


## Year 2 Curriculum Progression Statements - All subjects

		Y2 Progression Statements – Art					
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Disciplinary Knowledge	What pupils learn about how art is studied, discussed and judged: <i>Providing opportunities to discuss and review their own and others' work; Enabling pupils to express thoughts and feelings about artworks and explore a range of great artists, craft makers, architects and designers.</i>	Disciplinary Knowledge is addressed throughout the year through the teaching and learning of Substantive Knowledge, and should be revisited in a range of contexts:					
		<ul style="list-style-type: none"> <li>Describe and comment on the work of a range of artists from different times and cultures, describing what they think and feel about it.</li> <li>Ask and answer relevant questions about the work of a range of artists.</li> <li>Present imaginative ideas for a range of audiences and purposes.</li> <li>Suggest ways to improve or extend their work with reference to artists (e.g., painters, illustrators, designers and craftspeople) and specific art vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Describe and comment on the work of a range of artists from different times and cultures, describing what they think and feel about it.</li> <li>Ask and answer relevant questions about the work of a range of artists.</li> <li>Present imaginative ideas for a range of audiences and purposes.</li> <li>Suggest ways to improve or extend their work with reference to artists (e.g., painters, illustrators, designers and craftspeople) and specific art vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Describe and comment on the work of a range of artists from different times and cultures, describing what they think and feel about it.</li> <li>Ask and answer relevant questions about the work of a range of artists.</li> <li>Present imaginative ideas for a range of audiences and purposes.</li> <li>Suggest ways to improve or extend their work with reference to artists (e.g., painters, illustrators, designers and craftspeople) and specific art vocabulary.</li> </ul>		<ul style="list-style-type: none"> <li>Describe and comment on the work of a range of artists from different times and cultures, describing what they think and feel about it.</li> <li>Ask and answer relevant questions about the work of a range of artists.</li> <li>Present imaginative ideas for a range of audiences and purposes.</li> <li>Suggest ways to improve or extend their work with reference to artists (e.g., painters, illustrators, designers and craftspeople) and specific art vocabulary.</li> </ul>	
Substantive Knowledge	Sketchbook	<ul style="list-style-type: none"> <li>Record simple media explorations in a sketchbook.</li> <li>Use a sketchbook to collect examples to inform other work.</li> </ul>	<ul style="list-style-type: none"> <li>Record simple media explorations in a sketchbook.</li> <li>Use a sketchbook to collect examples to inform other work.</li> </ul>	<ul style="list-style-type: none"> <li>Record simple media explorations in a sketchbook.</li> <li>Use a sketchbook to collect examples to inform other work.</li> </ul>		<ul style="list-style-type: none"> <li>Record simple media explorations in a sketchbook.</li> <li>Use a sketchbook to collect examples to inform other work.</li> </ul>	

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		<ul style="list-style-type: none"> <li>Plan and develop simple ideas in a sketchbook.</li> </ul>	<ul style="list-style-type: none"> <li>Plan and develop simple ideas in a sketchbook.</li> <li>Use a sketchbook to store information on colour mixing, the colour wheel and colour spectrums.</li> </ul>	<ul style="list-style-type: none"> <li>Plan and develop simple ideas in a sketchbook.</li> </ul>		<ul style="list-style-type: none"> <li>Plan and develop simple ideas in a sketchbook.</li> </ul>	
	Drawing, Painting, Sculpture, Printing, Textiles	<p>Drawing:</p> <ul style="list-style-type: none"> <li>Experiment with a variety of media.</li> <li>Demonstrate control over the types of marks made with the range of media.</li> <li>Draw on different surfaces with a range of media.</li> <li>Develop and investigate a range of tone with a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/ dark lines, patterns and shapes.</li> <li>Produce an expanding range of patterns and textures.</li> </ul>	<p>Painting:</p> <ul style="list-style-type: none"> <li>Select and use a brush to produce marks appropriate to work. e.g., small brush for small marks.</li> <li>Explore lightening and darkening paint without the use of black or white.</li> <li>Mix colour shades and tones.</li> <li>Mix a range of secondary colours, moving towards predicting resulting colours.</li> <li>Control the types of marks made with a range of media and painting techniques e.g., layering, mixing media, and adding texture.</li> <li>Paint on different surfaces with a range of media.</li> </ul>	<p>Printing:</p> <ul style="list-style-type: none"> <li>Take simple prints i.e., mono printing.</li> <li>Use equipment and media correctly and be able to produce a clean printed image.</li> <li>Use a variety of techniques including: printing in relief, e.g., using string and card</li> <li>impressed printing</li> <li>rollers and printing palettes</li> <li>overprinting motifs and colour.</li> </ul>		<p>Textiles:</p> <ul style="list-style-type: none"> <li>Begin to identify different forms of textiles.</li> <li>Match and sort fabrics and threads for colour, texture, length, size and shape.</li> <li>Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting. Have experience in colouring textiles, for example by using fabric crayons or dip dyeing.</li> <li>Create and use natural dyes i.e. onion skins, tea, coffee. Identify and use different types and textures of fabric and materials for collage.</li> </ul>	

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						<ul style="list-style-type: none"> <li>Have some experience of weaving, both 3D and flat, understanding the process and techniques.</li> </ul>	
Key Vocabulary	<b>In addition to vocabulary from previous year groups:</b> Improve; extend; crafts people; illustrators; designers; inform; the colour wheel; colour spectrums; drawing techniques; hatching; scribbling; stippling; blending; lightening and darkening paint; predict; mono printing; printing in relief; impressed printing; printing pallets; overprinting motifs; threads; dip dyeing; stitching. natural dyes; knotting; fraying; fringing; pulling threads; twisting; plaiting.						

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		Y2 Progression Statements – Design and Technology					
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Disciplinary Knowledge	Design: <i>Planning what to make, Investigate, criteria, materials, user, audience, label, model.</i>	Disciplinary Knowledge is addressed throughout the year through the teaching and learning of Substantive Knowledge, and should be revisited in a range of contexts:					
					<ul style="list-style-type: none"> <li>Understand and explain how a chosen product works, why it is used and where it might be found.</li> <li>Identify a purpose for what they intend to design and make.</li> <li>Draw on their own experience to help generate and develop ideas, drawing on their knowledge of existing products to help come up with ideas.</li> <li>Suggest ideas and explain what they are going to do.</li> <li>Decide the basic sequence of things they should do in the making process.</li> </ul>		<ul style="list-style-type: none"> <li>Identify how they will make their products suitable for intended users.</li> <li>Identify some design criteria of what they intend to design and make.</li> <li>Identify some materials that could be used in their product, explaining reasons for their choices.</li> <li>Represent ideas through talking, simple drawings with labelling and computing where appropriate.</li> <li>Explain what some parts of their product would be made from.</li> <li>Model their ideas by making templates and mock-ups.</li> </ul>
	Make: <i>Tools, safety, measuring, joining, problem</i>				<ul style="list-style-type: none"> <li>Use materials appropriate to their DT project, e.g., construction materials and kits, textiles, food, mechanical components.</li> </ul>		<ul style="list-style-type: none"> <li>Use materials appropriate to their DT project, e.g., construction materials and kits,</li> </ul>
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	<i>solving, finishing.</i>				<ul style="list-style-type: none"> <li>Choose suitable tools for making whilst explaining why they should be used.</li> <li>Follow outlined safety and hygiene procedures, demonstrating understanding of the reasons why these are in place.</li> <li>Join, assemble and combine materials and components.</li> <li>Identify when they have a problem in their making process, and come up with suggestions as to how they might solve it.</li> </ul>		<p>textiles, food, mechanical components.</p> <ul style="list-style-type: none"> <li>Choose suitable tools for making whilst explaining why they should be used.</li> <li>Follow outlined safety and hygiene procedures, demonstrating understanding of the reasons why these are in place.</li> <li>Measure, mark, cut and shape materials and components.</li> <li>Identify when they have a problem in their making process, and come up with suggestions as to how they might solve it.</li> </ul>
	Evaluate				<ul style="list-style-type: none"> <li>Talk in detail about their design ideas and what they have made.</li> <li>Make judgements of how the product met their design criteria.</li> <li>Suggest ways in which their product could be improved, applying these to future projects where relevant.</li> </ul>		<ul style="list-style-type: none"> <li>Talk in detail about their design ideas and what they have made.</li> <li>Make judgements of how the product met their design criteria.</li> <li>Suggest ways in which their product could be</li> </ul>

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							improved, applying these to future projects where relevant.
Substantive Knowledge	Technical Knowledge: <i>Food, Construction (tools and techniques), Textiles, Mechanisms.</i>				Mechanisms: <ul style="list-style-type: none"> <li>• <a href="#">Wheels and axles</a>:               <ul style="list-style-type: none"> <li>○ Investigate and recreate the movement of simple mechanisms.</li> </ul> </li> <li>• <a href="#">Levers and sliders</a>:               <ul style="list-style-type: none"> <li>○ Investigate and recreate the movement of simple mechanisms.</li> </ul> </li> </ul>		<a href="#">Textiles</a> : <ul style="list-style-type: none"> <li>• Measure, mark out cut and shape a range of materials with some accuracy.</li> <li>• Explain how to thread a needle and attempt this themselves.</li> <li>• Gain confidence in stitching two pieces of fabric.</li> <li>• Use more than one type of stitch, including running stitch.</li> </ul>
Key Vocabulary	<b>In addition to vocabulary from previous year groups:</b> Fabric, template, pattern pieces, mark out, suitable quality, needle, pin, ribbon, stitch, tape measure, thread, Velcro, Wool / silk / cotton / velvet / netting, slider, lever, pivot, slot, vehicle, wheel, axle, axle holder, chassis, body, cab, assemble, fixed, moving, mechanism, fixing						

## Year 2 Curriculum Progression Statements - All subjects

## Y2 Progression Statements – Geography

		Assessment statements in bold					
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Disciplinary Knowledge</b>	<b>Conceptual Understanding:</b> <i>Place/environment, Space/location/scale, Change including historical impacts/sustainability, interconnectedness/interactivity and culture</i>	<b>Conceptual understanding is addressed through the teaching and learning of Substantive Knowledge:</b>					
			<ul style="list-style-type: none"> <li>Begin to make simple geographical connections between humans and their effect on the environment.</li> </ul>		<ul style="list-style-type: none"> <li>Understand that maps can represent the location of a place or feature in different ways.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to use basic compass points (N, S, E, W) to locate places and describe their location.</li> <li>Make simple observations and ask questions about how people, places and features have changed, and are different and similar over time.</li> </ul>	
	<b>Enquiry Skills:</b> <i>asking, selecting tools and processes, fieldwork, mapping skills, direction/compass, collecting and recording data/information/research, observing/investigating, analysing and interpreting</i>	<b>Enquiry skills are addressed through the teaching and learning of Substantive Knowledge:</b>					
			<ul style="list-style-type: none"> <li>Begin to create their own basic geographical enquiry questions, using a model.</li> <li>Choose and use appropriate tools and processes to answer their geographical</li> </ul>		<ul style="list-style-type: none"> <li>Begin to create their own basic geographical enquiry questions, using a model.</li> <li>Choose and use appropriate tools and processes to answer their geographical enquiry question:</li> </ul>	<ul style="list-style-type: none"> <li>Begin to create their own basic geographical enquiry questions, using a model.</li> <li>Choose and use appropriate tools and processes to answer their geographical</li> </ul>	

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			<b>enquiry question:</b> <ul style="list-style-type: none"> <li>Simple maps and plans that use symbols in a key.</li> </ul>		<ul style="list-style-type: none"> <li>Simple atlases</li> </ul>	<b>enquiry question:</b> <ul style="list-style-type: none"> <li>4-point compass directions.</li> </ul> <ul style="list-style-type: none"> <li>Share a view or opinion and give one or more reasons using simple geographical language.</li> </ul>	
Substantive Knowledge	<b>Location and Place:</b> <i>Local, UK, World, Similarity and Difference</i>		<b>Local</b> - use their conceptual understanding and enquiry skills to: <ul style="list-style-type: none"> <li>Use a localised map to locate Devon.</li> <li>Take/use photos of key places in Devon and plot on a simple map.</li> </ul> <b>UK</b> - use their conceptual understanding and enquiry skills to: <ul style="list-style-type: none"> <li>Explain the role of London as a capital city and form opinions on how this affects population size.</li> </ul>		<b>World</b> - use their conceptual understanding and enquiry skills to:           Name and locate the world's seven continents (Africa, Antarctica, Asia, Europe, North America, Oceania, South America).           Name and locate the world's five oceans (Arctic, Atlantic, Indian, Pacific, Southern).	<b>Similarities and differences</b> between a small area of Devon (e.g. a city or a National Park) and a small area of Australia (e.g. a city or a natural landmark) - use their conceptual understanding and enquiry skills to: <ul style="list-style-type: none"> <li>Locate both areas.</li> <li>Use sources to ask and answer geographical questions about both places.</li> <li>Study pictures of the localities in the past and present and ask,</li> </ul>	

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### Year 2 Curriculum Progression Statements - All subjects

						'How has it changed?'	
	<b>Physical and Human Features and Processes:</b> <i>Weather/Climate, Water Cycle/Rivers, Earth Formation, Coasts, Topographical Features, Change, Population, Settlements and Land Use, Migration, Trade, Interconnectedness</i>		<ul style="list-style-type: none"> <li>• <b>Begin to make simple geographic connections that link to humans and their impact e.g. recycling and impact of waste on humans/settlements.</b></li> <li>• Understand that people's choices have different impacts on their locality.</li> </ul>		<ul style="list-style-type: none"> <li>• Describe key physical features of the continents of the world.</li> <li>• <b>Identify the position and significance of the Equator and the North and South Poles in relation to the location of hot and cold areas of the world.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Understand that rivers start on high ground and move in one direction, using basic vocabulary to refer to the features of a river.</li> <li>• <b>Understand that trade happens globally as well as locally and give suggestions of what might be traded.</b></li> </ul>	
<b>Key Vocabulary</b>		Compass, compass points, environment, recycle, vegetation, source, banks, channel, harbour, route, natural, capital city, population					

## Year 2 Curriculum Progression Statements - All subjects

	<b>Year 2 Progression Statements – Global Learning</b> <i>To be addressed throughout the curriculum.</i>					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Skills and Capabilities:</b> <i>Critical and creative thinking, Empathy, Self-awareness and reflection, Communication, Cooperation and conflict resolution, Ability to manage complexity and uncertainty, Informed and reflective action.</i>	<ul style="list-style-type: none"> <li>Listen carefully to others.</li> <li>Play and work cooperatively.</li> <li>Help to ensure that everyone in their group is included.</li> </ul>	<ul style="list-style-type: none"> <li>Use different approaches to solve problems.</li> <li>Show awareness of, and concern for, people's feelings.</li> <li>Show interest in, and concern for, others outside their immediate circle and in contexts different to their own.</li> </ul>	<ul style="list-style-type: none"> <li>Look at different points of view and consider their merits.</li> <li>Develop an enquiring mind.</li> <li>Ask relevant questions.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise the effects of their own behaviour on others and use this to help make choices.</li> <li>Learn from responding to feedback and from their own mistakes.</li> <li>Begin to identify issues that are important to themselves and others.</li> </ul>	<ul style="list-style-type: none"> <li>Participate in discussions about issues that affect themselves, others and the wider world.</li> <li>State their own opinions and start to give reasons for these.</li> <li>Describe their feelings about changes in their own life and locality.</li> </ul>	<ul style="list-style-type: none"> <li>Contribute actively and constructively to the life of their class and school.</li> <li>Take action when something is unfair.</li> </ul>
<b>Values and Attitudes:</b> <i>Sense of identity and self-esteem, Commitment to social justice and equity, Respect for people and human rights, Valuing diversity, Concern for the environment and commitment to sustainable development, Commitment to participation and inclusion, Belief that people can bring about change.</i>	<b>Demonstrate their:</b> <ul style="list-style-type: none"> <li>sense of belonging and valuing relationships with others.</li> <li>awareness of and pride in their own individuality.</li> </ul>	<b>Demonstrate their:</b> <ul style="list-style-type: none"> <li>sense of personal indignation about things that are important to them.</li> <li>willingness to speak up for others.</li> <li>fairness in dealing with others.</li> </ul>	<b>Demonstrate their:</b> <ul style="list-style-type: none"> <li>respect for other people's feelings and ideas.</li> <li>respect for the rights of others.</li> <li>understanding that everyone has equal rights.</li> </ul>	<b>Demonstrate their:</b> <ul style="list-style-type: none"> <li>understanding and valuing others as equal and different.</li> <li>willingness to listen respectfully to the ideas and views of others even when they disagree.</li> <li>concern about the local environment and willingness to care for it.</li> </ul>	<b>Demonstrate their:</b> <ul style="list-style-type: none"> <li>care for resources, including not wasting them.</li> <li>sense of wonder and curiosity about the world.</li> <li>willingness to participate in activities both inside and outside of the classroom.</li> </ul>	<b>Demonstrate their:</b> <ul style="list-style-type: none"> <li>understanding that everyone should be included and able to participate.</li> <li>understanding that people can make a difference both on their own and when they work together.</li> <li>knowledge and understanding of the school ethos and learning</li> </ul>

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						values at an age-appropriate level.
Knowledge and Understanding: <i>Social justice and equity, Identity and diversity, Globalisation and interdependence, Sustainable development, Peace and conflict, Human rights, Power and governance.</i>	<ul style="list-style-type: none"> <li>Identify what may contribute to self-identity and belonging.</li> <li>Identify some of the main causes of disagreement and conflict at personal, classroom and household levels.</li> <li>Know and use some strategies to avoid, manage and resolve conflicts.</li> <li>Know how to take part in making and changing rules in their own class and school.</li> </ul>	<ul style="list-style-type: none"> <li>Identify similarities and differences between people in their local setting and in wider contexts.</li> <li>Know about similarities and differences between places in various parts of the world, including their own setting.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to develop their sense of the wider world.</li> <li>Know some links and connections between different places.</li> </ul>	<ul style="list-style-type: none"> <li>Know some of the positive and negative impacts of people's actions (including their own personal choices) on others and the environment.</li> <li>Know some of the ways in which people can damage or improve the environment.</li> </ul>	<ul style="list-style-type: none"> <li>Understand what fairness means.</li> <li>Demonstrate awareness of wealth and poverty.</li> <li>Know basic information about uneven sharing of power and how some people are excluded from decision making.</li> </ul>	<ul style="list-style-type: none"> <li>Understand their rights in class and school, as well as the need to respect the rights of others.</li> <li>Know about basic human rights and that some people have these denied.</li> <li>Know that UK law protects people who are different than others.</li> </ul>
Key Vocabulary	<b>In addition to vocabulary from previous year group:</b> <ul style="list-style-type: none"> <li>self-identity, uniqueness, belonging, equal, different, importance, wealth, poverty, generous, safe, shelter, justice, injustice, cause and effect, protect.</li> </ul>					

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## Y2 Progression Statements – History

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Disciplinary Knowledge	<b>Conceptual Understanding:</b> <i>Chronology, Continuity and Change, Cause and Consequence, Similarity and Difference, Significance, Interpretation and Perspective, Reliability</i>	Conceptual understanding is addressed throughout the year through the teaching and learning of Substantive Knowledge, and should be revisited in a range of contexts:					
	<b>Historical Enquiry:</b> <i>Ability to ask questions, Prediction, Exploring how to find answers, Research and gathering of evidence, Evaluating and justifying, Communicating about their enquiry</i>	Historical enquiry skills are addressed throughout the year through the teaching and learning of Substantive Knowledge, and should be revisited in a range of contexts: <ul style="list-style-type: none"> <li>• Fit people and events into a timeline which includes previous periods studied.</li> <li>• Understand what change is and give examples from historical periods when compared to their own lives.</li> <li>• <b>Assessment: Recognise why people did things, why events happened and what happened as a result.</b></li> <li>• <b>Assessment: Make simple observations about different types of people, events, beliefs within a society.</b></li> <li>• Understand who was important e.g. in an age-appropriate simple historical account.</li> <li>• Identify different ways in which the past has been presented.               <ul style="list-style-type: none"> <li>• Value where historical sources come from and rank them in usefulness.</li> </ul> </li> </ul>					

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Substantive Knowledge	Historical Knowledge and Understanding	<p><u><b>Shops and shopping</b></u></p> <p>Why and how we remember changes within living memory (1930s onwards), exploring the ways in which life has changed over the time of their parents, grandparents and great-grandparents):</p> <ul style="list-style-type: none"> <li>• <b>Assessment:</b> Place the period or events studied on a timeline (1930s onwards).</li> <li>• Understand how we know about changes in shops and shopping over the time of</li> </ul>		<p><u><b>The Great Fire of London</b></u></p> <p>Why and how we remember and find out about events beyond living memory that are significant nationally or globally.</p> <ul style="list-style-type: none"> <li>• Identify the key factors that led to the Great Fire of London, including the layout of the city, building materials, and the role of Pudding Lane.</li> <li>• Sequence the main events of the Great</li> </ul>		<p>TIME TO BE SPLIT AS NECESSARY ACROSS SUMMER TERM (LOCALITY STUDY TO BE COVERED IN GEOGRAPHY AS WELL THIS TERM)</p> <p><u><b>Individuals who changed the world near and far:</b></u></p> <p><u><b>William Rock, Emily Wilding Davison and Rosa Parks</b></u></p> <p><i>(link to Y6 Spring 1)</i></p> <p>Why and how we remember significant historical events, people and places in their own locality.</p> <p>Compare aspects of the lives of significant individuals in different periods of the past, who have contributed to national and international achievements:</p> <ul style="list-style-type: none"> <li>• <b>Assessment:</b> Place the period or events studied on a timeline.</li> <li>• Understand how we know about the lives and impacts these significant individuals.</li> <li>• <b>Assessment:</b> Understand how a range of historical figures have had a positive impact upon particular groups in society through philanthropy and social reform.</li> <li>• Know about similarities and differences between the lives and impacts of William Rock, Emily Wilding Davison and Rosa Parks.</li> </ul>
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		<p>their parents, grandparents and great grandparents.</p> <ul style="list-style-type: none"><li>• Know about similarities and differences between shops and shopping over the time of their parents, grandparents and great grandparents.</li><li>• <b>Assessment:</b> Understand how changes studied reveal aspects of change in</li></ul>		<p>Fire of London in chronological order and understand its duration from 2nd to 6th September 1666.</p> <ul style="list-style-type: none"><li>• Describe how the Great Fire affected the lives of Londoners, including the destruction of homes, businesses, and landmarks like St. Paul's Cathedral.</li><li>• Explain how the Great Fire led to changes in</li></ul>		<ul style="list-style-type: none"><li>• Know and use the key vocabulary:<ul style="list-style-type: none"><li>○ Activist</li><li>○ Arrested</li><li>○ Artefact</li><li>○ Benefactor</li><li>○ Boycott</li><li>○ Change</li><li>○ Chronology</li><li>○ Civil rights</li><li>○ Different/differences</li><li>○ Militant</li><li>○ Museum</li><li>○ Past</li><li>○ Philanthropy/philanthropist</li><li>○ Protest</li><li>○ Public transport</li><li>○ Racecourse</li><li>○ Refused</li><li>○ Reformer</li><li>○ Research</li><li>○ Segregation</li><li>○ Similar/similarities</li><li>○ Slavery</li><li>○ Source</li><li>○ Suffragette</li><li>○ Vote</li></ul></li></ul>	
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		<p><b>Britain as a whole.</b></p> <ul style="list-style-type: none"> <li>• Know and use the key vocabulary :</li> <li>o Advertising</li> <li>o Artefact</li> <li>o Baker, butcher, greengrocer</li> <li>o Branding</li> <li>o Change</li> <li>o Checkout</li> <li>o Chronology</li> <li>o Counter</li> <li>o Decimalisation</li> <li>o Differences</li> <li>o Immigration</li> <li>o Mobility</li> <li>o Museum</li> <li>o Packaging</li> <li>o Past</li> <li>o Payment</li> <li>o Pounds, shillings, pence</li> </ul>		<p>building regulations , city planning, and fire safety, shaping the development of modern London.</p> <ul style="list-style-type: none"> <li>• Use historical evidence such as Samuel Pepys' diary, paintings, and maps to learn about how the Great Fire was documented and remembered.</li> <li>• <b>Assessment:</b> Place the period or events studied on a timeline. (chronology)</li> </ul>		
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## Year 2 Curriculum Progression Statements - All subjects

		<ul style="list-style-type: none"> <li>o Product design</li> <li>o Research</li> <li>o Self-service</li> <li>o Shop assistant</li> <li>o Similar/similarities</li> <li>o Source</li> <li>o Traditional</li> <li>o Vacuum-sealed</li> </ul>		<ul style="list-style-type: none"> <li>• <b>Assessment: Recognise why events happened and what happened as a result (cause and consequence)</b></li> <li>• Know and use the key vocabulary:</li> <li>• <ul style="list-style-type: none"> <li>o Artefact</li> <li>o Blaze</li> <li>o Building Materials</li> <li>o Christopher Wren</li> <li>o Chronology</li> <li>o Destruction</li> <li>o Diary</li> <li>o Evidence</li> <li>o Fire</li> <li>o Historical Source</li> <li>o History</li> <li>o Impact</li> <li>o Interpretation</li> <li>o London</li> <li>o Londoners</li> <li>o Paintings</li> <li>o Pudding Lane</li> <li>o Question</li> </ul> </li> </ul>		
RESPECT		CONFIDENCE		COLLABORATION		INNOVATION



## Year 2 Curriculum Progression Statements - All subjects

				<ul style="list-style-type: none"> <li>○ Significance</li> <li>○ Source</li> <li>○ St. Paul's Cathedral</li> <li>○ Survivor</li> <li>○ Safety</li> <li>○ Timeline</li> <li>○ Understanding</li> </ul>		
<b>Abstract Terms Linked to Historical Concepts</b>		Civilisation, Democracy, Empire, Invasion, Migration/immigration/emigration, Monarchy, Parliament, Power, Resistance, Settlement, Social class/aristocracy/peasantry, Trade				

## Year 2 Curriculum Progression Statements - All subjects



## Year 2 Progression Statements – IT and Computing

<https://teachcomputing.org/curriculum>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2	<a href="#">E-safety</a> Information technology around us: <ul style="list-style-type: none"> <li>• Networks</li> <li>• Computing systems</li> </ul>	Digital photography: <ul style="list-style-type: none"> <li>• Effective use of tools</li> <li>• Creating media</li> </ul>	<a href="#">E-safety</a> Robot algorithms: <ul style="list-style-type: none"> <li>• Algorithms</li> <li>• Programming</li> </ul>	Pictograms: <ul style="list-style-type: none"> <li>• Data and information</li> <li>• Effective use of tools</li> </ul>	<a href="#">E-safety</a> Making music: <ul style="list-style-type: none"> <li>• Creating media</li> <li>• Design and development</li> </ul>	Programming quizzes: <ul style="list-style-type: none"> <li>• Programming</li> <li>• Design and development</li> </ul>


## Year 2 Curriculum Progression Statements - All subjects



## Year 2 Progression Statements – Maths

<https://whiterosemaths.com/resources?year=year-2-new&term=autumn&term=spring&term=summer>


## Year 2 Curriculum Progression Statements - All subjects

	Year 2 Progression Statements – Music					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Singing	<ul style="list-style-type: none"> <li>• Use their singing voices confidently, understanding its effect on the listener.</li> <li>• Sing a melody accurately, with awareness of pitch.</li> </ul>		<ul style="list-style-type: none"> <li>• Sing with a sense of awareness of pulse and control of rhythm</li> <li>• Follow pitch movements accurately with their hands and use high, low and middle voices.</li> </ul>		<ul style="list-style-type: none"> <li>• Sing songs expressively.</li> <li>• Sing with control of volume.</li> </ul>	
Listening	<ul style="list-style-type: none"> <li>• Listen to and give their opinion on pieces of music from a range of genres, including live music.</li> </ul>		<ul style="list-style-type: none"> <li>• Identify, name and describe different sources of sound.</li> <li>• Share their opinion on how different pieces of music from a range of genres make them feel.</li> </ul>		<ul style="list-style-type: none"> <li>• Relate the music they hear to an abstract idea: a feeling or emotion.</li> </ul>	
Improvising and Composing	<ul style="list-style-type: none"> <li>• Continue to explore their voice and instruments through improvisation and composition.</li> </ul>		<ul style="list-style-type: none"> <li>• Continue to explore their voice and instruments through improvisation and composition.</li> </ul>		<ul style="list-style-type: none"> <li>• Work in a small group with peers to combine sounds to create an effect.</li> </ul>	
Notation – reading and writing	<ul style="list-style-type: none"> <li>• Perform using symbols/dot notations.</li> </ul>		<ul style="list-style-type: none"> <li>• Begin to read rhythms using crotchets, minims and rests.</li> </ul>		<ul style="list-style-type: none"> <li>• Begin to develop staff notation reading skills.</li> </ul>	


### Year 2 Curriculum Progression Statements - All subjects

Playing	<p>A selection of Percussion/tuned and untuned instruments will be played throughout the year, a new instrument each term. The Progression statements will be addressed as appropriate according to the allocated instruments.</p> <ul style="list-style-type: none"> <li>• Play instruments with control.</li> <li>• Consistently keep a steady pulse with an instrument or body percussion.</li> <li>• Play instruments to create a desired effect.</li> <li>• Follow instructions to play a range of different dynamics within a piece (levels of sound) and tempo (speed).</li> <li>• Play some instruments, including tuned percussion, with an awareness of technique.</li> </ul>
Suggested genres	<ul style="list-style-type: none"> <li>• Year 2 has a bespoke list of songs from many different genres, of varying styles and from many countries, traditions and cultures in chronological order, from the Model Music Curriculum</li> <li>• <a href="https://www.youtube.com/playlist?list=PLitQ2pP9mJeiRGOvXhw6WY_02DmCU9g_W">https://www.youtube.com/playlist?list=PLitQ2pP9mJeiRGOvXhw6WY_02DmCU9g_W</a></li> <li>• Use these songs as a starting point to: <ul style="list-style-type: none"> <li>○ discuss musical elements</li> <li>○ inspire creativity in your classroom, maybe listen during the register or whilst getting changed for PE.</li> </ul> </li> </ul>
Key Vocabulary	<ul style="list-style-type: none"> <li>• <b>Pulse, Rhythm, Pitch, Dynamics and Tempo</b></li> <li>• <b>Tempo</b> –the speed of the music; fast or slow or in between.</li> </ul>

## Year 2 Curriculum Progression Statements - All subjects

	Year 2 Progression Statements – PE					
Based on <i>Dance in a Box</i> and <i>PPE</i> Planning and resources: <ul style="list-style-type: none"><li>• <a href="#">Progression of Key Skills</a></li><li>• <a href="#">Vocabulary progression</a></li><li>• Further supporting documents</li></ul>						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Indoor	<a href="#">Gymnastics</a>		<a href="#">Dance</a>		<a href="#">Dodgeball</a>	<a href="#">Indoor Athletics</a>
Outdoor	• <a href="#">High 5 netball</a>	• Handball	• <a href="#">Orienteering</a>	• <a href="#">Football</a>	• Rounders	• Athletics • House competitions

## Year 2 Curriculum Progression Statements - All subjects

 Year 2 Progression Statements – Primary Languages						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Speaking and Listening		Revision from Y1: <ul style="list-style-type: none"> <li>Be able to <a href="#">greet</a> each other in French, including <a href="#">answering the register</a>.</li> <li>Know and join in with songs, stories and finger rhymes in French</li> <li>Be able to <a href="#">count to 10</a> in French</li> </ul>		<ul style="list-style-type: none"> <li>Use some French vocabulary related to homes and families</li> </ul>		<ul style="list-style-type: none"> <li>Be able to describe an <a href="#">object's colour</a> in French</li> </ul>
Cultural Understanding		<ul style="list-style-type: none"> <li>Understand that some children within the school speak different languages and find out what these languages are</li> <li>Understand that other countries have different traditions to those in the UK</li> </ul>		<ul style="list-style-type: none"> <li>Understand how the home life of a child in France may be similar or different to their own (family)</li> <li>Understand how the home life of a child in France may be similar or different to their own (homes)</li> </ul>		
Key Vocabulary		<ul style="list-style-type: none"> <li>Greetings; Bonjour, salut, au revoir</li> <li>English, Gaelic, Welsh</li> </ul>		<ul style="list-style-type: none"> <li>Family: famille, mère, père, soeur, frère, mari, femme, fille, fils enfants tante, oncle</li> </ul>		<ul style="list-style-type: none"> <li>Colours: rouge, jaune, vert, bleu, blanc, noir</li> </ul>

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Year 2 Curriculum Progression Statements - All subjects

		<ul style="list-style-type: none"><li>Numbers; (1-10) un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix</li></ul>		<ul style="list-style-type: none"><li>Homes: C'est chez moi, J' habite dans... une maison, une chaumière, un appartement, un château, une ferme, une caravane</li></ul>		<ul style="list-style-type: none"><li>Colours: rouge, jaune, vert, bleu, blanc, noir, violet, orange, marron, gris, rose</li></ul>
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## Year 2 Curriculum Progression Statements - All subjects

## YN - Y6 Progression Statements – PSHE

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<a href="https://jigsawpshe.online/materials/pshe-primary/">https://jigsawpshe.online/materials/pshe-primary/</a> <ul style="list-style-type: none"> <li>Username: Newport Community School Primary</li> <li>Password: Newport252</li> </ul>	 Being Me in My World	 Celebrating Difference	 Dreams & Goals	 Healthy Me	 Relationships	 Changing Me

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## Year 2 Curriculum Progression Statements - All subjects



## Year 2 Progression Statements – RE

Page numbers refer to the location of the Progression Statements in the [DEVON-AND-TORBAY-Agreed-Syllabus-2024-2029.pdf](#)

Further supporting documentation can be found here: [Agreed Syllabus and supporting documents 2024-2025](#) [Understanding Christianity](#)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2	Page 50 Unit 1:2 Who do Christians say made the world?	Page 51 Unit 1.4 What is the 'good news' Christians believe Jesus brings?	Page 57 Unit 1.10 What does it mean to belong to a faith community?	Page 52 Unit 1.5 Why does Easter matter to Christians?	Page 53 Unit 1.6 Who is a Muslim and how do they live?	

## Year 2 Curriculum Progression Statements - All subjects



## Year 2 Progression Statements – Science

In each half term there is a focus on an area of [Working Scientifically](#), as well as an [Enquiry Type](#).

All [Working Scientifically](#) statements are to be integrated into each block of Science knowledge teaching and are revisited in different contexts over Y1 and Y2.

Working Scientifically: *Asking simple questions and recognising that they can be answered in different ways.*

*Use prior knowledge to suggest what might happen in an enquiry; make a prediction.*



- While exploring the world, develop their ability to ask questions (such as what something is, how things are similar and different, the ways things work, which alternative is better, how things change and how they happen). Where appropriate, answer these questions.
- Answer questions developed with the teacher often through a scenario.
- Take part in planning how to use resources provided to answer the questions using different types of enquiry, helping them to recognise that there are different ways in which questions can be answered.
- Begin to make own relevant predictions based on what you already know.

Working Scientifically: *Observing closely, using simple equipment.*



- Explore the world around them.
- Make careful observations to support identification, comparison and noticing change.
- Use appropriate senses, aided by equipment such as magnifying glasses or digital microscopes, to make their observations.
- Begin to take measurements, initially by comparisons, then using non-standard units.

Working Scientifically: *Performing simple tests.*



- Use practical resources provided to gather evidence to answer questions generated by themselves or the teacher.
- Carry out: tests to classify; comparative tests; pattern seeking enquiries; and make observations over time.

Working Scientifically: *Identifying and classifying.*



- Use their observations and testing to compare objects, materials and living things.
- Sort and group these things, identifying their own criteria for sorting.
- Use simple secondary sources (such as identification sheets) to name living things.
- Describe the characteristics they used to identify a living thing.

















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### Year 2 Curriculum Progression Statements - All subjects

Working Scientifically: <i>Gathering and recording data to help in answering questions.</i>			<ul style="list-style-type: none"> <li>Record their observations e.g. using photographs, videos, drawings, labelled diagrams or in writing.</li> <li>Record their measurements e.g. using prepared tables, pictograms, tally charts and block graphs.</li> <li>Classify using simple prepared tables and sorting rings.</li> </ul>
Working Scientifically: <i>Using their observations and ideas to suggest answers to questions.</i>			<ul style="list-style-type: none"> <li>Use their experiences of the world around them to suggest appropriate answers to questions.</li> <li>With support, relate these to their evidence e.g. observations they have made, measurements they have taken or information they have gained from secondary sources.</li> <li>Recognise 'biggest and smallest', 'best and worst' etc. from their data.</li> </ul>
Coverage	<a href="#">Working Scientifically</a> Focus	<a href="#">Enquiry type</a> Focus	Knowledge
Autumn 1	 		Uses of everyday materials – page 20 <a href="#">Y1-6 Progression Statements - Science.pdf</a>
Autumn 2	 	 	Animals, including humans – Page 18 <a href="#">Y1-6 Progression Statements - Science.pdf</a>
Spring 1	 	 	Living things and their habitats - Page 13 <a href="#">Y1-6 Progression Statements - Science.pdf</a>
Summer 1	 		Plants – page 16 <a href="#">Y1-6 Progression Statements - Science.pdf</a>