



Year 2 Foundation Coverage

Science	
Working scientifically	<ul style="list-style-type: none">➤ Ask simple questions.➤ Observe closely using simple equipment➤ Perform simple tests➤ Identify and classify➤ Use observations and ideas to suggest answers to questions.➤ Gather and record data to help in answering questions.
Animals and humans	<ul style="list-style-type: none">➤ Understand that animals, including humans, have offspring which grow into adults.➤ Investigate 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.
Habitats and living things	<ul style="list-style-type: none">➤ Explore and compare the differences between things that are living, that are dead and 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 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.
Plants	<ul style="list-style-type: none">➤ 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.
Materials	<ul style="list-style-type: none">➤ Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick/rock, and paper/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.
Seasonal changes	<ul style="list-style-type: none">➤ Observe and describe weather associated with the seasons and how day length varies.



History	
To investigate and interpret the past	<ul style="list-style-type: none"> ➤ Observe or handle evidence to ask questions and find answers to questions about the past. ➤ Identify some of the different ways the past has been represented. ➤ Ask and answer questions, choosing and using parts of the stories and other sources to show that he/she knows and understands key features of events. ➤ Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented.
To build and overview of world history	<ul style="list-style-type: none"> ➤ Recognise that there are reasons why people in the past acted as they did. ➤ Show an understanding the concept of nation and a nation's history. ➤ Show an understanding the concepts such as civilisation, monarchy, parliament, democracy and war and peace. ➤ Discuss the lives of significant individuals in the past who have contributed to national and international achievements use some to compare aspects of life e.g. Elizabeth 1 and queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton, Tim Berners-Lee, Pieter Bruegel the elder and LS Lowry, Rosa Parks and Emily Davidson, Mary Seacole and Florence Nightingale Emily Cavell ➤ Describe changes within living memory and aspects of change in national life. ➤ Describe events beyond living memory that are significant nationally or globally eg the great fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries. ➤ Describe significant historical events, people and places in his/her own locality.
To understand chronology	<ul style="list-style-type: none"> ➤ Use dates where appropriate. ➤ Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades, and centuries to describe the passing of time. ➤ Show an awareness of the past, using common words and phrases relating to the passing of time. ➤ Describe where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods.
To communicate historically	<ul style="list-style-type: none"> ➤ Use a wide variety everyday historical terms. ➤ Speak about how he/she has found out about the past. ➤ Record what he/she has learnt by drawing and writing.



Geography	
Locational knowledge	<ul style="list-style-type: none"> ➤ Name locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. ➤ Name and locate the world's continents and oceans.
Place knowledge	<ul style="list-style-type: none"> ➤ Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a contrasting non-European country.
Human and physical geography	<ul style="list-style-type: none"> ➤ Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and the North and South poles. ➤ Progress with locations of hot/ cold and equator. ➤ Use basic geographical vocabulary to refer to; ➤ Key physical features, including beach, coastal, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.
Geographical skills and fieldwork	<ul style="list-style-type: none"> ➤ Use compass directions (North, South, East and West) and locational language (eg, near and far) to describe the location of features and routes on a map. ➤ Use aerial images and plan perspectives to recognise landmarks and basic physical features

Art	
To develop ideas	<ul style="list-style-type: none"> ➤ Explore different methods and materials as ideas develop ➤ Give reasons for his/her preferences when looking at art/craft or design work. ➤ Know that different artistic works are made by craftspeople from different cultures and times. ➤ Try out different activities and make sensible choices about what to do next. ➤ Select particular techniques to create a chosen product and develop some care and control over materials and their use.
To master techniques	<p>PAINT</p> <ul style="list-style-type: none"> ➤ Create colour wheels ➤ Add white to colours to make tints and black to colours to make tones. (Using terminology tint and tone. Using them to create effect) ➤ Use thick and thin brushes (To create texture, pattern and lines) ➤ Represent things observed, remembered or imagined using colours/tools.



	PRINT <ul style="list-style-type: none">➤ Mimic print from the environment (e.g. wallpapers)➤ Press, roll, rub and stamp to make prints. (Focus on developing techniques with these different printing objects)➤ Use a variety of techniques including carbon printing, relief, press and fabric printing and rubbings.
	SCULPTURE <ul style="list-style-type: none">➤ Use a combination of shapes. (Selecting with purpose)➤ Use techniques such as moulding and carving.➤ Use rolled up paper, straws, paper, card and clay as materials. (Combine different materials to create effect)➤ Include lines and texture.➤ Experiment with basic tools on rigid and flexible materials.➤ He/she is able to make textured collages from a variety of media and by folding, crumpling and tearing materials.
	TEXTILES <ul style="list-style-type: none">➤ Join materials using a stitch.➤ Use plaiting.➤ Develop techniques to join fabrics and apply decorations such as a running or over stitch.
	DIGITAIME <ul style="list-style-type: none">➤ Use a wide range of tools to create different textures and tones
	DRAWING <ul style="list-style-type: none">➤ Draw lines of different thickness.➤ Show pattern and texture by adding dots and lines. (Filling the whole space to show pattern and texture)➤ Show different tones by using coloured pencils➤ Experiment with tones using pencils, chalk or charcoal.
To take inspiration from the greats (classic and modern)	<ul style="list-style-type: none">➤ Describe the work of notable artists, artisans and designers. (Build in evaluation skills)



Music	
To compose	<ul style="list-style-type: none">➤ Create a sequence of long and short sounds➤ Sequence sounds to create an overall effect.➤ Create short, rhythmic phrases.➤ Improvise a simple rhythm using different instruments including the voice.➤ Start to choose, organise and combine musical patterns.➤ Experiment with, create, select and combine sounds using the inter-related dimensions of music.➤ Use tuned and untuned classroom percussion to compose and improvise.
To describe music	<ul style="list-style-type: none">➤ Recognise changes in timbre, dynamics and pitch.➤ Listen with concentration and understanding to a range of high-quality live and recorded music.➤ Build an understanding of the pulse and internalise it when listening to a piece of music.➤ Begin to describe a piece of music using a developing understanding of the interrelated musical dimensions.➤ Understand that timbre describes the character or quality of a sound.➤ Understand that texture describes the layers within the music.➤ Understand that structure describes how different sections of music are ordered.➤ Develop an understanding of melody, the words and their importance in the music being listened to.➤ Begin to recognise and explore different musical styles.➤ Begin to develop an understanding of the history and context of music.
To perform	<ul style="list-style-type: none">➤ Imitate changes in pitch.➤ Take part in singing, accurately following the melody.➤ Use his/her voice expressively and creatively by singing songs and speaking chants and rhymes with growing confidence.➤ Sing a song in two parts.➤ Perform as an ensemble using a variety of instruments and play different parts where appropriate.➤ Play instruments using the correct techniques with respect.



	<ul style="list-style-type: none"> ➤ Use tuned and untuned percussion to play accompaniments and tunes. ➤ Practise, rehearse and present performances to audiences with a growing awareness of the people watching.
To transcribe	<ul style="list-style-type: none"> ➤ Use symbols to represent a composition and use them to help with a performance. ➤ Consolidating using, explaining and reading symbols to perform. ➤ Start to understand basic musical notation.

Design and Technology	Chris Quigley TT
To master practical skills	<p>FOOD</p> <ul style="list-style-type: none"> ➤ Cut, peel or grate ingredients safely and hygienically. ➤ Assemble or cook ingredients. ➤ Measure or weigh using electronic scales. ➤ Understand the need for a variety of food in a diet. ➤ Understand that all food has to be farmed, grown or caught.
	<p>MATERIALS</p> <ul style="list-style-type: none"> ➤ Measure and mark out to the nearest centimetre. ➤ Choose appropriate tools, equipment, techniques and materials from a wide range. ➤ Demonstrate a range of joining techniques (combining materials to strengthen).
	<p>MECHANICS</p> <ul style="list-style-type: none"> ➤ Create products using levers, wheels and winding mechanisms ➤ Investigate different techniques for stiffening a variety of materials and explore different methods of enabling structures to remain stable.
	<p>TEXTILES</p> <ul style="list-style-type: none"> ➤ Join textiles using running stitch. ➤ Colour and decorate textiles using a number of techniques (such as dyeing or printing).



	CONSTRUCTION > Use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products.
	COMPUTING > Model designs using software.
To design, make, evaluate and improve	> Design, purposeful, functioning and appealing products. > Make products, refining the design as work progresses. By talking through, drawing templates and mock-ups. > Use software to design. > Evaluate and assess existing products and those they have made using a design criteria.
To take inspiration from design throughout history	> Explore how products have been created. > Suggest improvements to existing designs.

Computing	
Computers	> Recognise common uses of technology beyond the school environment. > Examples of what this looks like: > Identify how different technologies may be used by different people e.g. recognising that they may use a tablet for a game, but a parent might use it for sending an email. > Mindmaps/labelled pictures for how many different ways you can use a single piece of technology. > Watch BBC Bitesize Computing clips and discuss learning.
Using computers	> Use technology purposefully to create, organise, store, manipulate, and retrieve digital content. > Use technology purposefully to create digital content comparing the benefits of different programs. > Examples of what this looks like. > Can navigate their way round a computer/tablet using to open and save files. > Explain why they would use one program over another to create a document. > Watch BBC Bitesize Computing clips and discuss learning.



E-Safety	<ul style="list-style-type: none">➤ Uses technology safely and keep personal information private.➤ Understands the risks and age rules for sites.➤ Examples of what this looks like:➤ Discussions about the implications of sharing personal information with other people online, such as name, age, address, ect.➤ Watch BBC Bitesize Computing clips and discuss learning.
Coding	<ul style="list-style-type: none">➤ Use logical reasoning to predict the behaviour of simple programs.➤ Create simple programs.➤ Create and debug simple programs.➤ Debug simple programs using logical reasoning to predict the actions instructed by code.➤ Understand that programs execute by following precise and unambiguous instructions.➤ Examples of what this looks like:➤ Watch BBC Bitesize Computing clips and discuss learning.➤ Code.org➤ Able to explain how they can make a Beebot move.➤ Pupils should be able to explain what the result of running the whole program (sequence of instruction/algorithm) would be, e.g. "These commands will make the Beebot move in round in a square".➤ Can answer how and why questions about the commands given to a Beebot/robot, e.g. 'How do you know it moves round in a square, not a rectangle?'➤ Use Scratch Jnr (Note: 'Scratch' is for KS2, but Scratch Jnr is age appropriate for Year 2 and more competent Year 1 children).➤ Children understand and use the terms 'bug' and 'debug' when identifying and fixing errors in their programs.➤ Provide children with 'buggy' programs to 'debug'.➤ Set floor mazes for Beebots for children to program them