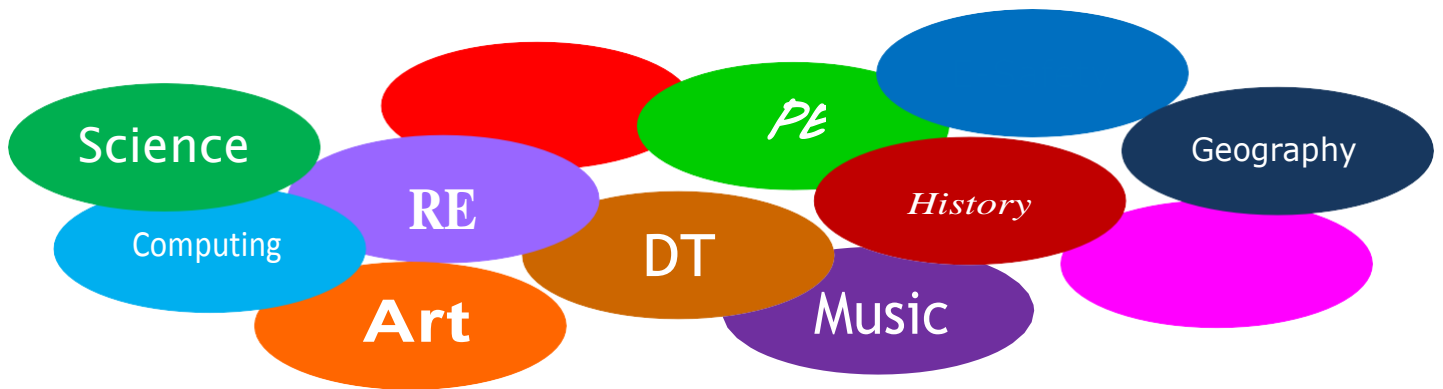


# Age-related expectations

## Year Two



In the tables below, you'll find a list of **end of year** expectations for...



We offer a relevant, purposeful, enjoyable curriculum which promotes the **core skills** of oral and written communication; application of maths and the **supporting skills** of information technology; working with others; improving own learning and performance; problem solving; thinking skills.

We use the following terms to help us think about our curriculum:

### **Core skills**

Stemming from English and Maths, the skills of oral and written communication and the application of maths are central to life and central to learning. English and Maths are taught as discrete subjects whilst Science and the foundation subjects are usually taught as part of a topic.

### **Health and SMSC**

Holy Trinity CE Primary is a happy and healthy place to learn. We want to promote, through topics and in lots of other ways, children's health and their social, moral, spiritual and cultural (SMSC) development.

The expectations listed below are based on **The national curriculum in England Key stages 1 and 2 framework document** (Department for Education, 2013). This sets out what teachers need to teach and what children are expected to learn, both for the core subjects (English, Maths and Science) and the foundation subjects. Here, we look at **Science and the foundation subjects**.

At Holy Trinity CE Primary, we have set out the expectations for each year group. Sometimes, you'll find examples of additional challenges, too.

# Science

## Science

### Working scientifically

- Can your child ask simple questions and recognise that they can be answered in different ways?
- Can your child observe carefully, using simple equipment?
- Can your child identify and classify different aspects of plants and animals?
- Can your child perform simple tests?
- Can your child use their observations and ideas to suggest answers to their questions?
- Can your child gather and record data to help in answering questions?

# History

## History

- Can your child use phrases and words like 'before', 'after', 'past', 'present', 'then' and 'now' in their historical learning?
- Does your child know things that are different in their life from that of their grandparents when they were young?
- Can your child find out something about the past by talking to an older person?
- Can your child answer questions by using a specific source such as an informative book?
- Can your child recount the life of someone famous from Britain who lived in the past?
- Does your child appreciate that some famous people have helped our lives be better today?
- Can your child explain how their local area was different in the past?



### Examples of additional challenge

- Can your child sequence a set of events in chronological order and give reasons for their order?
- Can your child sequence events in the life of a famous person?
- Can your child research a famous person or event from the past?

# Geography

## Geography

- Making comparisons to a UK location, can your child describe and compare a non-European place using geographical words (eg an African or Asian village compared to a village in Yorkshire)?
- Can your child describe a place referring to both physical (eg beach, coast, forest) and human (eg village, factory, port) features?
- Can your child explain what facilities a town or village might need?
- Can your child name the seven continents of the world and find them using an atlas, map or globe?
- Can your child name the world's five oceans and find them using an atlas, map or globe?
- Can your child name and locate the capitals cities of England, Scotland, Wales and Northern Ireland?
- Can your child use simple compass directions and locational language?
- Can your child use photographs to describe the physical and human geography of a place?
- Can your child ask and answer questions about the geography of the school and its surrounding environment?
- Can your child name the areas of origin of the main ethnic groups at Holy Trinity CE Primary?

### Examples of additional challenge

- Can your child make plausible predictions about what the weather may be like in different parts of the world?
- Can your child locate some of the world's major rivers and mountain ranges?
- Can your child point out the North, South, East and West associated with maps and compass?

# Art and Design

## Art and design

- Can your child respond to and explore ideas?
- Can your child investigate and use materials and processes (eg drawing, painting, 3D work, collage, printing, e-art, textiles) to communicate ideas and make images / artefacts?
- Can your child investigate and use a variety of visual and tactile elements (eg when using colour, shade, pattern, line, texture, form, shape, composition, scale, proportion and tone) to communicate ideas and make images / artefacts?
- Can your child describe what they think or feel about their own and others' work (including that of significant artists), making suggestions to improve?
- Can your child comment on differences between pieces of art?
- Can your child name the primary and secondary colours?
- Is your child aware of different grades of pencil for drawing?

# Design and Technology (DT)

## Design and technology (DT)

- Can your child design a purposeful, functional, appealing product for a specific user based on design criteria?
- Can your child generate, develop and communicate their ideas?
- When making, can your child choose and use a range of tools and equipment to carry out practical tasks (eg cutting, shaping, joining, finishing)?
- When making, can your child choose and use a range of materials and components (including construction materials, textiles and ingredients)?
- Can your child evaluate their own ideas and products against design criteria?
- Can your child evaluate the existing products of other people?
- Can your child build structures, exploring how they can be made stronger, stiffer and more stable?
- Can your child explore and use mechanisms in their products (eg levers, sliders, wheels, axles)?
- When learning about food and nutrition, can your child show they have knowledge, skills and understanding at an age-appropriate level: diet; food origins; food choice; food labelling; food safety? (see Change 4 Life Core Competencies)
- When preparing and handling food, can your child show they can cut, weigh, measure, bake and use of skills at an age-appropriate level? (see Change 4 Life Core Competencies)



# Music

## Music

- Can your child recognise and explore how sounds can be organised?
- Can your child sing with a sense of the melody?
- Can your child perform simple patterns and accompaniments keeping to a steady pulse?
- Can your child express an opinion about a piece of music?
- Can your child listen out for particular things when listening to music?

# Physical Education (PE)

## Physical education (PE)

- Can your child perform most simple actions with control and coordination?
- Can your child make a sequence by linking ideas from a stimulus into movement?
- Can your child plan and perform a sequence of movements?
- Can your child show contrasts in shape?
- Can your child change speed and direction whilst running (agility)?
- Can your child use hitting, kicking, throwing and/or rolling in a game?
- Can your child understand and use simple tactics for attacking and defending?
- Can your child follow rules?
- Can your child describe how the body works and feels during exercise; understanding that exercise is important?
- Can your child reflect on what other people have done?

# Religious Education (RE)

## Religious education (RE)

From Discovery RE/Understanding Christianity

# Computing

Use Herts Scheme of Work

