

Year 2



Non negotiables and Key skills





At Kemsley Primary Academy and Greenfields Community Primary School we are committed to ensuring that all children have access to a highly engaging curriculum in which they can extend their knowledge and skills. The curriculum of both schools is wide and ensures that children have the opportunity to embed their understanding of new skills in various contexts.

In order to effectively assess our children and to ensure that we differentiate between the core building blocks of learning and the opportunities to widen skills and embed them, we distinguish between our 'non-negotiables' and our key skills.

'Non-negotiables' are designed to identify the essential skills that children need to become confident with ie be able to apply in other contexts. Non-negotiables are set for all year groups and are based on reading, writing, maths and oracy (speaking) skills. There is further depth to our numeracy and literacy curriculums but these are additional to the foundation blocks of the non-negotiables

Through the wider curriculum we also have key skills for all other subjects in each year group.

These objectives and skills for year 2 are outlined in this document. Termly curriculum leaflets will continue to give the context in which these objectives and skills will be taught.

Non Negotiables

Oracy

- Talk about topics that are interesting to me or that I enjoy
- Ask questions to gain information and clarify meaning
- Begin to develop and explain my ideas
- Express myself using complete sentences when required
- Make more specific vocabulary choices eg technical language
- Listen carefully and respond appropriately
- Take turns when talking in pairs or in small groups
- Begin to be aware that formal and informal situations require a different role and language
- Offer appropriate comments in paired or small group discussion
- Retell a familiar story using narrative language and linking words and phrases
- Recount an event or experience in sentences using carefully chosen vocabulary
- Perform a simple poem from memory
- Hold the attention of listeners by adapting the way I talk
- Begin to understand how to speak for different purposes and audiences

Reading

- Know all expected year group phonics
- Recognise simple common literacy language
- Read ahead to help with fluency and expression
- Comment on the plot, setting and characters in familiar and unfamiliar stories
- Recount the main themes and events in stories
- Comment on how a text is structured
- Use commas, question marks and exclamation marks to vary expression
- Read aloud with intonation and expression
- Recognise: commas in lists, apostrophes of omission and possession
- Identify the past and present tense and why the writer has used a tense
- Use content and index pages to locate information

Writing

- Write different kinds of sentence: statement, question, exclamation, command
- Use expanded noun phrases to add description and specification
- Write using subordination (when, if, that, because) and co-ordination (or, and, but)
- Correct and consistent use of present tense and past tense
- Correct use of verb tenses
- Write with correct and consistent use of: capital letters, full stops, question marks, exclamation marks
- Use commas in a list
- Use apostrophe to mark omission and singular possession in nouns
- Write under headings
- Write lower case letters correctly sized relative to one another
- Show evidence of diagonal and horizontal strokes to join

Maths

- Compare and order numbers up to 100 and use $<$ $>$ $=$
- Read and write all numbers to 100 in digits and words
- Say 10 more or less than any number to 100
- Count in steps of 2, 3 and 5 from zero and in 10s from any number (forwards and backwards)
- Recall and use multiplication and division facts for 2, 5 and 10 times tables
- Recall and use addition and subtraction facts to 20
- Derive and use related facts to 100
- Recognise place value of any 2 digit number
- Add and subtract 2 digit numbers and ones, 2 digit numbers and tens, two 2 digit numbers, three 1 digit numbers
- Recognise and use the inverse (+ and -)
- Calculate and write multiplication and division calculations using multiplication tables
- Recognise, find, name and write $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$, $\frac{3}{4}$
- Write and recognise equivalence of simple fractions
- Tell the time to five minutes, including quarter past / to

Science	Observing closely	Performing tests	Identifying and classifying	Recording findings
Working Scientifically	<ul style="list-style-type: none"> Use <see, touch, smell, hear or taste> to help them answer questions Use some scientific words to describe what they have seen and measured Compare several things 	<ul style="list-style-type: none"> Carry out simple fair tests Explain why it might not be fair to compare two things Say whether things happened as they expected Suggest how to find things out Use prompts to find things out 	<ul style="list-style-type: none"> Organise things into groups Find simple patterns (or associations) Identify animals and plants by a specific criteria eg lay eggs or not; have feathers or not 	<ul style="list-style-type: none"> Use text, diagrams, pictures, charts and tables to record their observations Measure using simple equipment

History	Chronological understanding	Knowledge and interpretation	Historical enquiry
	<ul style="list-style-type: none"> Use words and phrases like 'Before I was born', 'When I was younger' Use phrases and words like before, after, past, present, then and now in their historical learning Use the words past and present correctly Use a range of appropriate words and phrases to describe the past Sequence a set of events in chronological order and give reasons for that order 	<ul style="list-style-type: none"> 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 Explain how the local area was different in the past Recount some interesting facts from an historical event such as where the fire of London started Give examples of things that are different in their life from that of their grandparents when they were young Explain why Britain has a special history by naming some famous events and some famous people Explain what is meant by a parliament 	<ul style="list-style-type: none"> Find out something about the past by talking to an older person Answer questions by using a specific source such as an information book Research the life of a famous Briton from the past using different resources to help them Research about a famous event that happens in Britain and why it has been happening for some time Research the life of someone who used to live in the area using the internet and other sources to find out about them

Music	Performing	Composing	Appraising
	<ul style="list-style-type: none"> Sing and follow the melody (tune) Sing accurately at a given pitch Perform simple patterns and accompaniments keeping a steady pulse Perform with others Play simple rhythmic patterns on an instrument Sing / clap a pulse increasing or decreasing in tempo 	<ul style="list-style-type: none"> Order sounds to create a beginning, middle and end Create music in response to different starting points Choose sounds which create an effect Use symbols to represent sounds Make connections between notations and musical sounds 	<ul style="list-style-type: none"> Improve their own work Listen out for particular things when listening to music

Geography	Geographical Enquiry	Physical Geography	Human Geography	Geographical Knowledge
	<ul style="list-style-type: none"> Label a diagram or photograph using some geographical words Find out about a locality by using different sources of evidence Find out about a locality by asking some good questions to someone else Say what like and don't like about the locality and another locality like the seaside 	<ul style="list-style-type: none"> Describe some features of own locality Explain what makes a locality special Describe some places which are not near the school Describe a place outside Europe using geographical words Describe some of the features associated with an island Describe the key features of a place using words like: beach, coast, forest, hill, mountain, ocean and valley 	<ul style="list-style-type: none"> Describe some human features of own locality such as the jobs that people do Explain how the jobs people do may be different in different parts of the world Consider whether people ever spoil the area. How? Consider if people try to make the area better. How? Explain what facilities a town or village might need 	<ul style="list-style-type: none"> Name the continents of the world and find them in an atlas Name the world's oceans and find them in an atlas Name the major cities of England, Wales, Scotland and Ireland Find where we live on a map of the UK

Computing	Algorithms and Programs	Data retrieving and organising	Communicating
	<ul style="list-style-type: none"> Predict the outcomes of a set of instructions Use right angle turns Use the repeat commands Test and amend a set of instructions Write a simple program and test it Predict what the outcome of a simple program will be 	<ul style="list-style-type: none"> Find information on a website Click links in a website Print a web page to use as a resource Experiment with text, pictures and animation to make a simple slide show Use the shape tools to draw 	<ul style="list-style-type: none"> Send and reply to messages sent by a safe email partner (within school) Word process a piece of text Insert / delete a words using the mouse and arrow keys Highlight text to change its format (B, U, I)
	Using the internet	Databases	Presentation
	<ul style="list-style-type: none"> Not applicable in KS1 	<ul style="list-style-type: none"> Not applicable in KS1 	<ul style="list-style-type: none"> Not application in KS1

Art	Drawing	Painting	Printing	Sketch books
	<ul style="list-style-type: none"> Use three different grades of pencil in their drawing (4B, 8B, HB) Use charcoal, pencil and pastels Create different tones using light and dark Show patterns and texture in their drawings Use a viewfinder to focus on a specific part of an artefact before drawing it 	<ul style="list-style-type: none"> Mix paint to create all the secondary colours Mix and match colours, predict outcomes Mix their own brown Make tints by adding white Make tones by adding black 	<ul style="list-style-type: none"> Create a print using pressing, rolling, rubbing and stamping Create a print like a designer 	<ul style="list-style-type: none"> Begin to demonstrate their ideas through photographs and in their sketch books Set out their ideas, using 'annotation' in their sketch books Keep notes in their sketch books as to how they have changed their work

	3D / Textiles	Collage	Use of IT	Knowledge
	<ul style="list-style-type: none"> Make a clay pot Join two finger pots together Add line and shape to their work Join fabric using glue Sew fabrics together Create part of a class patch-work 	<ul style="list-style-type: none"> Create individual and group collages Use different kinds of materials on collage and explain choices Use repeated patterns in collage 	<ul style="list-style-type: none"> Create a picture independently Use simple IT mark-marking tools etc brush and pen pools Edit own work Take different photographs of themselves displaying different moods Change photographic images on a computer 	<ul style="list-style-type: none"> Link colours to natural and man-made objects Say how other artist / craft maker / designer have used colour, pattern and shape Create a piece of work in response to another artist's work

Languages	Listening and responding	Speaking	Reading and responding	Writing
	<ul style="list-style-type: none"> Understand a range of familiar statements Understand a range of familiar questions 	<ul style="list-style-type: none"> Give short and simple responses to what they see and hear Name and describe people Name and describe places Name and describe objects Use (set) phrases 	<ul style="list-style-type: none"> Read and understand short phrases Read aloud single words and phrases Use books or glossaries to find the meanings of new words 	<ul style="list-style-type: none"> Copy a short familiar phrase Write or word-process set phrases we use in class

Dance	
	<p>Perform body actions with control and co-ordination</p> <p>Choose movements with different dynamic qualities to make a dance phrase that expresses an idea, mood or feeling</p> <p>Link actions</p> <p>Remember and repeat dance phrases</p> <p>Perform short dances, showing an understanding of expressive qualities</p> <p>Describe the mood, feelings and expressive qualities of dance</p> <p>Describe how dancing affects their body</p> <p>Know why it is important to be active</p> <p>Suggest ways they could improve their work</p>

PE	Acquiring and developing skills	Evaluating and improving	Health and fitness	Dance (also covered separately)
	<ul style="list-style-type: none"> Copy and remember actions Repeat and explore actions with control and coordination 	<ul style="list-style-type: none"> Talk about what is different between what they did and what someone else did Say how they could improve 	<ul style="list-style-type: none"> Show how to exercise safely Describe how their body feels during different activities Explain what their body needs to keep healthy 	<ul style="list-style-type: none"> Dance imaginatively Change rhythm, speed, level and direction Dance with control and co-ordination Make a sequence by linking sections together Link some movements to show a mood or feeling

	Games	Gymnastics	Athletics	Outdoor/ Adventurous
	<ul style="list-style-type: none"> Use hitting, kicking and / or rolling in a game Stay in a 'zone' during a game Decide where the best place to be is during a game Use one tactic in a game Follow rules 	<ul style="list-style-type: none"> Plan and show a sequence of movements Use contrast in their sequences Movements are controlled Think of more than one way to create a sequence which follows a set of 'rules' Work on their own and with a partner to create a sequence 	<ul style="list-style-type: none"> Not applicable at KS1 	<ul style="list-style-type: none"> Not applicable at KS1

DT	Developing, planning and communicating ideas	Working with tools, equipment, materials and components to make quality products	Evaluating processes and product
	<ul style="list-style-type: none"> Think of ideas and plan what to do next Choose the best tools and materials. Give a reason for why those chosen are the best Describe design by using pictures, diagrams, models and words 	<ul style="list-style-type: none"> Join things (materials / components) together in different ways 	<ul style="list-style-type: none"> Explain what went well with own work Explain what would improve if did work again

	Cooking and nutrition	Textiles	Electrical and mechanical components	Stiff and flexible sheet materials	Mouldable materials
	<ul style="list-style-type: none"> Describe the properties of ingredients using Explain what it means to be hygienic Be hygienic in the kitchen 	<ul style="list-style-type: none"> Measure textile Join textiles together to make something Cut textiles Explain why have chosen a certain textile 	<ul style="list-style-type: none"> Join materials together as part of a moving product Add some kind of design to the product 	<ul style="list-style-type: none"> Measures materials to use in a model or structure Join materials in different ways Use joining, folding or rolling to make it stronger 	<ul style="list-style-type: none"> Not applicable in KS1

E-Safety

Knowledge and Understanding

- Understand the different methods of communication (eg email, online forums etc)
- Know to only open email from a known source
- Know the difference between email and communication systems such as blogs and wikis
- Know that websites sometimes include pop-ups that take the user away from the main site
- Know that bookmarking is a way to find safe sites again quickly
- Begin to evaluate websites and know that everything on the internet is not true
- Know that it is not always possible to copy some text and pictures from the internet
- Know that personal information should not be shared online
- Know to tell a trusted adult immediately if anyone tries to arrange a meeting via the internet

Skills

- Follow the school's safer internet rules
- Use the search engines agreed by the school
- Act if find something inappropriate online or something unsure of (including identifying people who can help, minimising the screen; online reporting)
- Use the internet for learning and communicating with others, making choices when navigating through sites
- Send and receive email as a class
- Recognise advertising on websites and learn to ignore it
- Use a password to access the secure network

