

Year 2 End of Year Expectations – Foundation Subjects



Subject	Pupils:
Art and Design	<ul style="list-style-type: none"> • understand that in art we can experiment and discover things for ourselves. • make close observation drawings, working with care and focus, exploring quality of different media and of colour, line, texture and shape • understand that we can hold our drawing tools in a variety of ways, experimenting with pressure, grip and speed • transform found objects into sculpture, using imagination and construction techniques including cutting, tying, sticking. • reflect on their own, classmates and the studied artists' work, and share their response verbally, appreciating similarities and differences
Computing	<ul style="list-style-type: none"> • identify IT and how its responsible use improves our world in school and beyond • capture and change a digital photograph for different purposes • create and debug a program for a floor robot • enter and present data on a pictogram using a computer • create a piece of music to represent an animal using a computer • create their own quiz question designs including their own choices of question, artwork, and algorithms. • (nb online safety is taught throughout the year but does not form part of this assessment judgement)
Design and Technology	<ul style="list-style-type: none"> • generate ideas based on simple design criteria and their experiences • select and use materials, tools and equipment • use suitable simple finishing techniques • explore sliders and levers and the different movements they make • explore colour, texture and taste of a range of fruit and vegetables • know how to make freestanding structures stronger, stiffer and more stable. • evaluate their products by discussing how well it works and whether it meets design criteria
Geography	<ul style="list-style-type: none"> • explain what physical and human features are. • know the names and locations of the world's continents and oceans, and some information about each of them. • describe human and physical features in Ethiopia • describe some similarities and differences between the way we live and the way people live in Ethiopia.
History	<ul style="list-style-type: none"> • order simple timelines e.g. of the events of the Great Fire of London • describe some differences between London in the 17th century and today • begin to understand that the Great Fire of London had a number of causes and consequences • begin to describe how some people are significant in history eg Grace Darling • use pictures, stories and artefacts to ask questions about the past
Music	<ul style="list-style-type: none"> • keep a steady beat when singing • know how to make their voice high and low • copy rhythmic patterns in time with the beat • follow symbols and actions which represent sounds • use instruments to make long, short, loud and quiet sounds • choose sounds to create different effects, eg to accompany a story or picture • listen to music and describe how it makes them feel

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Physical Education	<ul style="list-style-type: none"> • recognise and describe how the body feels during and after different physical activities. • begin to select, maintain and change pace, speed and direction. • select and combine different ways of travelling, rolls, jumps and balances together with some fluency and control. • throw different types of equipment in different ways, for accuracy and distance. • watch and describe performances and use what they see to improve their own performances. • create and perform dance and gymnastic sequences of their own composition with coordination. • strike or hit a ball with increasing control. • learn skills for playing striking and fielding games. • use at least one technique to attack or defend to play a game successfully. • understand the importance of rules in games
Personal, Health and Social Education including Relationships and Sex Education	<ul style="list-style-type: none"> • understand that some choices about behaviour are better than others • explain how it feels to have a friend and be a friend • explain why it is OK to be different from their friends • explain why foods and medicines can be good for their body comparing ideas with less healthy/ unsafe choices • identify relationships that make them feel safe and special and know what to do if something makes them feel uncomfortable • explain some of the changes that will happen to them as they grow from birth to old age
Religious Education	<ul style="list-style-type: none"> • retell the Divali story • describe some ways Hindus celebrate Divali • have simple knowledge of some Christian beliefs about the Bible and its importance and baptism • describe how St Hilda's faith affected her values, practices and actions • have simple knowledge of some of the similarities and differences between the religions they learn about. • raise and explore questions express their opinions and support these with simple reasons.