Year 2 Long Term Overview

HISTORY	1	2 with scaffolding	3	4	5
Chronological understanding		Can they use words 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?			Can they sequence a set of objects in chronological order and give reasons for their order? • Sequence a series of events or artefacts giving reasons. • Can they sequence events about the life of a famous person? • Can they try to work out how long ago an event happened?
Historical enquiry		Can they ask their own historical questions about an artefact? I can put forward ideas to answer a question (try, observe, test, research Fact or opinion 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?			• 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? *BVPS Village fair – May Queen* *Can they explain what is meant by a democracy and why it is a good thing?*
Knowledge and		• Can they answer questions by using a specific source, such as an information book? • Can they identify differences between ways of life at different times? • Can they research about a famous event that happens in Britain and why it happened and what happened as a result? *Talking to an older person in the community.* *Research the life of someone who used to live in their area using the Internet and other sources to find out about them?*			Can they talk about the impact of the differences of ways of life for example they had wooden houses and now we have brick therefore what is the impact on us (more expensive to have brick etc)
Interpretation		Compare 2 versions of a past event – picture, accounts or stories – how reliable is this information?			• Can they explain why eye-witness accounts may vary? Where do traditions and customs come from and why are they still important today?
Communication		Communicate knowledge through use of historical technical vocabulary, discussion, drama, models, writing and ICT.			

Year 2

GEOGRAPHY	1	2 with scaffolding	3	4	5
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? Make simple comparisons between features of different places.			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? • 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?			• 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?			• 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 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?
Map skills: Find land/sea on globe. • Use teacher drawn base maps. • Use large scale OS maps. • Use an infant atlas		Follow a route on a map. • Use a plan view • Can they find where they live on a map of the UK and other places around the world? Follow directions (as yr 1 and inc'. NSEW)			

SCIENCE	1	2 with scaffolding	3	4	5
Observing closely		Can they use 'see, touch, smell, hear or taste' 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 suggest ways of finding out through listening, hearing, smelling, touching and tasting?
Performing tests		• 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 say whether things happened as they expected and if not why not?
Identifying and classifying		• 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 suggest more than one way of grouping animals and plants and explain their reasons?
Recording findings		• Can they use <text, diagrams, pictures, charts, tables> to record their observations? • Can they measure using <simple equipment>?			• Can they use information from books and online information to find things out?
Living things and their habitts		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?			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?

		• 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?	• Can they explain that animals reproduce in different ways?
Animals including humans			
Plants		• 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?	• 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?
Classifying and grouping 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 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?
Changing materials		• Can they explore how the shapes of solid objects can be changed? (squashing, bending, twisting, stretching) • 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?	• 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?

COMPUTING	1	2 with scaffolding	3	4	5
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?			Can the create a presentation in a small group and ad the narration? Can they record sounds into software and playback?
Data retrieving and Organisation		• 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?			• Can they insert pre-recorded sounds into a presentation? • Can they capture still and moving images?
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)?			

E-Safety	Knowledge and Understanding	Skills
	Can they understand the different methods of communication (e.g. email, online forums etc)? • Do they know you should only open email from a known source? • Do they know the difference between email and communication systems such as blogs and wikis? • Do they know that websites sometimes include pop-ups that take them away from the main site? • Do they know that bookmarking is a way to find safe sites again quickly? • Can they begin to evaluate websites and know that everything on the internet is not true? • Do they know that it is not always possible to copy some text and pictures from the internet? • Do they know that personal information should not be shared online?	Can they follow the school's internet safety rules? Can they use the search engines agreed by the school? • Can they act if they find something inappropriate online or something they are unsure of (including identifying people who can help; minimising screen; online reporting using school system etc)? • Can they use the internet for learning and communicating with others, making choices when navigating through sites? • Can they send and receive email as a class? • Can they recognise advertising on websites and learn to ignore it?

Year 2

• Do they know they must tell a trusted adult immediately if anyone tries to meet them via the internet?	• Can they use a password to access the secure network?

DT	1	2 with scaffolding	3	4	5
Planning		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?			
Creating		• Can they join things (materials/ components) together in different ways?			
Evaluating		• 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 material		Can they measure materials to be used 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?			

ART	1	2 with scaffolding	3	4	5
Drawing		Can they use 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? • 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 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 ICT		• 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?			

Year 2

MUSIC	1	2 with scaffolding	3	4	5
Performing		Can they sing and follow the melody (tune)? • Do they sing accurately at a given pitch? • Can they perform simple patterns and accompaniments keeping a steady pulse? • Can they perform with others? • Can they play simple rhythmic patterns on an instrument? • Can they sing/clap a pulse increasing or decreasing in tempo?			Can they sing/play patterns in contrasting tempo; keeping to the pulse?
Composing		Can they order sounds to create a beginning, middle and end? • Can they create music in response to <different starting points>? • Can they choose sounds which create an effect? • Can they use symbols to represent sounds? • Can they make connections between notations and musical sounds?			Can they use simple structures in a piece of music? • Do they know that phrases are where we breathe in a song?
Appraising		Can they improve their own work? • Can they listen out for particular things when listening to music?			Do they recognise sounds that move by steps and by leaps?

PE	1	2 with scaffolding	3	4	5
Acquiring and developing skill		Can they copy and remember actions? Can they repeat and explore actions with control and coordination?			
Evaluating and improving		Can they talk about what is different between what they did and what someone else did? • Can they say how they could improve?			
Health and fitness		Can they show how to exercise safely? Can they describe how their body feels during different activities? • Can they explain what their body needs to keep healthy?			
Dance		Can they dance imaginatively? Can they change rhythm speed? level and direction? • Can they dance with control and co-ordination? • Can they make a sequence by linking sections together? • Can they link some movements to show a mood or feeling?			
Games		Can they use hitting, kicking and/or rolling in a game? • Can they stay in a 'zone' during a game? • Can they decide where the best place to be is during a game? • Can they use one tactic in a game? • Can they follow rules?			
Gymnastics		Can they pan and show a sequence of movements? Can they use contrast in their sequences? • Are their movements controlled? • Can they think of more than one way to create a sequence which follows a set of 'rules'? • Can they work on their own and with a partner to create a sequence?			