



English

Writing

I know 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.
I can spell common exception words.
I can spell more words with contracted forms.
I can write narratives about personal experiences and those of others (real and fictional)
I can encapsulate what I want to say, sentence by sentence.
I can write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.
I know 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).
I can use the present and past tenses correctly and consistently including the progressive form.
I can use subordination (using when, if, that, or because) and co-ordination (using or, and, or but)

Reading

I can decode automatically and fluently.
I read most words quickly and accurately when I have read them before without sounding out and blending.
I can read books to build up their fluency and confidence in word reading.
I am beginning to notice non-fiction books are structured in different ways.
I can listen to and discuss a wide range of poetry, stories and non-fiction that are beyond my own reading ability.
I can make inferences on the basis of what is being said and done.
I can answer and ask questions
I can predict what might happen on the basis of what has been read so far.

Speaking and Listening

I can use a range of relevant strategies to build my vocabulary
I can use my vocabulary skills in order to express feelings.
I can hold the attention of people I am speaking to by adapting the way I talk.
I understand how to speak for different purposes and audiences (beginning).

Maths

Money

I can recognise and can use the symbols - and p when solving problems involving addition and subtraction of money.
I can find different combinations of coins that equal the same amounts of money.
I can solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.

Multiplication and Division

I can recall and use multiplication and division facts for the 2, 5 and 10X tables.
I can calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication, division and equals signs.
I can solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.

Measurement

I can compare and order lengths, mass, volume/capacity and record the results using >, < and =.
I can choose and use appropriate standard units to estimate length, height, temperature and capacity.

Spelling

I know the /aɪ/ sound spelt -y at the end of words ending -il
I can add -es to nouns and verbs ending in consonant-letter-y
I understand the /n/ sound spelt kn and (less often) gn at the beginning of words.

Art

- To create tones using various pencil grades.
- To sketch a self-portrait using drawing pencils.
- To shade in a self-portrait.
- To recognise light and darks in famous works
- To create a tonal still life drawing.

Music

Singing

- I can sing and respond to direction and visual symbols. (**pause**, **crescendo** and **decrescendo**).

Listening

- I can recognise changes in tempo when listening to a piece of music.

Composing

- I can work with a partner to improvise simple question and answer phrases to make a musical conversation.

Performing

- I can sing short phrases independently within a short song.

Musical Notation

- I can recognise dot notation and match it to 3-note tunes played on tuned percussion.

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.
- I 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.
- I 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 disease spreading.



Passport to the World Geography

History

Historical Chronology

I can recount the life of someone famous who lived in the past giving attention to what they did earlier and what they did later.

Historical Concepts

I can develop an awareness of the lives of significant individuals in the past who have contributed to international achievements.

Historical Interpretation

I can understand some of the criteria that makes a person significant.

Historical Enquiry

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

Historical Communication

I can recount the life of someone famous who lived in the past giving attention to what they did earlier and what they did later.

Locational

- I can name and locate the World's seven continents and five oceans

Place

- I can compare and contrast geographical similarities and differences of the UK and a contrasting non-European country.

Human/Physical

- I can identify hot and cold areas of the world in relation to the equator and the North and South Poles.

Skills/fieldwork

- I can use maps atlases and globes to identify the continents and oceans.

Design Technology

Design

I can design purposeful, functional, appealing products based on design criteria through talking, drawing or creating templates or mock ups of my design.

Make

I can select from and use a range of materials and

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Computing

- To explain that a sequence of commands has a start.
- To explain that a sequence of commands has an outcome.
- To create a program using a given design
- To change a given design.
- To create a program using my own design.
- To decide how my project can be improved.

Science

Everyday Materials 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

Games (Invasion)

- I can understand what being in possession means and support a teammate to do this.
- I can use a variety of skills to score a goal.
- I can develop skills to stop a goal.
- I can learn how to gain possession of a ball.
- I can develop skills in marking an opponent.
- I can apply simple tactics for attacking and defending.

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

Net and wall games

- 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.

RE

Islam

- I am beginning to understand and explore the Islamic religion and give examples of how they show commitment to Allah through prayer practices.
- I can explain what commitment means to me.
- 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 explain how it felt to have to stop doing something to reach the target we had set.

Christianity

- 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 begin to explain what Jesus' resurrection means to Christians.

MFL

Speaking

- I can say a short phrase naming an animal (e.g un conejo).
- I can say how old I am Spanish.

Listening

- I can listen to songs and join in with new vocabulary.

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