



# Welcome to Year 2



## THE SCHOOL CURRICULUM

This booklet gives you information about the Year 2 curriculum. These are all the skills which your child will learn over this year, as well as practising previously taught skills. If you have any questions, please make sure you get in touch.

**Name:**

**Class:**

**KLZ parent log in:** \_\_\_\_\_ **@klz.org.uk**

**Password:** \_\_\_\_\_

**[www.klz.org.uk](http://www.klz.org.uk)**

**Bug Club username:** \_\_\_\_\_

**Password:** \_\_\_\_\_

**School code:** cljp

**[www.activelearnprimary.co.uk](http://www.activelearnprimary.co.uk)**

## WHO'S WHO

**Miss Levi Winton**

Swan class

**Mrs Kerry Luck**

Magpie class and Phase Leader

## WAYS TO GET IN TOUCH

There are plenty of ways to get in touch. We have an open-door policy which means we want to hear from you, especially if you have a worry or problem.

- The daily Meet & Greet playground at the beginning or end of the day
- Visit the admin team in the main reception
- Come in and ask to speak to a member of staff (*someone will see you*)
- Ring on **01634 333820** and ask to speak to a member of staff (*someone will speak to you*)
- email on **office@oaklands.medway.sch.uk**
- Use the contact section on website **www.oaklands.medway.sc.uk**
- Tweet on **@oaklands\_sch\_CC**
- Facebook on **@OSandCC**

## WHO TO SPEAK TO FOR ENQUIRIES

**Liz Stamp** School Business Manager

**Leigh Cawe** Attendance

**Diane Mills** Admissions

**Carol Curtis** Family Liaison Officer (*FLO*)

## SENIOR LEADERSHIP TEAM

**Barry Symons** Headteacher

**Catherine McLaughlin** Deputy Headteacher

**Louisa Jones** Assistant Headteacher (*Teaching*)

**Gillie Russell** Assistant Headteacher (*Inclusion*)



# SEPTEMBER 2018 TO JULY 2019

## Term 1

**INSET 1: Monday, 3 September 2018 (RWI training)**

**INSET 2: Tuesday 4 September 2018**

Start: Wednesday, 5 September 2018

Finish: Thursday, 18 October 2018

**INSET 3: Friday, 19 October 2018 (RWI training)**

**Autumn break: Monday, 22 October 2018 to Friday, 26 October 2018**

## Term 2

Start: Monday, 29 October 2018

Finish: Wednesday, 19 December 2018

**Christmas break: Thursday, 20 December 2018 to Wednesday, 2 January 2019**

## Term 3

**INSET 4: Thursday, 3 January 2019**

Start: Friday, 4 January 2019

Finish: Friday, 15 February 2019

**February break: Monday, 18 February 2019 to Friday, 22 February 2019**

## Term 4

Start: Monday, 25 February 2019

Finish: Friday, 5 April 2019

**Spring break: Monday, 8 April 2019 to Thursday, 18 April 2019**

**Good Friday: 19 April 2019**

**Easter Monday: 22 April 2019**

## Term 5

Start: Tuesday, 23 April 2019

Finish: Friday, 24 May 2019

**Early May bank holiday: Monday, 6 May 2019**

**Late May bank holiday: Monday, 27 May 2019**

**May break: Tuesday, 28 May 2019 to Friday, 31 May 2019**

## Term 6

**INSET 5: Monday, 3 June 2019**

Start: Tuesday, 4 June 2019

Finish: Tuesday, 23 July 2019

## Term 1

### Where is Europe?

The children will be learning about the countries throughout Europe. They will learn about the key features of the countries and learn about landmarks and famous places throughout Europe.

## Term 6

### How have the Olympics changed over time?

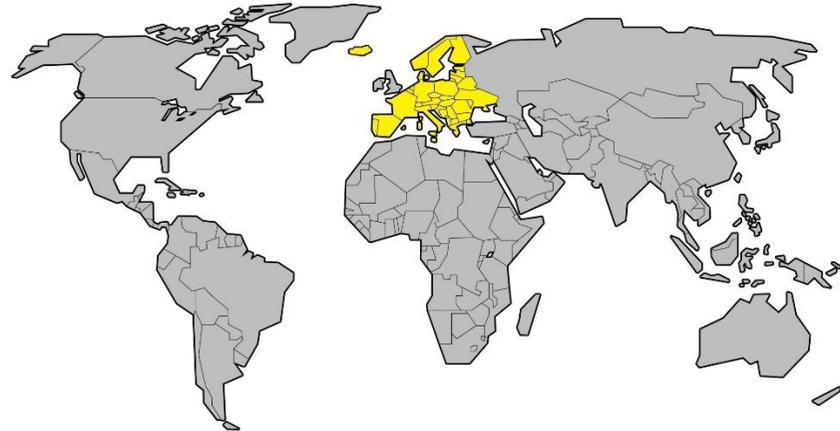
The beginning of the Olympics will be explored and the children will look at how these have developed and grown over time. They will learn about the different events and practice their own physical skills.

## Term 2

### How do people in different countries live?

The children will be taking a virtual road trip around Europe. They will visit different places and learn about their food, culture and traditions. While learning, they will compare this to their own lives.

## Year 2



## Europe

## Term 5

### What was life like in Ancient Greece?

We will be learning about the lives of people in Ancient Greece. We will be learning about their culture and their day to day life as a child in Greece. We will compare life as a child now and then.

## Term 3

### How do people celebrate festivals around Europe?

The children will learn about their own celebrations and festivals and compare these to others. They will look at celebrations such as La Tomatina in Spain and New Year celebrations across Europe.

## Term 4

### What secrets can you find in the forests?

We will be exploring the forest of Europe including the Black Forest and the traditions of Scandinavian Woodland folk. We will be naming common plants and investigating what help them grow best.

# READING

**'Being a Reader'** Pupils should be taught:

## READING FOR PLEASURE/ DECODING

- a. Read familiar words without needing to sound them out.
- b. Use a range of decoding strategies when reading unknown words.
- c. Read common suffixes, understanding the impact on root words.
- d. Self-correct when reading to ensure accuracy.
- e. Accurately read words with contractions.
- f. Read two or more syllable words
- g. Become increasingly familiar with and re-tell a wider range of stories, fairy stories and traditional tales.
- h. Make choices about which texts to read, based on prior experiences.

## DEDUCE AND INFER

- a. Re-tell a story, referring to most of the key events and characters
- b. Summarise a story, giving the main points clearly in sequence.
- c. Find the answers to questions in non-fiction , stories and poems.
- d. Locate specific information e.g. key information /events, characters names etc
- e. Explain and discuss their
- f. Participate in discussions about books, poems and other works and can compare similarities and differences between texts.
- g. Discuss reasons for events, by using clues in the story.
- h. Make predictions based on evidence in the text.
- i. Make simple inferences about thoughts and feeling of characters and reasons for their actions.

## LANGUAGE FOR EFFECT

- a. Understand why a writer has written a text. 'She wants you to know how to make a kite.'
- b. Recognise simple recurring literary language in stories and poetry.
- c. Discuss and clarify the meaning of words, linking new meanings to known vocabulary.
- d. Discuss their favourite words and phrases.
- e. Understand how the author uses words to convey thoughts, feelings and actions.

## THEMES

- a. Build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.
- b. Understand the non-fiction books can be structured in different ways.
- c. Decide how useful a non-fiction text is for the purpose.

# WRITING

**'Being a Writer'** Pupils should be taught:

## TRANSCRIPTION

- a. Meet Year 2 spelling expectations ( see Appendix A)
- b. Can confidently write simple sentences dictated by the teacher using GPCs, exception words and punctuation.
- c. Use -ly to turn adjectives into adverbs.
- d. Can write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.

## SENTENCE

- a. Can use the conjunctions- and, or , but
- b. Use subordinating conjunctions such as : when , if, that, because
- c. Can use and identify statements, questions, exclamations and commands.
- d. Can use adjectives to add information about a noun.
- e. Can consistently use the past and present tense of verbs.
- f. Can identify imperative verbs.

- g. Can select appropriate sentences for effect.

### VOCABULARY, GRAMMAR AND PUNCTUATION

- Can use spaces to separate words.
- Can use capital letters, full stops, question marks and exclamation marks to demarcate sentences.
- Can use capital letters for proper nouns.
- Beginning to use apostrophes for possession
- Use commas to form a list
- Identify speech in a text
- Use inverted commas in own writing

### COMPOSITON

- Can use a range of writing genres
- Can construct and use a plan to order my writing
- Can write for different purposes
- Can proof read to make improvements to spelling, grammar and punctuation.  
Can read aloud my writing with intonation, to make the meaning clear.

## Y2 SPELLING WORD LIST

door,	cold,	father,	would,
floor,	gold,	class,	who,
poor,	hold,	grass,	whole,
because,	told,	pass,	any,
find,	every,	plant,	many,
kind,	everybody,	path,	clothes,
mind,	even,	bath,	busy,
behind,	great,	hour,	people,
child,	break,	move,	water,
children,	steak,	prove,	again,
wild,	pretty,	improve,	half,
climb,	beautiful,	sure,	money,
most,	after,	sugar,	Mr,
only,	fast,	eye,	Mrs,
both,	last,	could,	parents,
old,	past,	should,	Christmas –

## NUMBER

**'Being a Mathematician'** Pupils should be taught:

### NUMBER – NUMBER AND PLACE VALUE

- 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

### NUMBER – ADDITION AND SUBTRACTION

- 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:
  - *a two-digit number and ones*

- *ma two-digit number and tens*
- *two two-digit numbers*
- f. adding three one-digit numbers
- g. show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot
- h. 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

- a. recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
- b. calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication ( $\times$ ), division ( $\div$ ) and equals (=) signs
- c. 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.

## NUMBER – FRACTIONS (INCLUDING DECIMALS AND PERCENTAGES)

- a. recognise, find, name and write fractions  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{2}{4}$ ,  $\frac{3}{4}$  of a length, shape, set of objects or quantity
- b. Write simple fractions for example,  $\frac{1}{2}$  of 6 = 3 and recognise the equivalence of  $\frac{2}{4}$  and  $\frac{1}{2}$

# MEASUREMENT

## MEASUREMENT

- a. choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ( $^{\circ}\text{C}$ ); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels
- b. compare and order lengths, mass, volume/capacity and record the results using  $>$ ,  $<$  and  $=$
- c. recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value
- d. find different combinations of coins that equal the same amounts of money
- e. solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change
- f. compare and sequence intervals of time
- g. 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
- h. know the number of minutes in an hour and the number of hours in a day.

# GEOMETRY

## GEOMETRY – PROPERTIES OF SHAPES

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

## GEOMETRY – POSITION AND DIRECTION

- a. order and arrange combinations of mathematical objects in patterns and sequences
- b. 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

## STATISTICS

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

## SCIENCE

**'Being a Scientist'** Pupils should be taught:

### SCIENCE.KS1.1. ASKING QUESTIONS

asking simple questions and recognising that they can be answered in different ways

### SCIENCE.KS1.2. INVESTIGATING

performing simple tests.

### SCIENCE.KS1.3. OBSERVING

observing closely, using simple equipment.

### SCIENCE.KS1.4. CLASSIFYING

identifying and classifying.

### SCIENCE.KS1.5. ANALYSING DATA

using their observations and ideas to suggest answers to questions.

### SCIENCE.KS1.6. DRAWING CONCLUSIONS

gathering and recording data to help in answering questions.

## **'Knowledge, skills & understanding'**

**YEAR 2.** Pupils should be taught:

### SCIENCE.Y2.1. Living things and their habitats

- a. Explore and compare the differences between things that are living, dead, and things that have never been alive
- b. identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other
- c. identify and name a variety of plants and animals in their habitats, including microhabitats
- d. describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

### SCIENCE.Y2.2. - Plants

- a. Observe and describe how seeds and bulbs grow into mature plants
- b. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

### SCIENCE.Y2.3. - Animals, including humans

- a. Notice that animals, including humans, have offspring which grow into adults
- b. Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- c. Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

### SCIENCE.Y2.4. - Uses of everyday materials

- a. Identify and compare the suitability of a variety of everyday materials, including
- b. wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses
- c. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

# DESIGN & TECHNOLOGY

**'Being a Designer'** Pupils should be taught:

## **DT.KS1.1. Design**

- a. design purposeful, functional, appealing products for themselves and other users based on design criteria
- b. generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

## **DT.KS1.2. Make**

- a. select from and use a range of tools and equipment to perform practical tasks
- b. select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

## **DT.KS1.3. Evaluate**

- a. explore and evaluate a range of existing products
- b. evaluate their ideas and products against design criteria

**'Knowledge, skills & understanding'**

**YEAR 2** should be taught:

## **DT. Y2.1.**

Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

# COMPUTING

**'Being a Programmer'** Pupils should be taught:

**'Being a Programmer'** Pupils should be taught:

## **COMPUTING. KS1.1.**

use technology purposefully to create, organise, store, manipulate and retrieve digital content

## **COMPUTING. KS1.2.**

recognise common uses of information technology beyond school

## **COMPUTING. KS1.3.**

Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

**'Knowledge, skills & understanding'**

**YEAR 2.** should be taught:

## **COMPUTING. Y2.1.**

create and debug simple programs

## **COMPUTING. Y2.2.**

use logical reasoning to predict the behaviour of simple programs

# HISTORY

## **HISTORY.KS1.1. Historical vocabulary**

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.

## **HISTORY.KS1.2. Chronology**

They should know where the people and events they study fit within a chronological framework

## **HISTORY.KS1.3. Historical comparisons**

identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms.

## **HISTORY.KS1.4. Historical Enquiry**

They should ask and answer questions, choosing and using parts of stories and other sources to show that they know

and understand key features of events.

### **HISTORY.KS1.5. Historical Representation**

They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

#### **'Knowledge, skills & understanding'**

**YEAR 2** Pupils should be taught:

#### **HISTORY.Y2.1.**

events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]

#### **HISTORY.Y2.2.**

the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods

#### **HISTORY.Y2.3. (MOVED FROM KS2)**

Ancient Greece – a study of Greek life and achievements and their influence on the western world

## **GEOGRAPHY**

**'Being a Geographer'** Pupils should be taught:

#### **GEOGRAPHY.KS1.1. Geographical vocabulary**

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

#### **GEOGRAPHY.KS1.2. Physical features**

use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather

#### **GEOGRAPHY.KS1.3. Human features**

key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop Geographical skills and fieldwork

#### **GEOGRAPHY.KS1.4. Geographical fieldwork**

use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

#### **'Knowledge, skills & understanding'**

**YEAR 2** should be taught:

#### **GEOGRAPHY.Y2.1**

understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country Human and physical geography

#### **GEOGRAPHY.Y2.2**

identify seasonal and daily weather patterns the location of hot and cold areas of the world in relation to the Equator and the North and South Poles

#### **GEOGRAPHY.Y2.3**

use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage

#### **GEOGRAPHY.Y2.4**

use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key language to describe the location of features and routes on a map

## **RE**

**'Being an Informed & Tolerant Individual'** Pupils are taught:

#### **RE KS1.1. Learning about religion.**

- a. explore a range of religious stories and sacred writings, and talk about their meanings;
- b. name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate;
- c. identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their

- lives;
- d. explore how religious beliefs and ideas can be expressed through the creative and expressive arts and communicate their responses;
  - e. identify and suggest meanings for religious symbols and begin to use a range of religious words.

### **RE KS1.2. Learning about religion.**

- a. reflect upon and consider religious and spiritual feelings, experiences and concepts, for example worship, wonder, praise, thanks, concern, joy and sadness;
- b. ask and respond imaginatively to puzzling questions, communicating their ideas;
- c. identify what matters to them and others, including those with religious commitments, and communicate their responses;
- d. reflect on how spiritual and moral values relate to their own behaviour;
- e. recognise that religious teachings and ideas make a difference to individuals, families and the local community.

### **RE KS1.3. Breadth of Study**

- a. reflect upon and consider religious and spiritual feelings, experiences and concepts, for example worship, wonder, praise, thanks, concern, joy and sadness;
- b. ask and respond imaginatively to puzzling questions, communicating their ideas;
- c. identify what matters to them and others, including those with religious commitments, and communicate their responses;
- d. reflect on how spiritual and moral values relate to their own behaviour;
- e. recognise that religious teachings and ideas make a difference to individuals, families and the local community.

## **'Knowledge, skills & understanding'**

**YEAR 2** should be taught:

### **RE.Y2.1. MYSELF.**

who I am and my uniqueness as a person in a family and community

### **RE.Y2.2. BELONGING.**

where and how people belong and why belonging is important

### **RE.Y2.3. LEADERS AND TEACHERS.**

figures who have an influence on others locally, nationally and globally in religion

### **RE.Y2.4. SYMBOLS.**

figures who have an influence on others locally, nationally and globally in religion

## **PSHCE**

**'Being Healthy with High Wellbeing'** Pupils should be taught:

### **Healthy Lifestyles**

- Y2.1. about the benefits of a healthy lifestyle.  
different ways to stay healthy
- Y2.2. about what it means to make a real and informed choice. About what can influence our choices. How choices influence the way we look and feel
- Y2.4. About different kinds of feelings that are good and not so good. About the vocabulary we can use to describe feelings to others. How we can use simple strategies to manage feelings
- Y2.6. About basic personal hygiene routines. About the importance of taking care of personal hygiene
- Y2.7. About the importance of taking care of their own health. About what happens if they don't take care of their health

### **Keeping Safe**

- Y2.11. About the role of medicines
- Y2.12. About the importance of keeping safe in different situations. About the different rules for keeping safe (road, environment, online, in unfamiliar situations)
- Y2.13. About people who take care of them and the different groups they belong to. About ways of helping those who look after us
- Y2.14. About the shared responsibility for keeping themselves and others safe. About the steps they can take to ensure their safety in class, on the playground, around the school and at home. About responses they can give to ensure their own safety and that of others

### **Growing & changing**

- Y2.3. About ways to improve and learn from experience. How to recognise and celebrate what they are good at. How to set challenging goals
- Y2.5. About different kinds of change that have occurred since starting school. About the kinds of loss that can make us feel sad (loss of a pet, moving house, loss of a relative). How we can help ourselves and others manage sad feelings
- Y2.8. About growing, changing and becoming more independent
- Y2.9. About the opportunities and responsibilities that independence brings

Y2.10. About biological differences between male and female animals including humans and their roles in the life cycle. About the importance of respecting differences and similarities between boys and girls

**'Having Positive Relationships'** Pupils should be taught:

#### Feelings & Emotions

- Y2.1. about a wide range of feelings and how to manage them. About how to be sensitive to the feelings of others
- Y2.2. About how different types of behaviour affects others
- Y2.9. About how special people make a difference to our lives
- Y2.11. How people's bodies and feelings can be hurt

#### Valuing Difference

- Y2.4. About what fair and unfair means. About the impact of kindness and unkindness on self and others. About right and wrong
- Y2.5. About sharing opinions and explaining personal viewpoints. How to take part in a simple class debate

#### Healthy Relationships

- Y2.3. about the importance of not keeping adults' secrets, only surprises
- Y2.6. about the importance of listening to other people and find ways to resolve disagreements
- Y2.7. about ways in which constructive support and feedback can help others and themselves
- Y2.10. About appropriate and inappropriate touch
- Y2.13. about ways to resist teasing & bullying
- Y2.14. how coping strategies can be used
- Y2.8. About the importance of respect for differences and similarities between people. Communication of ideas and views. Affirm self and others

**'Being part of The Wider Community'** Pupils should be taught:

#### Rights & Responsibilities

- Y2.1. about the skills necessary to contribute to the life of the classroom
- Y2.2. how group and class rules help us
- Y2.3. about the responsibilities they have for others
- Y2.4. About groups and communities that they belong to

#### Taking Care of the Environment

- Y2.5. about what improves and harms their local, natural and built environments

#### Money Matters

- Y2.6. about what money can be used for
- Y2.7. about the role of money in their lives

## PE

**'Being Athletic'** Pupils should be taught:

#### PE.KS1.1.

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.

#### PE.KS1.1.

They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

**'Knowledge, skills & understanding'**

**YEAR 2** should be taught:

#### PE.Y2.1. Team Games

participate in team games, developing simple tactics for attacking and defending

#### PE Y2.2. Dance

perform dances using simple movement patterns.

## COOKING & NUTRICIAN

**'Being a Cook'** Pupils should be taught:

#### COOKING.KS1.1.

use the basic principles of a healthy and varied diet to prepare dishes

#### COOKING.KS1.2.

understand where food comes from

# ART

**'Being an Artist'** Pupils should be taught:

## **ART.KS1.1.**

to use a range of materials creatively to design and make products

## **ART.KS1.2.**

about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work

**'Knowledge, skills & understanding'**

**YEAR 2** Pupils should be taught:

## **ART.Y2.1.**

to use sculpture to develop and share their ideas, experiences and imagination

## **ART.Y2.2.**

to develop a wide range of art and design techniques in using

**a. texture**

**b. form and space**

# MUSIC

**'Being a Musician'** Pupils should be taught:

## **MUSIC.KS1.1.**

use their voices expressively and creatively by singing songs and speaking chants and rhymes

## **MUSIC.KS1.2.**

listen with concentration and understanding to a range of high-quality live and recorded music

**'Knowledge, skills & understanding'**

**YEAR 2** Pupils should be taught:

## **MUSIC.Y2.1.**

experiment with, create, select and combine sounds using the inter-related dimensions of music.