

**Year 2**  
**Age Related Expectations: Science and Foundation Subjects**



This document details the end of Year Expectations for Science Foundation Subjects.

**Termly topic planning is developed as follows**

|                              |  |
|------------------------------|--|
| <b>Reading &amp; Writing</b> | <b>Core skills</b><br><br><b>Skills for life and learning, these subjects are taught as discrete subjects, but linked where appropriately as part of a broader theme</b> |
| <b>Maths</b>                 |  |
| <b>Science</b>               |  |

|                  |   |
|------------------|---|
| <b>Science</b>   | <b>Topic Drivers</b><br><br><b>A topic will usually be ‘driven’ by a depth study focusing on one subject. However, other links between skills will be made where appropriate.</b> |
| <b>History</b>   |   |
| <b>Geography</b> |   |

|                  |  |
|------------------|--|
| <b>Computing</b> | <b>Enrichment Subjects</b><br><br><b>Subjects complement topics where appropriate and provide wider opportunities for children</b> |
| <b>Art</b>       |  |

|   |  |                 |               |   |  |                             |  |  |
|---|--|-----------------|---------------|---|--|-----------------------------|--|--|
| <table border="1"> <tr><td><b>Design Technology</b></td></tr> <tr><td><b>Music</b></td></tr> <tr><td><b>French</b></td></tr> <tr><td><b>RE</b></td></tr> </table>                             | <b>Design Technology</b>   | <b>Music</b>    | <b>French</b> | <b>RE</b>   |  |                             |  |  |
| <b>Design Technology</b>  |  |                 |               |   |  |                             |  |  |
| <b>Music</b>  |  |                 |               |   |  |                             |  |  |
| <b>French</b>   |  |                 |               |   |  |                             |  |  |
| <b>RE</b>   |  |                 |               |   |  |                             |  |  |
| <table border="1"> <tr><td><b>PE</b></td></tr> <tr><td><b>E-Safety</b></td></tr> <tr><td><b>PSHE</b></td></tr> <tr><td><b>Spiritual development and collective worship</b></td></tr> </table> | <b>PE</b>  | <b>E-Safety</b> | <b>PSHE</b>   | <b>Spiritual development and collective worship</b> | <table border="1"> <tr><td><b>Health and Wellbeing</b></td></tr> <tr><td><b>Provide opportunities for personal and collective wellbeing and development</b></td></tr> </table> | <b>Health and Wellbeing</b> | <b>Provide opportunities for personal and collective wellbeing and development</b> |  |
| <b>PE</b>   |  |                 |               |   |  |                             |  |  |
| <b>E-Safety</b>   |  |                 |               |   |  |                             |  |  |
| <b>PSHE</b>   |  |                 |               |   |  |                             |  |  |
| <b>Spiritual development and collective worship</b>   |  |                 |               |   |  |                             |  |  |
| <b>Health and Wellbeing</b>   |  |                 |               |   |  |                             |  |  |
| <b>Provide opportunities for personal and collective wellbeing and development</b>  |  |                 |               |   |  |                             |  |  |
| <b>Science</b>  | <p>Asks simple questions.</p> <ul style="list-style-type: none"> <li>• Recognises that questions can be answered in different ways.</li> <li>• Makes a simple prediction – based on something they have observed before.</li> </ul> <p>Do and record</p> <ul style="list-style-type: none"> <li>• Makes close observations related to the task or test.</li> <li>• Uses simple equipment to make observations (hand lenses, camera).</li> <li>• Carries out a simple test. With help, begins to choose ways to try and answer a question.</li> <li>• Identifies objects, materials and living things.</li> <li>• Classifies objects, materials and living things.</li> <li>• Measures using uniform non-standard units and measuring equipment.</li> <li>• Reads scales to nearest labelled division.</li> <li>• Uses their observations and ideas to suggest answers to questions.</li> </ul> |                 |               |   |  |                             |  |  |

|           |   |
|-----------|---|
|           | <ul style="list-style-type: none"> <li>• Can find out things using secondary sources (books, photographs and videos).</li> <li>• Gathers and records data to help answer a question.</li> </ul> <p>Review</p> <ul style="list-style-type: none"> <li>• Can talk about what they have found out and how they found it out.</li> <li>• Records and communicates their findings in a range of ways.</li> <li>• Beginning to use simple scientific language.</li> <li>• Can read and spell key scientific vocabulary.</li> </ul>  |
| History   | <ul style="list-style-type: none"> <li>• use phrases and words like 'before', 'after', 'past', 'present', 'then' and 'now' in their historical learning</li> <li>• know things that are different in their life from that of their grandparents when they were young</li> <li>• find out something about the past using primary evidence such talking to an older person</li> <li>• answer questions by using a specific secondary sources</li> <li>• recount the life of someone famous from Britain who lived in the past</li> <li>• appreciate that some famous people have helped our lives be better today</li> <li>• explain how their local area was different in the past</li> </ul>  |
| Geography | <ul style="list-style-type: none"> <li>• describe and compare a non-European place using geographical words (e.g. an African or Asian village compared to a village in Shropshire)</li> <li>• describe a place referring to both physical (e.g. beach, coast, forest) and human (e.g. village, factory, port) features</li> <li>• explain what facilities a town or village might need</li> <li>• name the seven continents of the world and find them using an atlas, map or globe</li> <li>• name the world's five oceans and find them using an atlas, map or globe</li> <li>• name and locate the capitals cities of England, Scotland, Wales and Northern Ireland</li> <li>• use simple compass directions and locational language</li> <li>• use photographs to describe the physical and human geography of a place</li> </ul> |
| Computing | <ul style="list-style-type: none"> <li>• understand that algorithms are used on digital devices</li> <li>• understand that programs require precise instructions</li> <li>• create a simple algorithm (e.g. use a Bee-Bot)</li> </ul>   |

|                   |   |
|-------------------|---|
|                   | <ul style="list-style-type: none"> <li>• test, amend and debug an existing algorithm</li> <li>• predict what the outcome of a simple program will be (logical reasoning)</li> <li>• create and manipulate digital content</li> <li>• organise, store and retrieve digital content</li> <br/> <li>• use the internet and other technology safely and critically</li> <li>• Can your child recognise what is personal information and keep it private</li> <li>• know what to do if they are concerned when they use the internet and other technology</li> </ul>   |
| Art               | <ul style="list-style-type: none"> <li>• investigate and use materials and processes (e.g. drawing, painting, 3D work, collage, printing, e-art, textiles) to communicate ideas and make images / artefacts</li> <li>• investigate and use a variety of visual and tactile elements (e.g. when using colour, shade, pattern, line, texture, form, shape, composition, scale, proportion and tone) to communicate ideas and make images / artefacts</li> <li>• describe what they think or feel about their own and others' work (including that of significant artists making suggestions to improve</li> <li>• comment on differences between pieces of art</li> </ul>   |
| Design Technology | <ul style="list-style-type: none"> <li>• design a purposeful, functional, appealing product for a specific user based on design criteria</li> <li>• generate, develop and communicate their ideas</li> <li>• choose and use a range of tools and equipment to carry out practical tasks (e.g. cutting, shaping, joining, finishing)</li> <li>• choose and use a range of materials and components (including construction materials, textiles and ingredients)</li> <li>• evaluate their own ideas and products against design criteria</li> <li>• evaluate the existing products of other people</li> <li>• build structures, exploring how they can be made stronger, stiffer and more stable</li> <li>• explore and use mechanisms in their products (e.g. levers, sliders, wheels, axles)</li> <li>• show they have knowledge, skills and understanding at an age appropriate level: diet; food origins; food choice; food labelling; food safety</li> <li>• When handling food be able to cut, weigh, measure, bake and use of skills at an age-appropriate level</li> </ul> |

|       |  |
|-------|--|
| Music | <ul style="list-style-type: none"><li>• recognise and explore how sounds can be organised</li><li>• sing with a sense of the melody</li><li>• perform simple patterns and accompaniments keeping to a steady pulse</li><li>• express an opinion about a piece of music</li><li>• listen out for particular things when listening to music</li></ul>  |
| PE    | <ul style="list-style-type: none"><li>• perform most simple actions with control and coordination</li><li>• make a sequence by linking ideas from a stimulus into movement</li><li>• plan and perform a sequence of movements</li><li>• show contrasts in shape</li><li>• change speed and direction whilst running (agility)</li><li>• use hitting, kicking, throwing and/or rolling in a game</li><li>• understand and use simple tactics for attacking and defending</li><li>• follow rules</li><li>• Can your child describe how the body works and feels during exercise; understanding that exercise is important</li><li>• reflect on what other people have done</li></ul> |