

National Curriculum for English - Y2

Reading - Word Reading	Reading - Comprehension
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> § continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent § read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes § read accurately words of two or more syllables that contain the same graphemes as above § read words containing common suffixes § read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word § read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered § read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation § re-read these books to build up their fluency and confidence in word reading. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> § develop pleasure in reading, motivation to read, vocabulary and understanding by: § listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently § discussing the sequence of events in books and how items of information are related § becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales § being introduced to non-fiction books that are structured in different ways § recognising simple recurring literary language in stories and poetry § discussing and clarifying the meanings of words, linking new meanings to known vocabulary § discussing their favourite words and phrases § continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear § understand both the books that they can already read accurately and fluently and those that they listen to by: § drawing on what they already know or on background information and vocabulary provided by the teacher § checking that the text makes sense to them as they read and correcting inaccurate reading § making inferences on the basis of what is being said and done § answering and asking questions § predicting what might happen on the basis of what has been read so far § participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say § explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.
Writing - Transcription	Handwriting
<p>Spelling (see English Appendix 1)</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> § spell by: § segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly § learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> § form lower-case letters of the correct size relative to one another § start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined § write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters

- § learning to spell common exception words
- § learning to spell more words with contracted forms
- § learning the possessive apostrophe (singular) [for example, the girl's book]
- § distinguishing between homophones and near-homophones
- § add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly
- § apply spelling rules and guidance, as listed in English Appendix 1
- § write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

- § use spacing between words that reflects the size of the letters.

Writing - Vocabulary, grammar and punctuation

Writing - Composition

Pupils should be taught to:

- § develop their understanding of the concepts set out in English Appendix 2 by:
- § learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
- § learn how to use:
 - § sentences with different forms: statement, question, exclamation, command
 - § expanded noun phrases to describe and specify [for example, the blue butterfly]
 - § the present and past tenses correctly and consistently including the progressive form
 - § subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
 - § the grammar for year 2 in English Appendix 2
 - § some features of written Standard English
- § use and understand the grammatical terminology in English Appendix 2 in discussing their writing.

Pupils should be taught to:

- § develop positive attitudes towards and stamina for writing by:
- § writing narratives about personal experiences and those of others (real and fictional)
- § writing about real events
- § writing poetry
- § writing for different purposes
- § consider what they are going to write before beginning by:
 - § planning or saying out loud what they are going to write about
 - § writing down ideas and/or key words, including new vocabulary
 - § encapsulating what they want to say, sentence by sentence
- § make simple additions, revisions and corrections to their own writing by:
- § evaluating their writing with the teacher and other pupils
- § re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- § proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
- § read aloud what they have written with appropriate intonation to make the meaning clear.

Year 2: Detail of content to be introduced (statutory requirement)	
Word	<p>Formation of nouns using suffixes such as <i>-ness, -er</i> and by compounding [for example, <i>whiteboard, superman</i>]</p> <p>Formation of adjectives using suffixes such as <i>-ful, -less</i></p> <p>(A fuller list of suffixes can be found on page 57 in the year 2 spelling section in English Appendix 1)</p> <p>Use of the suffixes <i>-er, -est</i> in adjectives and the use of <i>-ly</i> in Standard English to turn adjectives into adverbs</p>
Sentence	<p>Subordination (<i>using when, if, that, because</i>) and co-ordination (<i>using or, and, but</i>)</p> <p>Expanded noun phrases for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>]</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p>
Text	<p>Correct choice and consistent use of present tense and past tense throughout writing</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming, he was shouting</i>]</p>
Punctuation	<p><i>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</i></p> <p><i>Commas to separate items in a list</i></p> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>]</p>
Terminology for pupils	noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma

National Curriculum for Maths - Y2

Number - Number and Place Value	Number - Addition and Subtraction
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> § count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward § recognise the place value of each digit in a two-digit number (tens, ones) § identify, represent and estimate numbers using different representations, including the number line § compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs § read and write numbers to at least 100 in numerals and in words § use place value and number facts to solve problems. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> § solve problems with addition and subtraction: § using concrete objects and pictorial representations, including those involving numbers, quantities and measures § applying their increasing knowledge of mental and written methods § recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 § add and subtract numbers using concrete objects, pictorial representations, and mentally, including: <ul style="list-style-type: none"> § a two-digit number and ones § a two-digit number and tens § two two-digit numbers § adding three one-digit numbers § show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot § recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.
Number - Multiplication and Division	Number - Fractions
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> § recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers § calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals ($=$) signs § show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot § solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> § recognise, find, name and write fractions $\frac{1}{2}$, $\frac{1}{3}$ and $\frac{1}{4}$ of a length, shape, set of objects or quantity § write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.
Measurement	Geometry - Properties of shapes

Pupils should be taught to:

- § choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels
- § compare and order lengths, mass, volume/capacity and record the results using >, < and =
- § recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value
- § find different combinations of coins that equal the same amounts of money
- § solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change
 - § compare and sequence intervals of time
- § tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times
- § know the number of minutes in an hour and the number of hours in a day.

Pupils should be taught to:

- § identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line
- § identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces
- § identify 2-D shapes on the surface of 3-D shapes [for example, a circle on a cylinder and a triangle on a pyramid]
- § compare and sort common 2-D and 3-D shapes and everyday objects.

Geometry - Position and Direction

Pupils should be taught to:

- § order and arrange combinations of mathematical objects in patterns and sequences
- use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).

Statistics

Pupils should be taught to:

- § interpret and construct simple pictograms, tally charts, block diagrams and simple tables
 - § ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity
- ask and answer questions about totalling and comparing categorical data.

Knowledge, Skills and Understanding breakdown for Working Scientifically

- Can they suggest ways of finding out through listening, hearing, smelling, touching and tasting?

- Can they say whether things happened as they expected and if not why not?

- Can they suggest more than one way of grouping animals and plants and explain their reasons?

- Can they use information from books and online information to find things out?

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Knowledge, Skills and Understanding breakdown for Living Things and their Habitats

Year 2

Living Things & their Habitats	Animals, including humans	Plants
<ul style="list-style-type: none"> • Can they match certain living things to the habitats they are found in? Can they explain the differences between living and non-living things? Can they describe some of the life processes common to plants and animals, including humans? • Can they decide whether something is living, dead or non-living? • Can they describe how a habitat provides for the basic needs of things living there? • Can they describe a range of different habitats? • Can they describe how plants and animals are suited to their habitat? 	<ul style="list-style-type: none"> • Can they describe what animals need to survive? • Can they explain that animals grow and reproduce? • Can they explain why animals have offspring which grow into adults? • Can they describe the life cycle of some living things? (e.g. egg, chick, chicken) • Can they explain the basic needs of animals, including humans for survival? (water, food, air) • Can they describe why exercise, balanced diet and hygiene are important for humans? 	<ul style="list-style-type: none"> • Can they describe what plants need to survive? • Can they observe and describe how seeds and bulbs grow into mature plants? • Can they find out & describe how plants need water, light and a suitable temperature to grow and stay healthy?

Year 2 (Challenging)

<ul style="list-style-type: none"> • Can they name some characteristics of an animal that help it to live in a particular habitat? 	<ul style="list-style-type: none"> • Can they explain that animals reproduce in different ways? 	<ul style="list-style-type: none"> • Can they describe what plants need to survive and link it to where they are found?
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- Can they describe what animals need to survive and link this to their habitats?

- Can they explain that plants grow and reproduce in different ways?

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Knowledge, Skills and Understanding breakdown for Uses of Everyday Materials

Year 2

Classifying and grouping materials

- Can they describe the simple physical properties of a variety of everyday materials?
- Can they compare and group together a variety of materials based on their simple physical properties?

Changing materials

- Can they explore how the shapes of solid objects can be changed? (squashing, bending, twisting, stretching)
- Can they find out about people who developed useful new materials? (John Dunlop, Charles Macintosh, John McAdam)
- Can they identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper, cardboard for particular uses?
- Can they explain how things move on different surfaces?

Year 2 (Challenging)

- Can they describe the properties of different materials using words like, transparent or opaque, flexible, etc.?
Can they sort materials into groups and say why they have sorted them in that way?
- Can they say which materials are natural and which are man made?

- Can they explain how materials are changed by heating and cooling?
- Can they explain how materials are changed by bending, twisting and stretching?

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- Can they tell which materials cannot be changed back after being heated, cooled, bent, stretched or twisted?

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Knowledge, Skills and Understanding breakdown for History

Year 2

Chronological understanding	Knowledge and interpretation	Historical enquiry
<ul style="list-style-type: none"> • Can they use words and phrases like: before I was born, when I was younger? • Can they use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning? • Can they use the words 'past' and 'present' accurately? • Can they use a range of appropriate words and phrases to describe the past? • Can they sequence a set of events in chronological order and give reasons for their order? 	<ul style="list-style-type: none"> • Can they recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later? • Can they explain how their local area was different in the past? • Can they recount some interesting facts from an historical event, such as where the 'Fire of London' started? • Can they give examples of things that are different in their life from that of their grandparents when they were young? • Can they explain why Britain has a special history by naming some famous events and some famous people? • Can they explain what is meant by a parliament? 	<ul style="list-style-type: none"> • Can they find out something about the past by talking to an older person? • Can they answer questions by using a specific source, such as an information book? • Can they research the life of a famous Briton from the past using different resources to help them? • Can they research about a famous event that happens in Britain and why it has been happening for some time? • Can they research the life of someone who used to live in their area using the Internet and other sources to find out about them?

Year 2 (Challenging)

<ul style="list-style-type: none"> • Can they sequence a set of objects in chronological order and give reasons for their order? • Can they sequence events about their own life? • Can they sequence events about the life of a famous person? • Can they try to work out how long ago an event happened? 	<ul style="list-style-type: none"> • Can they give examples of things that are different in their life from that of a long time ago in a specific period of history such as the Victorian times? • Can they explain why someone in the past acted in the way they did? • Can they explain why their locality (as wide as it needs to be) is associated with a special historical event? • Can they explain what is meant by a democracy and why it is a good thing? 	<ul style="list-style-type: none"> • Can they say at least two ways they can find out about the past, for example using books and the internet? • Can they explain why eye-witness accounts may vary? • Can they research about a famous event that happens somewhere else in the world and why it has been happening for some time?
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Knowledge, Skills and Understanding breakdown for Geography

Year 2

Geographical Enquiry	Physical Geography	Human Geography	Geographical Knowledge
<ul style="list-style-type: none"> • Can they label a diagram or photograph using some geographical words? • Can they find out about a locality by using different sources of evidence? • Can they find out about a locality by asking some relevant questions to someone else? • Can they say what they like and don't like about their locality and another locality like the seaside? 	<ul style="list-style-type: none"> • Can they describe some physical features of their own locality? • Can they explain what makes a locality special? • Can they describe some places which are not near the school? • Can they describe a place outside Europe using geographical words? • Can they describe some of the features associated with an island? • Can they describe the key features of a place, using words like, beach, coast forest, hill, mountain, ocean, valley? 	<ul style="list-style-type: none"> • Can they describe some human features of their own locality, such as the jobs people do? • Can they explain how the jobs people do may be different in different parts of the world? • Do they think that people ever spoil the area? How? • Do they think that people try to make the area better? How? • Can they explain what facilities a town or village might need? 	<ul style="list-style-type: none"> • Can they name the continents of the world and find them in an atlas? • Can they name the world's oceans and find them in an atlas? • Can they name the major cities of England, Wales, Scotland and Ireland? • Can they find where they live on a map of the UK?

Year 2 (Challenging)

<ul style="list-style-type: none"> • Can they make inferences by looking at a weather chart? • Can they make plausible predictions about what the weather may be like in different parts of the world? 	<ul style="list-style-type: none"> • Can they find the longest and shortest route using a map? • Can they use a map, photographs, film or plan to describe a contrasting locality outside Europe? 	<ul style="list-style-type: none"> • Can they explain how the weather affects different people? 	<ul style="list-style-type: none"> • Can they locate some of the world's major rivers and mountain ranges? • Can they point out the North, South, East and West associated with maps and compass?
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Knowledge, Skills and Understanding breakdown for Computing

Year 2

Algorithms and Programs	Data Retrieving and Organising	Communicating
<ul style="list-style-type: none"> • Can they predict the outcomes of a set of instructions? • Can they use right angle turns? • Can they use the repeat commands? • Can they test and amend a set of instructions? • Can they write a simple program and test it? • Can they predict what the outcome of a simple program will be? 	<ul style="list-style-type: none"> • Can they find information on a website? • Can they click links in a website? • Can they print a web page to use as a resource? • Can they experiment with text, pictures and animation to make a simple slide show? • Can they use the shape tools to draw? 	<ul style="list-style-type: none"> • Can they send and reply to messages sent by a safe email partner (within school)? • Can they word process a piece of text? • Can they insert/delete a word using the mouse and arrow keys? • Can they highlight text to change its format (B, <u>U</u>, I)?

Year 2 (Challenging)

- Can they create a presentation in a small group and record the narration?
- Can they record sounds into software and playback?
- Can they insert prerecorded sounds into a presentation?
- Can they capture still and moving images?

E-safety in Key Stage 1

Knowledge & understanding	Skills
<ul style="list-style-type: none">• Can they understand the different methods of communication (e.g. email, online forums etc)? Do they know you should only open email from a known source? Do they know the difference between email and communication systems such as blogs and wikis? Do they know that websites sometimes include pop-ups that take them away from the main site?• Do they know that bookmarking is a way to find safe sites again quickly? Can they begin to evaluate websites and know that everything on the internet is not true? Do they know that it is not always possible to copy some text and pictures from the internet? Do they know that personal information should not be shared online?• Do they know they must tell a trusted adult immediately if anyone tries to meet them via the internet?••	<ul style="list-style-type: none">• Can they follow the school's safer internet rules?• Can they use the search engines agreed by the school?• Can they act if they find something inappropriate online or something they are unsure of (including identifying people who can help; minimising screen; online reporting using school system etc)?• Can they use the internet for learning and communicating with others, making choices when navigating through sites?• Can they send and receive email as a class?• Can they recognise advertising on websites and learn to ignore it?• Can they use a password to access the secure network?

Schools will need to review and amend their approaches to e-safety in order to take on board and address changes to technology.

Knowledge, Skills and Understanding breakdown for Art

Year 2

Drawing	Painting	Printing	Sketch books
<ul style="list-style-type: none"> • Can they use three different grades of pencil in their drawing (4B, 8B, HB)? • Can they use charcoal, pencil and pastels? Can they create different tones using light and dark? Can they show patterns and texture in their drawings? • Can they use a viewfinder to focus on a specific part of an artefact before drawing it? 	<ul style="list-style-type: none"> • Can they mix paint to create all the secondary colours? • Can they mix and match colours, predict outcomes? • Can they mix their own brown? • Can they make tints by adding white? • Can they make tones by adding black? 	<ul style="list-style-type: none"> • Can they create a print using pressing, rolling, rubbing and stamping? • Can they create a print like a designer? 	<ul style="list-style-type: none"> • Can they begin to demonstrate their ideas through photographs and in their sketch books? • Can they set out their ideas, using 'annotation' in their sketch books? • Do they keep notes in their sketch books as to how they have changed their work?
3D/ Textiles	Collage	Use of IT	Knowledge
<ul style="list-style-type: none"> • Can they make a clay pot? Can they join two finger pots together? • Can they add line and shape to their work? Can they join fabric using glue? • Can they sew fabrics together? Can they create part of a class patchwork? • • 	<ul style="list-style-type: none"> • Can they create individual and group collages? • Can they use different kinds of materials on their collage and explain why they have chosen them? • Can they use repeated patterns in their collage? 	<ul style="list-style-type: none"> • Can they create a picture independently? • Can they use simple IT mark-making tools, e.g. brush and pen tools? <ul style="list-style-type: none"> • Can they edit their own work? • Can they take different photographs of themselves displaying different moods? • Can they change their photographic images on a computer? 	<ul style="list-style-type: none"> • Can they link colours to natural and man-made objects? • Can they say how other artist/craft maker/designer have used colour, pattern and shape? • Can they create a piece of work in response to another artist's work?

National Curriculum Requirements of Cooking and Nutrition at Key Stage 1

As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

Pupils should be taught to:

- use the basic principles of a healthy and varied diet to prepare dishes
- understand where food comes from.

Knowledge, Skills and Understanding breakdown for Design and Technology

Year 2

Developing, planning and communicating ideas	Working with tools, equipment, materials and components to make quality products	Evaluating processes and products
<ul style="list-style-type: none"> • Can they think of ideas and plan what to do next? • Can they choose the best tools and materials? Can they give a reason why these are best? • Can they describe their design by using pictures, diagrams, models and words? 	<ul style="list-style-type: none"> • Can they join things (materials/ components) together in different ways? 	<ul style="list-style-type: none"> • Can they explain what went well with their work? • If they did it again, can they explain what they would improve?

Breadth of study

Cooking and nutrition	Textiles	Mechanisms	Use of materials	Construction
<ul style="list-style-type: none"> • Can they describe the properties of the ingredients they are using? • Can they explain what it means to be hygienic? • Are they hygienic in the kitchen? 	<ul style="list-style-type: none"> • Can they measure textile? • Can they join textiles together to make something? • Can they cut textiles? • Can they explain why they chose a certain textile? 	<ul style="list-style-type: none"> • Can they join materials together as part of a moving product? • Can they add some kind of design to their product? 	<ul style="list-style-type: none"> • Can they measure materials to use in a model or structure? • Can they join material in different ways? • Can they use joining, folding or rolling to make it stronger? 	<ul style="list-style-type: none"> • Can they make sensible choices as to which material to use for their constructions? • Can they develop their own ideas from initial starting points? • Can they incorporate some type of movement into models? • Can they consider how to improve their construction?

Knowledge, Skills and Understanding breakdown for Music

Year 2

Performing	Composing (<i>incl notation</i>)	Appraising
<ul style="list-style-type: none"> • Do they sing and follow the melody (tune)? • Do they sing accurately at a given pitch? • Can they perform simple patterns and accompaniments keeping a steady pulse? • Can they perform with others? • Can they play simple rhythmic patterns on an instrument? • Can they sing/clap a pulse increasing or decreasing in tempo? 	<ul style="list-style-type: none"> • Can they order sounds to create a beginning, middle and end? • Can they create music in response to <different starting points>? • Can they choose sounds which create an effect? • Can they use symbols to represent sounds? • Can they make connections between notations and musical sounds? 	<ul style="list-style-type: none"> • Can they improve their own work? • Can they listen out for particular things when listening to music?

Year 2 (Challenging)

<ul style="list-style-type: none"> • Can they sing/play rhythmic patterns in contrasting tempo; keeping to the pulse? 	<ul style="list-style-type: none"> • Can they use simple structures in a piece of music? • Do they know that phrases are where we breathe in a song? 	<ul style="list-style-type: none"> • Do they recognise sounds that move by steps and by leaps?
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Knowledge, Skills and Understanding breakdown for Dance

Year 2

- Can they perform body actions with control and co-ordination?
- Can they choose movements with different dynamic qualities to make a dance phrase that expresses an idea, mood or feeling?
- Can they link actions?
- Can they remember and repeat dance phrases?
- Can they perform short dances, showing an understanding of expressive qualities?
- Can they describe the mood, feelings and expressive qualities of dance?
- Can they describe how dancing affects their body?
- Do they know why it is important to be active?
- Can they suggest ways they could improve their work?

Year 2 (Challenging)

- Can they create, improve and perform more complex dance phrases?
- Do they perform short dances, linking actions fluently and with control?
- Can they use dynamic and expressive qualities clearly in their dance?
- Can they use some simple dance vocabulary to describe and interpret dance?
- Do they know how particular activities can help them to be healthy?

Knowledge, Skills and Understanding breakdown for Foreign Languages

Although the National Curriculum only sets out Key Stage 2 Programme of Study, the following may be of assistance to schools wishing to start the languages earlier

Year 2

Listening and responding	Speaking	Reading and responding	Writing
<ul style="list-style-type: none"> • Do they understand a range of familiar statements? • Do they understand a range of familiar questions? <p><i>May need items repeated.</i></p>	<ul style="list-style-type: none"> • Can they give short and simple responses to what they see and hear? • Can they name and describe people? • Can they name and describe places? • Can they name and describe objects? • Can they use (set) phrases? <p><i>Pronunciation may still be approximate and delivery hesitant, but their meaning is clear.</i></p>	<ul style="list-style-type: none"> • Can they read and understand short phrases? • Can they read aloud single words and phrases? • Can they use books or glossaries to find the meanings of new words? 	<ul style="list-style-type: none"> • Can they copy a short familiar phrase? • Can they write or word-process set phrases we use in class? <p><i>When they write familiar words from memory their spelling may be approximate.</i></p>

Knowledge, Skills and Understanding breakdown for Physical Education

Year 2

Acquiring and developing skills	Evaluating and improving	Health and fitness
<ul style="list-style-type: none"> • Can they copy and remember actions? • Can they repeat and explore actions with control and coordination? 	<ul style="list-style-type: none"> • Can they talk about what is different between what they did and what someone else did? • Can they say how they could improve? 	<ul style="list-style-type: none"> • Can they show how to exercise safely? • Can they describe how their body feels during different activities? • Can they explain what their body needs to keep healthy?
Dance (also covered in Dance section)	Games	Gymnastics
<ul style="list-style-type: none"> • Can they dance imaginatively? • Can they change rhythm, speed, level and direction? • Can they dance with control and co-ordination? • Can they make a sequence by linking sections together? • Can they link some movements to show a mood or feeling? 	<ul style="list-style-type: none"> • Can they use hitting, kicking and/or rolling in a game? • Can they stay in a 'zone' during a game? • Can they decide where the best place to be is during a game? • Can they use one tactic in a game? • Can they follow rules? 	<ul style="list-style-type: none"> • Can they plan and show a sequence of movements? • Can they use contrast in their sequences? • Are their movements controlled? • Can they think of more than one way to create a sequence which follows a set of 'rules'? • Can they work on their own and with a partner to create a sequence?