

Graffham CE Infant School YEAR 2 – Curriculum Progression of Knowledge and Skills

		Aut 1	Aut 2	Spring 1	Spring 2	Summer 1	Summer 2
	Cycle A	Once upon a time	Fire Fire	Dust and Deserts	Space	Heroes and Villains	Mini- beasts
	Key Texts	The Three Little Pigs	The Great Fire	Meerkat Mail	Man on the Moon	The Twits	Superworm
	Cycle B	Magical Tales	Ice and Water	Down Under	Inventions and Potions	The Great Outdoors	Food Glorious Food
	Key Texts	Peter Pan/Jack and The beanstalk	Titanic Texts	Where the forest meets the sea	George’s Marvellous Medicine	10 Seeds	Oliver’s Vegetables
Science	Uses of everyday materials	Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	Investigating Materials Waterproof Strength of materials				
	Animals including humans			notice that animals, including humans, have offspring which grow into adults find out about and describe the basic needs of animals, including humans, for survival (water, food and air) describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.			
	Living things and their habitats				explore and compare the differences between things that are living, dead, and things that have never been alive identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other		

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	plants					Year 2 observe and describe how seeds and bulbs grow into mature plants find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.	Year 2 Plants identify and name a variety of plants and animals in their habitats, including micro-habitats describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.
Geography	Mapping and fieldwork	Take a short a bus journey and map it (To Duncton on minibus) Directions Compass points/directions - NSEW Annotate drawings	Map of the UK colour coding maps and plan a journey through the UK.	Use an atlas and globes and google earth. Contrast with school area	Aerial photos	Use a simple key on a map	Put data onto a pictogram (Investigation)
	People and identity	What stories about cultures are there from different places?		Why do people move? i.e. Australian fires Begin to know differences and similarities of people around the world.		Drawing a map with physical and human features and reasons for these places to be improved	
	Place		Differences and similarities between living in a rural and urban place.	Urban and rural cities and villages compare different places to mine.		Visit local facilities and discuss why and how people work here	
	Locational Knowledge	Marking information on a large scale map using colours or symbols Name our local areas (Graffham/Duncton/Petworth/Midhurst) Where do you live?	Recap UK counties and their capital cities.	Begin to know the names of the continents and the seas.		Know the vocabulary that is human or physical urban or rural coastal or sea	
	Climate and Weather		The water cycle in our local area. Investigate how they can make changes to	Investigate how they can make changes to help environmental issues near and far. (Hot Climates)	Looking at our local climate and weather (How do we measure weather?)		Looking at our local climate and weather Finding out how weather changes and why.

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	(INVESTIGATION – Linked to Science over time)		help environmental issues near and far. (Cold climates)	Looking at our local climate and weather			
History	Historical enquiry		Find out and ask questions about a famous event or the life of a famous person. Write a simple historical account Think and discuss why there are differences in the way things are retold.		Find out and ask questions about a famous event or the life of a famous person. Write a simple historical account Answer questions by using a specific source such as a non-fiction book, answer historical questions by asking an older person		
	Chronological understanding	Use historical information words such as before, after, present, past, then and now	Sequence a set of event and give reasons for that order			Use historical information words such as before after present past then and now	
	Knowledge interpretation	Ask and answer historical questions	Recount interesting facts from historical events or someone from Britain in the past (Beyond living memory) e.g. Great Fire of London Expand their historical vocabulary, events beyond living memory that are significant nationally and globally		Compare how things compare in their lives were different when their parents or grandparents did them Changes within living memory including change in national life.	Think and discuss reasons things happened the way that they did. Choose parts of the story to explain why this happened. Show an understanding that the past can be interpreted in different ways.	
	Identity and diversity			To begin to challenge the stereotypes of history in relation to race culture and gender by championing the lives and the contributions of all. Learn about the significant individuals in the past.	To choose to investigate important people from different cultures than their own	To celebrate and find about important people that link to cultures and times that are important to families, the class, and the school.	

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ART	Drawing	Develop a variety of marks, texture and detail through experimentation	Uses line and tone to represent objects, seen and remembered.		Uses line and tone to represent objects, seen and remembered and imagined.		
	Painting	Use a variety of tools and techniques to explore and experiment with layering and mixing		Work on different scales and surfaces creating textured paint by adding various materials	Continue to mix colours to create a variety of tones and shades		
	Printing	Explore printing simple mono printing techniques using carbon paper using observational drawing skills and mark making skills		Design and print repeating patterns and recognise pattern in the environment		Experiment with overprinting motifs and colour	
	3D		Work safely with materials and tools				Experiment, construct and join recycled, natural and manmade materials
	Textiles					<p>Apply colour to fabrics using printing and fabric crayons</p> <p>Begin to explore weaving techniques create fabrics</p> <p>Arrange and glue materials to different backgrounds.</p> <p>Fold crumple tear and overlap papers.</p> <p>Create textured collages from a variety of media.</p>	

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Religious Education	Philosophy	Give a reason why a person might hold a particular belief using the word because		Use religious stories or teachings to make connections between the actions they then make in their lives		Talk about the questions a story or practise from a religion or world view might make them think about the world around them e.g. Why did Jesus have to die?	
	Theology	Recognise different types of genre from the stories within a religion – song and prayer	Retell a story from at least one religion or world view and recognise a link with belief e.g Moses links beliefs about being a chosen people (Judaism)	Give an example of how a religion or world view using beliefs to shape their daily lives and shape worship or prayer		Recognise different types of genre from the stories within a religion – poetry psalm	Chose stories that the children in the class may bring from their heritage and retell.
	Diversity and identity		Identify and talk about symbols, artefacts and practises used in the local area.		Identify how beliefs can impact on daily lives in a festival e.g. Christmas or Eid		
Physical Education	Games	Learn to work with others or small teams – Sportsmanship Learn basic rules for invasion games			Find best ways to score points and to stop them – develop tactics		
	Gymnastics and Dance			Explore the 5 basic shapes Perform sequence balance travel jump roll			
	Net and Wall Games		Pass and retrieve in different ways				

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			Play end to end games and fielding games				
	Striking and Fielding					Participate in team games and choose a variety of tactics	
	Athletics						Learn about measuring time, distance and work to improve their scores
Computing	Digital Literacy	Uses technology respectfully	Identifies where to go for help and support when they have concerns about content or contact on the internet or other online technologies				
	ICT				Uses technology purposefully to organise digital content	Uses technology purposefully to manipulate digital content	
	Computer Science			Understands that algorithms are implemented as programs on digital devices Understands that programs execute by following precise and unambiguous instructions			Uses logical reasoning to predict the behaviour of simple programs De-bug simple programs

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Music	Compose				Compose short melodic phrases/short rhythmic patterns from words		<p>Compose a piece of music with a simple structure (beginning/middle/end)</p> <p>Compose music with long/short sounds and /or changes in tempo/timbre/dynamics.</p> <p>Compose music that conveys different moods.</p>
	Playing and moving to rhythm	Play with control and maintain a steady beat getting faster or slower if indicated by leader				<p>Perform a rhythm accompaniment to a song.</p> <p>Play back a simple rhythm including notation learnt so far.</p> <p>Invent own rhythmic ostinato</p>	
	Singing	Identify when pitch is getting higher or lower or staying the same		<p>Sing a variety of songs with more accuracy of pitch</p> <p>Echo short melodic phrases.</p> <p>Sing words clearly and convey the mood/meaning of the song.</p>			

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	Musical Instruments		Follows the leader/teacher starting and stopping together and flowing directions such as getting faster/slower/louder /quieter				Perform a repeated two note melodic ostinato to accompany a song. Perform a sequence of sounds using a graphic score/standard notation
Design and Technology	Cooking and Nutrition		Use a wider range of cookery techniques to prepare food safely.		Use a wider range of cookery techniques to prepare food safely.		Understand the need for a variety of food in out diet Understand that food has to be farmed, grown or caught. Use a wider range of cookery techniques to prepare food safely.
	Developing, planning and communicating ideas				Design purposeful, functional and appealing products for themselves and other uses based on given design criteria	Generate, develop, model and communicate their ideas through drawing templates, mock ups, and evidence of ICT where appropriate	
	Working with tools, equipment, materials and components to make products		Safely measure, mark out, cut and shape materials and	Choose appropriate tools, equipment, techniques and materials from a wide range			

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			components using a range of tools.				
	Evaluating processes and products		Begin to evaluate and assess existing products		Evaluate and assess existing products and those they have made using given design criteria.		
	Mechanisms and Constructions	Investigating different techniques for stiffening a variety of materials and explore different methods of enabling structures to remain stable	Explore and use mechanisms e.g. wheels and axels				