

Year 2 End Point Progression for Foundation Subjects

Geography	• Know the main differences between city, town and village (Port sunlight, Ellesmere Port and Liverpool) • Know which is N, E, S and W on a compass • Know and use the terminologies: left and right; below, next to, near and far • Know the names of and locate the seven continents of the world (Europe, Africa, Asia, North America, South America, Antarctica, Oceania) • Know the names of and locate the world's five oceans (Atlantic, Pacific, Indian, Arctic, Southern) • Use an aerial view map to study the geographical features of the school ground • Draw a simple map with basic symbols to scale • Identify the following physical features: mountain, lake, island, valley, river, cliff, forest and beach • Name the three main seas that surround the UK (North Sea, Irish Sea, English Channel) • Explain some of the advantages and disadvantages of living in a city or village. • Know the names of and locate the four capital cities of England, Wales, Scotland and Northern Ireland • Describe some characteristics and landmarks of the four capital cities of the UK (London, Edinburgh, Belfast, Cardiff)
History	• Compare old and new objects and artefacts and describe similarities and differences and how they have changed over time. • Know the name of a famous person, or a famous place, close to where they live (Lord Levehulme) • Know how the local area is different to the way it used to be a long time ago (Boat museum canal – E.Port) • Differentiate between things that were here 100 years ago and things that were not (including buildings, tools, toys, etc.) • Know about an event or events that happened long ago, even before their grandparents were born (Y2 Captain Cook) • Know about a famous person from outside the UK and explain why they are famous (Neil Armstrong)
Design Technology	• think of an idea and plan what to do next • design and make a product which moves using wheels and axles • follow a set of instructions to achieve a desired outcome • choose tools and materials and explain why they have chosen them • join materials and components in different ways • measure materials to use in a model or structure • evaluate and explain what went well after building a moveable vehicle • make a model stronger and more stable • describe the ingredients used when making food products – sandwiches and cakes
Art	• Create a printed piece of art by pressing, rolling, rubbing and stamping • Make a thumb pressed clay pot • Make a representation of animals using mixed media • Use different effects within a computing design package • Use pencil, chalk and pastel to create art • Use a viewfinder to focus on a specific part of an artefact before drawing it • Describe what can be seen and describe similarities and differences • Ask questions about a piece of art and give opinions about the work of an artist • Create tints with paint by adding white and know how to create tones with paint by adding black • Weave with wool and paper • Use a running stitch
Music	• Sing or clap increasing and decreasing tempo. • Perform simple patterns and accompaniments keeping a steady pulse. • Play simple rhythmic patterns on an instrument. • To learn and play notes on a recorder (tuned instrument) and glockenspiel. • To name the notes in their instrumental part. • Make connections between notations and musical sounds. • To recognise high and low pitches. • To compose and perform a simple tune.

Computing	• Understand what algorithms are and create a series of instructions and plan a journey for a programmable toy • Create and debug simple programs • Create a simple game on 2Code and debug any coding errors • Use logical reasoning to predict the behaviour of simple programs. • Create digital music using 2Sequence • Create and use a simple branching database • Create digital art focussing on different artists • Recognise common uses of information technology in and outside school • Use technology safely and respectfully • Know and explain how to keep personal information private • Name people they can speak to if they see something that upsets on the Internet
P.E	• Plan and perform a sequence of movements in gymnastics. • Improve sequence based on feedback. • Think of more than one way to create a sequence which follows some 'rules'. • Use hitting, kicking and/or rolling in an attacking and defending game. • Decide the best space to be in and use a tactic during a game. • Follow rules and participate in a number of attacking and defending team games. • Change rhythm, speed, level and direction in dance. • Make a sequence by linking sections together. • Use dance to show a mood or feeling.