**Year 2 Curriculum Coverage 2016/17**

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| **Year 1 Skills Expectations - Science** | |
| **Working scientifically – across all areas** | |
|  | Observe closely, using simple equipment |
|  | Perform simple tests |
|  | Identify and classify |
|  | Gathering and recording data to help in answering questions |
| **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 |
|  | Identify and name a variety of plants and animals in their habitats, including microhabitats |
|  | 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. |
| **Plants** | |
|  | 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. |
| **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 |
| **Use 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 |

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| **Key Stage 1 Skills Expectations - Geography** | |
|  | Describe where they live (locally, regionally and nationally) |
|  | Name & locate the four countries and capital cities of the United Kingdom using atlases & globes |
|  | Describe simple weather patterns in the UK |
|  | Describe the location of hot and cold areas of the world |
|  | Use basic geographical vocabulary to refer to simple human and physical features of a place and start to consider the impact they have on that place |
|  | Recognise that some places and different are begin to ask questions about why |
|  | Use four compass directions & simple vocab |

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| **Key Stage 1 Skills Expectations - History** | |
|  | Put up to three events or objects in chronological order |
|  | Use phrases and words like: ‘before’, ‘after’, ‘past’, ‘present’, ‘then’ and ‘now’ accurately |
|  | Use a range of appropriate words and phrases to describe the past |
|  | Explain how a place was different in the past |
|  | Describe some famous people from British history |
|  | Recount some interesting facts from British history |
|  | Carry out research into famous people and events from British history |
|  | Use different resources to answer simple questions about history |

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| **Key Stage 1 Skills Expectations – Art** | |
|  | Use a range of materials |
|  | Use drawing, painting and sculpture |
|  | Develop techniques of colour, pattern, texture, line, shape, form and space |
|  | Learn about range of artists, craftsmen and designers |

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| **Key Stage 1 Skills Expectations – DT** | |
|  | Design purposeful, functional & appealing products |
|  | Generate, model & communicate ideas |
|  | Use range of tools & materials to complete practical tasks |
|  | Evaluate existing products & own ideas |
|  | Build and improve structure & mechanisms |
| **Cooking and Nutrition** | |
|  | With support, prepare and cook simple meals |
|  | Understand where food cones from |