appropriate, these should be used to reveal aspects of change in national life
- significant historical events, people and places in their own locality
- events beyond living memory that are significant nationally or globally
- the lives of significant individuals in the past

Chronological Understanding

Can they use words and phrases like: before I was born, when I was younger?

Can they use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning?

Can they use the words 'past' and 'present' accurately?

Can they use a range of appropriate words and phrases to describe the past?

Can they sequence a set of events in chronological order and give reasons for their order?

Challenge

Can they sequence a set of objects in chronological order and give reasons for their order?

Can they sequence events about their own life?

Can they sequence events about the life of a famous person?

Can they try to work out how long ago an event happened?

Knowledge and Interpretation

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Can they recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later?
Can they explain how their local area was different in the past?
Can they recount some interesting facts from an historical event, such as where the 'Fire of London' started?
Can they give examples of things that are different in their life from that of their grandparents when they were young?
Can they explain why Britain has a special history by naming some famous events and some famous people?
Can they explain what is meant by a parliament?
Challenge
Can they give examples of things that are different in their life from that of a long time ago in a specific period of history such as the Victorian times?
Can they explain why someone in the past acted in the way they did?
Can they explain why their locality (as wide as it needs to be) is associated with a special historical event?
Can they explain what is meant by a democracy and why it is a good thing?
Historical Enquiry
Can they find out something about the past by talking to an older person?
Can they answer questions by using a specific source, such as an information book?
Can they research the life of a famous Briton from the past using different resources to help them?
Can they research about a famous event that happens in Britain and why it has been happening for some time?
Can they research the life of someone who used to live in their area using the Internet and other sources to find out about them?
Challenge
Can they say at least two ways they can find out about the past, for example using books and the internet?
Can they explain why eye-witness accounts may vary?
Can they research about a famous event that happens somewhere else in the world and why it has been happening for some time?

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Geography Knowledge and Skills Objectives 2020-2021

Links to the National Curriculum:

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Pupils should be taught to:

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
- 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 contrasting non-European country
- identify seasonal and daily weather patterns in the United Kingdom
- 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
- use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Geographical Enquiry

Can they label a diagram or photograph using some geographical words?

Can they find out about a locality by using different sources of evidence?

Can they find out about a locality by asking some relevant questions to someone else?

Can they say what they like and don't like about their locality and another locality like the seaside?

Challenge

Can they make inferences by looking at a weather chart?

Can they make plausible predictions about what the weather may be like in different parts of the world?

Physical Geography

Can they describe some physical features of their own locality?

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Can they explain what makes a locality special?
Can they describe some places which are not near the school?
Can they describe a place outside Europe using geographical words?
Can they describe some of the features associated with an island?
Can they describe the key features of a place, using words like, beach, coast forest, hill, mountain, ocean, valley?
Challenge
Can they find the longest and shortest route using a map?
Can they use a map, photographs, film or plan to describe a contrasting locality outside Europe?
Human Geography
Can they describe some human features of their own locality, such as the jobs people do?
Can they explain how the jobs people do may be different in different parts of the world?
Do they think that people ever spoil the area? How?
Do they think that people try to make the area better? How?
Can they explain what facilities a town or village might need?
Challenge - Can they explain how the weather affects different people?
Geographical Knowledge
Can they name the continents of the world and find them in an atlas?
Can they name the world's oceans and find them in an atlas?
Can they name the major cities of England, Wales, Scotland and Ireland?
Can they find where they live on a map of the UK?
Challenge
Can they locate some of the world's major rivers and mountain ranges?
Can they point out the North, South, East and West associated with maps and compass?

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Science Knowledge and Skills Objectives 2020-2021

Working Scientifically

Can they use their senses to help them answer questions?

Can they use some scientific words to describe what they have seen and measured?

Can they compare several things?

Can they carry out a simple fair test?

Can they explain why it might not be fair to compare two things?

Can they say whether things happened as they expected?

Can they suggest how to find things out?

Can they use prompts to find things out?

Can they organise things into groups?

Can they find simple patterns (or associations)?

Can they identify animals and plants by a specific criteria, eg, lay eggs or not; have feathers or not?

Can they use text, diagrams, pictures, charts or tables to record their observations?

Can they measure using simple equipment ?

Challenge

Can they suggest ways of finding out through listening, hearing, smelling, touching and tasting?

Can they say whether things happened as they expected and if not why not?

Can they suggest more than one way of grouping animals and plants and explain their reasons?

Can they use information from books and online information to find things out?

Plants

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Can they describe what plants need to survive?
Can they observe and describe how seeds and bulbs grow into mature plants?
Can they find out & describe how plants need water, light and a suitable temperature to grow and stay healthy?
Challenge
Can they describe what plants need to survive and link it to where they are found?
Can they explain that plants grow and reproduce in different ways?
Animals inc. Humans
Can they describe what animals need to survive?
Can they explain that animals grow and reproduce?
Can they explain why animals have offspring which grow into adults?
Can they describe the life cycle of some living things? (e.g. egg, chick, chicken)
Can they explain the basic needs of animals, including humans for survival? (water, food, air)
Can they describe why exercise, balanced diet and hygiene are important for humans?
Challenge - Can they explain that animals reproduce in different ways?
Living Things and their Habitats
Can they match certain living things to the habitats they are found in?
Can they explain the differences between living and non-living things?
Can they describe some of the life processes common to plants and animals, including humans?
Can they decide whether something is living, dead or non-living?
Can they describe how a habitat provides for the basic needs of things living there?
Can they describe a range of different habitats?
Can they describe how plants and animals are suited to their habitat?
Challenge
Can they name some characteristics of an animal that help it to live in a particular habitat?
Can they describe what animals need to survive and link this to their habitats?
Uses of Everyday Materials
Can they describe the simple physical properties of a variety of everyday materials?
Can they compare and group together a variety of materials based on their simple physical properties?
Can they explore how the shapes of solid objects can be changed? (squashing, bending, twisting, stretching)

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Can they find out about people who developed useful new materials? (John Dunlop, Charles Macintosh, John McAdam
Can they identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper, cardboard for particular uses?
Can they explain how things move on different surfaces?
Challenge
Can they describe the properties of different materials using words like, transparent or opaque, flexible, etc.?
Can they sort materials into groups and say why they have sorted them in that way?
Can they say which materials are natural and which are man made?
Can they explain how materials are changed by heating and cooling?
Can they explain how materials are changed by bending, twisting and stretching?
Can they tell which materials cannot be changed back after being heated, cooled, bent, stretched or twisted?

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Art Knowledge and Skills Objectives 2020-2021

Links to the National Curriculum

Pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- 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.

Drawing

Can they use three different grades of pencil in their drawing (4B, 8B, HB)?

Can they use charcoal, pencil and pastels?

Can they create different tones using light and dark?

Can they show patterns and texture in their drawings?

Can they use a viewfinder to focus on a specific part of an artefact before drawing it?

Painting

Can they mix paint to create all the secondary colours?

Can they mix and match colours, predict outcomes?

Can they mix their own brown?

Can they make tints by adding white?

Can they make tones by adding black?

Printing

Can they create a print using pressing, rolling, rubbing and stamping?

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Can they create a print like a designer?
Sketch Books
Can they begin to demonstrate their ideas through photographs and in their sketch books?
Can they set out their ideas, using 'annotation' in their sketch books?
Do they keep notes in their sketch books as to how they have changed their work?
3D/Textiles
Can they make a clay pot? Kenyan
Can they join two finger pots together?
Can they add line and shape to their work?
Can they join fabric using glue?
Can they sew fabrics together?
Can they create part of a class patchwork?
Collage
Can they create individual and group collages?
Can they use different kinds of materials on their collage and explain why they have chosen them?
Can they use repeated patterns in their collage?
Use of IT
Can they create a picture independently?
Can they use simple IT mark-making tools, e.g. brush and pen tools?
Can they edit their own work?
Can they take different photographs of themselves displaying different moods?
Can they change their photographic images on a computer?
Knowledge
Can they link colours to natural and man-made objects?
Can they say how other artist/craft maker/designer have used colour, pattern and shape?
Can they create a piece of work in response to another artist's work?

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DT Knowledge and Skills Objectives 2020-2021

Links to the National Curriculum

When designing and making, pupils should be taught to:

Design

- design purposeful, functional, appealing products for themselves and other users based on design criteria
- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

Make

- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Evaluate

- explore and evaluate a range of existing products
- evaluate their ideas and products against design criteria

Technical knowledge

- build structures, exploring how they can be made stronger, stiffer and more stable or explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products

Cooking and nutrition

As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Pupils should be taught to:

- use the basic principles of a healthy and varied diet to prepare dishes
- understand where food comes from.

Developing, planning and communicating ideas

Can they think of ideas and plan what to do next?

Can they choose the best tools and materials? Can they give a reason why these are best?

Can they describe their design by using pictures, diagrams, models and words?

Working with tools, equipment, materials and components to make quality products

Can they join things (materials/ components) together in different ways?

Evaluating processes and products

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Can they explain what went well with their work?
If they did it again, can they explain what they would improve?
Cooking and nutrition
Can they describe the properties of the ingredients they are using?
Can they explain what it means to be hygienic?
Are they hygienic in the kitchen?
Textiles
Can they measure textile?
Can they join textiles together to make something?
Can they cut textiles?
Can they explain why they chose a certain textile?
Mechanisms
Can they join materials together as part of a moving product?
Can they add some kind of design to their product?
Use of materials
Can they measure materials to use in a model or structure?
Can they join material in different ways?
Can they use joining, folding or rolling to make it stronger?
Construction
Can they make sensible choices as to which material to use for their constructions?
Can they develop their own ideas from initial starting points?
Can they incorporate some type of movement into models?
Can they consider how to improve their construction?

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Computing Knowledge and Skills Objectives 2020-2021

Links to the National Curriculum

Pupils should be taught to:

- understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions
- create and debug simple programs
- use logical reasoning to predict the behaviour of simple programs
- use technology purposefully to create, organise, store, manipulate and retrieve digital content
- recognise common uses of information technology beyond school
- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about context or contact on the internet or other online technologies

Algorithms and Programs

Can they predict the outcomes of a set of instructions?

Can they use right angle turns?

Can they use the repeat commands?

Can they test and amend a set of instructions?

Can they write a simple program and test it?

Can they predict what the outcome of a simple program will be?

Data Retrieving and Organising

Can they find information on a website?

Can they click links in a website?

Can they print a web page to use as a resource?

Can they experiment with text, pictures and animation to make a simple slide show?

Can they use the shape tools to draw?

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Communicating
Can they send and reply to messages sent by a safe email partner (within school)?
Can they word process a piece of text?
Can they insert/delete a word using the mouse and arrow keys?
Can they highlight text to change its format (B, U, I)?
Challenge
Can they create a presentation in a small group and record the narration?
Can they record sounds into software and playback?
Can they insert pre-recorded sounds into a presentation?
Can they capture still and moving images?