



## English

### Writing

I can segment spoken words into phonemes and represent these by graphemes, spelling many correctly.  
I can add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly  
I can write for different purposes.  
I can plan or say out loud what I am going to write about.  
I can write down ideas and/or key words, including new vocabulary.  
I can write about real events.  
I can form lower-case letters of the correct size relative to one another.  
I can use spacing between words that reflects the size of the letters.  
I can use sentences with different forms: statement, question, exclamation, command  
expanded noun phrases to describe and specify [for example, the blue butterfly]  
I can use some features of written Standard English.

### Reading

I can discuss my favourite words and phrases.  
I can discuss the sequence of events in books and how items of information are related.  
I can retell a wide range of stories, fairy stories and traditional tales.  
I understand books that I can already read fluently and those that are read to me.  
I can draw on what I already know (vocab and background information) to understand a books meaning.

I can blend sounds in words that contain the graphemes we have learnt.  
I can read accurately words of two or more syllables that contain the same GPCs.  
I can read words with common suffixes.  
I can recognise and read alternative sounds for graphemes.

### Speaking and Listening

I can ask questions to get more information and clarify meaning.  
I can listen and respond appropriately to adults and my peers  
I can give well-structures descriptions, explanations and narrative for different purposes.  
I can take turns when talking in pairs or a small group.  
I am aware that formal and informal situations require different language (beginning).  
I can retell a story using narrative language and linking words and phrases.

## Maths

### Place Value

I can read and write all numbers to at least 100 in numerals and words.  
I can recognise odd and even numbers to 100.  
I can count in steps of 2, 3 and 5 from 0.  
I can recognise and define the place value of each digit in a 2-digit number.  
I can compare and order numbers from 0 to 100 using the < > and + signs.  
I can use place value and number facts to solve problems.

### Addition and subtraction

I can add and subtract a 2-digit number and ones.  
I can add and subtract a 2-digit number and tens.  
I can add and subtract two 2-digit numbers.  
I can add three 1-digit numbers.  
I can solve problems involving addition and subtraction.  
I can solve addition and subtraction problems applying my increasing knowledge of mental and written methods.  
I can recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.  
I can recall and use addition and subtraction facts to 20 fluently and derive and use related facts up to 100.

### Shape

I can describe the properties of 2D and 3D shapes to include edges, vertices and faces.  
I can identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line.  
I can identify 2-D shapes on the surface of 3-D shapes, for example a circle on a cylinder and a triangle on a pyramid.

### Spelling

I understand that the /s/ sound is spelt c before e, i and y.  
I can spell the /l/ or /e/ sound spelt –le at the end of words  
I can spell the /l/ or /a/ sound spelt –el at the end of words  
I can spell the /l/ or /e/ sound spelt –al at the end of words

## Art

- To identify and mix secondary and tertiary colours from primary colours.
- To distinguish between light tints and dark and shades.
- To produce tones of colour.
- To create tones with paint in the style of an artist.
- To evaluate my work.
- To use varied media to demonstrate my understanding of colour.

## Music

### Singing

- I can sing a range of songs with a small pitch range (do-so).

### Listening

- I can find the pulse of a piece of music and walk, tap or clap in time with the tempo.

### Composing

- I can create music in response to a non-musical stimulus.

### Performing

- I can sing short phrases in a small group within a short song.
- Musical Notation
- I can create rhythms using words as a starting point.

## PSHE

### Families and people who care for me

- I can respect the differences and similarities between people
- I can identify how special people can care for one another.
- I know about people who look me and who is in my family network.
- I know who to go to if I am worried and how to attract their attention.

### Respectful Relationships (including online)

- I can recognise that behaviour can affect other people.
- I can listen to other people and play and work co-operatively using strategies to resolve simple arguments through negotiation.
- know that people have responsibilities to protect people and living things.
- understand about strategies to resist teasing or bullying if I experience or witness it.
- understand the rules for keeping safe online.

### Being Safe (including internet safety and harms)

- I know what is meant by privacy.
- I understand my right to keep things private
- I understand the importance of respecting others privacy.
- I can recognise that I share responsibility for keeping myself and others safe.
- I know when to say 'yes', 'no', 'I'll ask' and 'I'll tell'.
- I understand the benefits of reducing the amount of time I spend online. And electronic devices.

### Physical health and fitness

- I can make real and informed choices that improve my physical health.
- I can communicate about healthy lifestyles to the people who look after me.
- I understand what foods and drinks can contribute to poor dental health.
- I know the importance of good quality sleep.
- I understand the responsibility I have for others health.
- I can develop simple skills to help prevent diseases spreading.

## A United Kingdom Geography

## History

### Historical Chronology

- I can sequence the events of the Great Fire of London in chronological order and give reasons for their order.

### Historical Concepts

- I can understand and explain why the fire broke out.

### Historical Interpretation

- I can explain the results of the great fire of London.

### Historical Enquiry

- I can research about an event using various sources, i.e. diary entries.

### Historical Communication

- I can create a diary entry from the point of view of a person around during the Great Fire of London.

### Locational

- I can name the four countries in the UK and their capital cities.

### Place

- I can name the human and physical features of the North West/Partington.

### Human/Physical

- I can identify seasonal and daily weather patterns in the UK.

### Skills/fieldwork

- I can use maps atlases and globes to identify the UK and its countries.

## Design Technology

### Design

- I can design purposeful, functional, appealing products based on design criteria.

### Make

- I can select from and use a range of tools and equipment to perform practical tasks.

### Evaluate

- I can explore and evaluate a range of existing products relating to a key engineer.
- I can evaluate my ideas and products against design criteria.

### Technical Knowledge

- I can explain how the wheels and axel mechanisms work.

# Year 2 Autumn



# Computing

## Safety in Technology

### CEOPs

- To understand what to do if I see something worrying or something I am unsure of online
- To understand the importance of online consent
- To understand how to keep safe when chatting and playing online

### IT all Around

- To recognise the uses and features of information technology
- To identify the uses of information technology in the school
- To identify information technology beyond school
- To explain how information technology helps us

### Digital Literacy

- To use a digital device to take a photograph
- To make choices when taking a photograph
- To describe what makes a good photograph
- To decide how photographs can be improved
- To use tools to change an image
- To recognise that photos can be changed

# RE

## Christianity

- I can tell you when I have been kind to others even when it was difficult.
- I can re-tell a biblical story where Jesus talked about being kind or showed kindness and suggest how this influences how Christians act/treat others.
- I can say if I think Christians should be kind and give a reason.

## Christianity

- I can remember and retell the Christmas story.
- I can talk about how Christians believe that God gave Jesus to the world to save/help it and they look forward to Christmas as a time of his birth.
- I can begin to give reasons for Jesus' birth.
- I can say how I could help solve a problem by showing love.

# MFL

## Speaking

- I can name the four seasons
- I can join in with Spanish counting songs

## Listening

- I can listen to spoken words, phrases and sentences (songs)
- I can listen carefully to new words and phrases and repeat them

# Science

## Scientific Knowledge

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

## Working Scientifically

- I can ask simple questions and recognise that they can be answered in different ways.
- I can observe closely, using simple equipment.
- I can perform simple tests.

# PE

## Net and Wall

- I can demonstrate basic sending skills in isolation and small games.
- I can defend space on the court using the ready position.
- I can track the path of an object over a line/net and move towards it.
- I can play in a modified game sending and returning the object over a line/net using a racket or hand.
- I can hit the object with both hands or a racket with some consistency.
- I can use simple tactics to make it difficult for an opponent.

## Athletics

- I can change speed and direction while running.
- I can perform a variety of throws with control and co-ordination.
- I can jump from a standing position with accuracy.
- I can perform 1:1 (hopping), 1:2 (two footed to 1-footed = hopscotch motion), 2:2 (2 foot) jumps.

## Dance

- I can explore basic movements with clear control and coordination.
- I can vary the size of my body shape.
- I can add a change of direction to a sequence.
- I can describe a sequence using simple dance vocabulary.
- I can copy, remember, repeat and create dance phrases.
- I can use counts to stay in time with the music.

## Gymnastics

- I can perform a variety of rolls; including barrel, straight and forward roll, with confidence.
- I can perform gymnastics actions with coordination, control and variety, linking them together to create a sequence.
- I can perform a variety of jumps; including a 1 footed jump.
- I can explore different travelling actions, creating different pathways and patterns.

# Year 2 Autumn