

Year 2 curriculum objectives

History	Geography	Art & Design	DT	Computing	Music
Sequence events or objects in chronological order.	Investigate their surroundings, making observations about where things are e.g. within school and the local area.	Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.	Identify a purpose and intended audience for what they intend to design and make.	Use the internet safely and know where to go for help.	Know how pulse, rhythm & pitch work together.
Create and interpret timelines.					Begin to internalise and create rhythmic patterns.
Find out about people and events in other times using collections of artefacts - confidently describe similarities and differences.	Use a range of geographical vocabulary, including directional language.	Understand the safety and basic care of materials & tools.	Follow safe procedures for food safety and hygiene.	Know what an algorithm is.	Recognise the sound of different musical instruments.
Describe some of the ways that we find out about the past.	Use basic geographical vocabulary to refer to key human features, including city, town, village, factory, farm, house, office, port, harbour & shop.	Explore differences and similarities within the work of artists, craftspeople and designers in different times and cultures	Develop their design ideas through discussion, observation, drawing and modelling.	Show an awareness of a range of inputs to a computer (IWB, mouse touch screen, microphone, keyboard, etc.).	Use the correct musical language to describe how the music makes them feel.
	Describe historical events and people.	Identify what they might change in their current work or develop in their future work.	Make their design using appropriate techniques.	Create and debug simple programs	Compose using one or two notes.
Understand that people's views and memories many not always be accurate.	Name, locate and identify characteristics of the countries of the United Kingdom.	Name different types of paint and their properties.	Measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques.	Predict the behaviour of a program.	Choose sounds and instruments carefully and make improvements to their own and others' work.
		Mix a range of secondary colours, shades and tones			
Ask and answer questions to understand key features of events.	Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map).	Use a variety of tools and techniques including the use of different brush sizes and types	Use simple finishing techniques to improve the appearance of their product.	Research a topic using a search engine.	Sing with a good sense of the pulse internally and try to sing together with a group.
Study topics about changes within living memory.	Draw a map of a real or imaginary place.		Evaluate their product by discussing how well it works in relation to the purpose, identifying strengths and possible changes they might make.	Record data using a data logger.	Begin to sing with control of pitch (following the shape of the melody).
Study events beyond living memory that are significant nationally or globally.	Use own symbols on imaginary map and begin to understand the need for a key.	Create textured collages & simple mosaics from a variety of media.			

Visitor assemblies/workshops & PHSE assemblies

NSPCC assembly 10 th September	Black History Month 3 rd October	Diwali class assembly 5 th October	Bonfire Night assembly 5 th November	Anti-bullying Week 10 th November (class assembly)
Remembrance 11 th November	Children in Need 15 th November	Safer Internet Day 11 th February	International Women's Day 6 th March	Purim assembly 9 th March
Sport Relief 18 th March	Easter Bonnet assembly 31 st March	Autism Awareness Day 2 nd April	St George's Day 23 rd April	RSPCA Week 1 st May
UNICEF Day for Change May tbc	Parkfield Literary Festival 19 th May	World Environment Day 5 th June	National Smile Day 19 th June	

Personal Development

PHSE lesson	Visitor assembly/workshop	No Outsiders in a Faith Community	My Happy Mind	Across the curriculum
PHSE assembly	NSPCC assembly		Rights Respecting	
Health & Wellbeing (Autumn)		Relationships (Spring)		Living in the Wider World (Summer)
Know the ways that pupils can help the people who look after them to more easily protect them		Share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class		Recognise they belong to different groups and communities such as family and school
Make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences		Listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)		Understand that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed)
Know what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity and rest, healthy eating and dental health		Understand adoption		
Know that household products, including medicines, can be harmful if not used properly		Develop strategies to resist teasing or bullying, if they experience/ witness it, whom to go to and how to get help		Know what diversity means
Explore what is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy		Realise that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)		Identify what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy)
Understand the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid		Understand the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid		Help construct, and agree to follow, group, class and school rules and to understand how these rules help them
Know the rules for, and ways of, keeping physically and emotionally safe including responsible ICT use and online safety		Recognise when people are being unkind either to them or others, how to respond, who to tell and what to say		Know that people of different races can get along
Discuss good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings				Discuss the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices
Explore what positively and negatively affects their physical, mental and emotional health				Explore how to welcome different people
Talk about disability				
Communicate in different ways				
Consider growing and changing and new opportunities and responsibilities that increasing independence may bring				
First aid introduction including making an emergency phone call				
British Values				
Democracy	The Rule of Law	Individual Liberty		Mutual Respect and Tolerance
Our Governing Body	School Rules	I Am Unique		Disagreements, Tolerance and Arguments
What responsibilities do governors have? Why do we need a governing body? Invite a governor into assembly	What are our 3 values? Why are these important? How do these values inform how we behave?			