

## **Science**

### **Scientific Enquiry**

- To use <see, touch, smell, hear or taste> to help them answer questions
- To use some scientific words to describe what they have seen and measured
- To compare several things
- To carry out a simple fair test
- To explain why it might not be fair to compare two things
- To say whether things happened as they expected
- To suggest how to find things out
- To use prompts to find things out
- To organise things into groups
- To find simple patterns (or associations)
- To identify animals and plants by a specific criteria, eg, lay eggs or not; have feathers or not
- To use <text, diagrams, pictures, charts, tables> to record their observations
- To measure using <simple equipment>
- To suggest ways of finding out through listening, hearing, smelling, touching and tasting
- To say whether things happened as they expected and if not why not
- To suggest more than one way of grouping animals and plants and explain their reasons
- To use information from books and online information to find things out

### **Living things and their habitats**

- To match certain living things to the habitats they are found in
- To explain the differences between living and non-living things
- To describe some of the life processes common to plants and animals, including humans
- To decide whether something is living, dead or non-living
- To describe how a habitat provides for the basic needs of things living there
- To describe a range of different habitats
- To describe how plants and animals are suited to their habitat
- To name some characteristics of an animal that help it to live in a particular habitat
- To describe what animals need to survive and link this to their habitats

### **Animals, including humans**

- To describe what animals need to survive
- To explain that animals grow and reproduce
- To explain why animals have offspring which grow into adults
- To describe the life cycle of some living things (e.g. egg, chick, chicken)
- To explain the basic needs of animals, including humans for survival (water, food, air)
- To describe why exercise, balanced diet and hygiene are important for humans
- To explain that animals reproduce in different ways

### **Plants**

- To describe what plants need to survive
- To observe and describe how seeds and bulbs grow into mature plants
- To find out & describe how plants need water, light and a suitable temperature to grow

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and stay healthy

- To describe what plants need to survive and link it to where they are found
- To explain that plants grow and reproduce in different ways

**Materials**

- To describe the simple physical properties of a variety of everyday materials
- To compare and group together a variety of materials based on their simple physical properties
- To explore how the shapes of solid objects can be changed (squashing, bending, twisting, stretching)
- To find out about people who developed useful new materials (John Dunlop, Charles Macintosh, John McAdam)
- To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper, cardboard for particular uses
- To explain how things move on different surfaces
- To describe the properties of different materials using words like, transparent or opaque, flexible, etc.
- To sort materials into groups and say why they have sorted them in that way
- To say which materials are natural and which are man made
- To explain how materials are changed by heating and cooling
- To explain how materials are changed by bending, twisting and stretching
- To tell which materials cannot be changed back after being heated, cooled, bent, stretched or twisted
- To know that some materials occur naturally and some do not

**ICT**

- To predict the outcomes of a set of instructions
- To use right angle turns
- To use the repeat commands
- To test and amend a set of instructions
- To write a simple program and test it
- To predict what the outcome of a simple program will be
- To find information on a website
- To click links in a website
- To print a web page to use as a resource
- To experiment with text, pictures and animation to make a simple slide show
- To use the shape tools to draw
- To send and reply to messages sent by a safe email partner (within school)
- To word process a piece of text
- To insert/delete a word using the mouse and arrow keys
- To highlight text to change its format (B, U, I)
- To create a presentation in a small group and record the narration
- To record sounds into software and playback
- To insert prerecorded sounds into a presentation
- To capture still and moving images

## **RE**

### **Judaism**

- To investigate what it is like inside a synagogue
- To look at the different items worn during prayer
- To investigate the importance of Shabbat and how it is celebrated
- To learn about the significance of a Mezuzah and make comparisons about items that are important to them and how they are remembered
- To look at the importance of Hannukah and the reasoning behind menorahs, they learn about how it is celebrated and make comparisons with other religious/non - religious festivals
- To learn about the important of Passover and how it is celebrated
- To listen to the story of Moses and think about his importance in the Jewish faith

### **The Torah**

- To learn about the importance of the Torah and how it is made
- To find out about why the Torah is so special and compare it to other books that are special/precious to them
- To think about the messages in the Torah and consider how they know how to behave and act

### **Festivals of light**

- To look at the importance of Christmas to all people
- To at a range of pictures of the nativity scene. Children could recreate their own.
- To investigate and make comparisons about how Christmas is celebrated in other countries
- To explore what they can do to make the world 'lighter'

### **Why are stories important in religion?**

- To learn that Jesus told stories
- To learn that the stories Jesus told were a way of teaching people about God, how to

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- behave, and how to treat each other
- To explore story of the prodigal son
  - To respond sensitively to the feelings and experiences of others
  - To begin to understand the meaning of the parable
  - To learn that stories often contain inner meanings and messages
  - To identify the key ideas in the story, e.g. being sorry, forgiveness, reconciliation
  - To the importance of both religious and non-religious stories
  - To learn to respond sensitively to the values and concerns of others
  - To identify the key concepts and ideas in stories Jesus told
  - To make comparisons between different religious stories and consider the effect that this has
  - To investigate how different religions use stories and the impact they have on followers

**What did Jesus say and do that made him special?**

- To explore what they would like to know about Jesus and then investigate from a range of sources
- To look at the construction of the New Testament and identify the gospels as being the source of information about the life of Jesus
- To investigate the 12 disciples and their relationship with Jesus and make comparisons between themselves and the 'teams' that they are in
- To investigate some of the miracle stories related to Jesus. They explore why this was so amazing for people

**History**

- To use words and phrases like: 'before I was born', 'when I was younger'?
- To use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning?
- To use the words 'past' and 'present' correctly?
- To use a range of appropriate words and phrases to describe the past?
- To sequence a set of events in chronological order and give reasons for their order?
- To sequence a set of objects in chronological order and give reasons for their order?
- To sequence events about their own life?
- To try to work out how long ago an event happened?
- To 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?
- To give examples of things that are different in their life from that of their grandparents when they were young?
- To explain why Britain has a special history by naming some famous events and some famous people?
- To explain what is meant by a parliament?
- To 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 1953?
- To explain why their locality (as wide as it needs to be) is associated with a special
- To explain what is meant by a democracy and why it is a good thing?
- To find out something about the past by talking to an older person?
- To answer questions by using a specific source, such as an information book?

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- To research the life of a famous Briton from the past using different resources to help them?
- To research about a famous event that happens in Britain and why it has been happening for some time?
- To say at least two ways they can find out about the past, for example using books and the internet?
- To explain why eye-witness accounts may vary?

**Geography**

- To label a diagram or photograph using some geographical words
- To find out about a locality by using different sources of evidence
- To find out about a locality by asking some relevant questions to someone else
- To say what they like and don't like about their locality and another locality like the seaside
- To answer questions using a weather chart
- To make plausible predictions about what the weather may be like later in the day or tomorrow
- To make inferences by looking at a weather chart
- To make plausible predictions about what the weather may be like in different parts of the world
- To find the longest and shortest route using a map
- To use a map, photographs, film or plan to describe a contrasting locality outside
- To describe some human features of their own locality, such as the jobs people do
- To explain how the jobs people do may be different in different parts of the world
- To think about whether people ever spoil the area and how
- To think about whether people try to make the area better and how
- To explain what facilities a town or village might need
- To explain how the weather affects different people
- To name the continents of the world and find them in an atlas
- To name the world's oceans and find them in an atlas
- To name the major cities of England, Wales, Scotland and Ireland
- To find where they live on a map of the UK
- To locate some of the world's major rivers and mountain ranges
- To point out the North, South, East and West associated with maps and compass

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**PE**

- To copy and remember actions
- To repeat and explore actions with control and coordination
- To talk about what is different between what they did and what someone else did
- To say how they could improve
- To show how to exercise safely
- To describe how their body feels during different activities
- To explain what their body needs to keep healthy
- To dance imaginatively
- To change rhythm, speed, level and direction
- To dance with control and co-ordination
- To make a sequence by linking sections together
- To link some movements to show a mood or feeling
- To use hitting, kicking and/or rolling in a game
- To stay in a 'zone' during a game
- To decide where the best place to be is during a game
- To use one tactic in a game
- To follow rules
- To plan and show a sequence of movements
- To use contrast in their sequences
- To ensure movements are controlled
- To think of more than one way to create a sequence which follows a set of 'rules'
- To work on their own and with a partner to create a sequence

**PSHCE**

- To recognise what they like and dislike, what is fair and unfair, and what is right and wrong
- To share their opinions on things that matter to them and explain their views
- To recognise, name and deal with their feelings in a positive way
- To think about themselves, learn from their experiences and recognise what they are good at
- To take part in discussions with one other person and the whole class
- To take part in a simple debate about topical issues
- To recognise choices they can make, and recognise the difference between right and wrong
- To agree and follow rules for their group and classroom, and understand how rules help them
- To realise that people and other living things have needs, and that they have responsibilities to meet them
- How to make simple choices that improve their health and wellbeing
- To maintain personal hygiene
- To recognise how their behaviour affects other people
- To listen to other people, and play and work cooperatively
- To identify and respect the differences and similarities between people

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- To know that family and friends should care for each other
- To recognise, name and deal with their feelings in a positive way
- To think about themselves, learn from their experiences and recognise what they are good at
- To recognise how their behaviour affects other people
- To recognise, name and deal with their feelings in a positive way
- To think about themselves, learn from their experiences and recognise what they are good at
- To know how some diseases spread and can be controlled (Science-Health and Growth)
- To know about the process of growing from young to old and how people's needs change
- The names of the main parts of the body (Spiral Curriculum)
- To recognise what they like and dislike, what is fair and unfair, and what is right and wrong
- To share their opinions on things that matter to them and explain their views
- To recognise, name and deal with their feelings in a positive way
- To think about themselves, learn from their experiences and recognise what they are good at
- To know what improves and harms their local, natural and built environments and about some of the ways people look after them (Science, Geography)
- To realise that money comes from different sources and can be used for different purposes (Numeracy-money)
- To identify and respect the differences and similarities between people
- That family and friends should care for each other
- To recognise, name and deal with their feelings in a positive way
- To think about themselves, learn from their experiences and recognise what they are good at
- To take part in discussions with one other person and the whole class
- To take part in a simple debate about topical issues
- To recognise choices they can make, and recognise the difference between right and wrong
- To know about the process of growing from young to old and how people's needs change
- To recognise how their behaviour affects other people
- To listen to other people, and play and work cooperatively
- To identify and respect the differences and similarities between people

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**Art**

- To respond to ideas and starting points (Stories, rhymes, objects, the natural world)
- To explore ideas from own imagination or from real starting points
- To describe what they think about their own and others' work
- To comment on differences in others' work and suggest ways of improving my work

**Drawing**

- To draw lines of different shapes and thicknesses
- To show patterns and textures in drawings by adding dots and lines
- To use pencils pastels and charcoal in drawing
- To show different tones using coloured pencils
- To sketch lightly I can colour in neatly, following the lines very carefully
- To make a variety of lines of different sizes, thickness and shapes
- To use different grades of pencil at different angles to show different tones

**Painting**

- To mix primary colours to make secondary colours
- To add white to colours to make tints
- To add black to colours to make tones
- To experiment in creating mood and feelings with colour
- To name the primary and secondary colours
- To say how an artist has used colour

**Collage**

- To cut and tear paper, textiles and card for my collages
- To create collages sometimes in a group and sometimes on my own
- To mix paper and other materials with different textures and appearances
- To ensure cutting skills are precise
- To cut precisely
- To use shapes, textures, colours and patterns in my collages
- To say how other artists have used texture, colour, pattern and shape in their work
- To use cutting skills to produce repeated patterns

**3D**

- To add texture to my models using tools
- To make a clay pot
- To make a carving using dry clay
- To add lines and shapes to clay work

**Printing**

- To look at print making in the environment (e.g. wallpapers, fabrics etc)
- To print by pressing, rolling, rubbing and stamping
- To make a coloured print
- To build up layers of colours to make prints of 2 colours
- To look at how artists and designers have used colour, shapes and lines to create patterns



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- To create a print in response to the work of an artist or designer

**Textiles**

- To use glue to join fabrics
- To use a running stitch to join fabrics
- To explore plaiting and understand the basic method
- To know how to dip dye to produce fabric of contrasting colours

**Communication**

- To change the pen colour and rub out to change work
- To use a paint program to draw pictures
- To edit work using cut, copy, paste and erase
- To use a digital camera to take images of things people have made
- To draw my ideas and tell others what they are
- To describe my work using these words: Line, tone, texture, shape

**Design technology**

- To think of ideas and plan what to do next
- To choose the best tools and materials? To give a reason why these are best
- To describe their design by using pictures, diagrams, models and words
- To join things (materials/ components) together in different ways
- To explain what went well with their work
- If they did it again, To explain what they would improve

**Cooking and nutrition**

- To describe the properties of the ingredients they are using
- To explain what it means to be hygienic
- To ensure they are hygienic in the kitchen

**Textiles**

- To measure textile
- To join textiles together to make something
- To cut textiles
- To explain why they chose a certain textile

**Mechanisms**

- To join materials together as part of a moving product
- To add some kind of design to their product

**Use of materials**

- To measure materials to use in a model or structure
- To join material in different ways
- To use joining, folding or rolling to make it stronger

**Construction**

- To make sensible choices as to which material to use for their constructions

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- To develop their own ideas from initial starting points
- To incorporate some type of movement into models
- To consider how to improve their construction

**Music**