



Art

I can choose and use three different grades of pencil when drawing.

I can use a viewfinder to focus on a specific part of an artefact before drawing it.

Famous People



Design Technology

I can explain what went well with my work.

I can measure materials to use in a model or structure.

History

I can sequence events about the life of a famous person

I can try to work out how long ago an event happened

I can 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

I can recount some interesting facts from an historical event, such as where the 'Fire of London' started

I can 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

I can research the life of a famous Briton from the past using different resources to help

I can say at least two ways I can find out about the past, for example using books and the internet

I can explain why eye-witness accounts may vary

Geography

I can use aerial photographs to recognise landmarks.

I can say how people may spoil the area.
I can say how people try to make the area better.

I can explain what makes a locality special.
I can say what I like and do not like about my locality and another locality like the seaside.

I can describe the key features of a place from aerial photographs using words like beach, coast, forest, hill, mountain, ocean, valley, cliff, river and vegetation.
I can use compass directions, North, South, East and West.

I can explain the facilities that a village, town and city may need and give reasons, for example factory, farm, harbour, shop, office, port.

Music

I can sing and follow a melody.
I can use symbols to represent sounds.

I can play simple melodic patterns on instruments.

I can make connections between notations and musical sounds.

Year 2 Spring



Computing

I can understand that an algorithm is a process that consists of a series of steps that achieves a specific goal.

I can understand algorithms can describe everyday activities and can be followed by humans and computers.

I can understand that algorithms are made up of steps.

I can understand that steps can be repeated.

I can use digital drawing tools (scratch) to create images.

I can programme a simple animation involving movement.

I can write a simple programme that produces an output (text)

I can combine images and text to create a simple animation

RE

I can explain how it felt to have to stop doing something to reach the target we had set.

I can use the right words to describe how Muslims pray and begin to explain why they do this.

I can start to think through how praying 5 times a day might help in some ways more than others

I can say what I believe happens to you when you die and tell you how I remember people close to me.

I can recall what Christians believe happened on Easter Sunday.

I can start to suggest a different explanation as to what happened to Jesus after the empty tomb and offer my opinion.

MFL

I can ask a question.

I can name people.

I can name places.

I can name objects.

I can choose the right word to complete a phrase.

Science

I can carry out simple tests.

I can use simple data to answer questions.

I can describe how animals find their food.

I can name some different sources of food for animals.

I can explain a simple food chain.

I can describe how seeds and bulbs grow into plants.

I can describe what plants need in order to grow and stay healthy (water, light & suitable temperature).

I can ask simple scientific questions

PE

I can perform an imaginative dance

I can dance with control and co-ordination

I can make a sequence by linking sections together

I can link movements to show a mood or a feeling

I can change rhythm, speed, level and direction in a dance

I can copy and remember actions

I can use hitting, kicking and/or rolling in a game

I can make up my own game to rehearse my throwing/rolling/kicking skills

I can kick a small ball at a given target