

Key Skills Assessment Criteria

Year 2



	Drawing and Painting	3D Work and Collage	Printing	Textiles
Art	<p>Explores tone using different grades of pencil, pastel and chalk</p> <p>Uses line and tone to represent things seen, remembered or observed</p> <p>Experiments with and enjoys colour</p> <p>Creates pattern using different tools and colours</p>	<p>Engages in more complex activities, e.g. cutting and sewing a variety of materials</p> <p>Compares and recreates form and shape to natural and made environments</p> <p>Has experience of adhesives and decides on the most effective for a given task</p>	<p>Explores and recreates patterns and textures with an extended range of materials – e.g. sponges, leaves, fruit</p> <p>Explores images through monoprinting on a variety of papers</p>	<p>Simple weaving with strong wool through a stiff card loom</p> <p>Weaves paper, progressing from one to two colours</p>

	Information Technology	Computer Science	Digital Literacy
Computing	<p>Develop awareness of keyboard layout and use of a mouse</p> <p>Begin to use an appropriate search engine supported by an adult</p> <p>To use a program to create a simple document (open, save, retrieve)</p>	<p>I can predict the behaviour of a programmed toy – relating each action to part of an algorithm.</p> <p>To create a simple program.</p> <p>To find and fix simple bugs in programs.</p> <p>To explain that a program is an algorithm.</p>	<p>Reinforce awareness that:</p> <p>People you don't know are strangers and are not always who they say they are</p> <p>Some information is personal and needs to be private</p> <p>To tell an adult if I see anything worrying online.</p> <p>To recognise uses of technology outside school.</p> <p>To find, edit and save files I am working on.</p>

	Design	Make	Evaluating / Technical Knowledge	Cooking and Nutrition
Design Technology	<p>Generate ideas by drawing on their own and other people's experiences</p> <p>To develop their design ideas through discussion, observation, drawing and modelling</p> <p>To identify a purpose for what they intend to design and make</p> <p>To identify simple design criteria to make simple drawings and label parts</p>	<p>Begin to select tools and materials; use vocab to name and describe them</p> <p>To measure, cut and score with some accuracy</p> <p>To use hand tools safely and appropriately</p> <p>To assemble, join and combine materials in order to make a product</p> <p>To choose and use appropriate finishing techniques</p>	<p>To evaluate against their design criteria</p> <p>To evaluate their products as they are developed, identify strengths and possible changes they might make</p> <p>Talk about their ideas saying what they like and dislike about them</p>	<p>Begin to identify where food groups come from (animals or plants)</p> <p>To know that food has to be farmed, grown elsewhere (e.g. home or caught)</p> <p>That everyone should eat at least five portions of fruit and vegetables every day</p> <p>How to prepare simple dishes safely and hygienically, without using a heat source</p> <p>How to use techniques such as cutting, peeling and grating.</p>

	Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
Geography	<p>Generate ideas by drawing on their own and other people's experiences</p> <p>To develop their design ideas through discussion, observation, drawing and modelling</p> <p>To identify a purpose for what they intend to design and make</p> <p>To identify simple design criteria to make simple drawings and label parts</p>	<p>Begin to select tools and materials; use vocab to name and describe them</p> <p>To measure, cut and score with some accuracy</p> <p>To use hand tools safely and appropriately</p> <p>To assemble, join and combine materials in order to make a product</p> <p>To choose and use appropriate finishing techniques</p>	<p>To evaluate against their design criteria</p> <p>To evaluate their products as they are developed, identify strengths and possible changes they might make</p> <p>Talk about their ideas saying what they like and dislike about them</p>	<p>Begin to identify where food groups come from (animals or plants)</p> <p>To know that food has to be farmed, grown elsewhere (e.g. home or caught)</p> <p>That everyone should eat at least five portions of fruit and vegetables every day</p> <p>How to prepare simple dishes safely and hygienically, without using a heat source</p> <p>How to use techniques such as cutting, peeling and grating.</p>

Chronological Understanding	Knowledge and Interpretation	Historical Enquiry	Organise, Evaluate and Communicate Information
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History	Sequence artefacts, events and photos closer together in time from different periods of their life.	Confidently describe similarities and differences in artefacts; Begin to give simple reasons why changes have occurred in the past; Give more than one effect of an event and give simple explanations.	Ask questions such as why, what, who, how and where about a source and can consider its effectiveness; Sequence a collection of artefacts.	Describe an event using temporal language; Connect ideas and give simple phrases as to why an event occurred; Begin to write in a different genre eg. Diaries, postcards, reports and letters.
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	Listening	Performing	Composing
Music	Recognise Tempo Recognise Dynamics Identify differences in Pitch. Repeat back basic rhythms.	Sing using dynamics Play simple rhythms on tuned and untuned instruments. Perform own sounds and combine them with others in time.	Choose the best percussion instruments to use for particular tasks/characters. Choose a pattern of notes to play.

	Games	Dance	Gymnastics	Swimming
PE	Pass a ball accurately to a partner over a variety of distances Perform a range of rolling, throwing, striking, kicking, catching and gathering skills, with control Show a good awareness of others in running, chasing and avoiding games Make simple decisions about when and where to run Vary skills and show some understanding of simple tactics Choose and use tactics to suit different situations Participate in team games, developing simple tactics for attacking and defending.	Explore, remember and repeat dance actions including gesture, travelling and stillness Compose and perform dance using short phrases Describe how different dance movements make them feel Watch and describe dance phrases and dances, and use what they learn to improve their own performance Use movements to reflect the mood of the music	Remember, repeat and link gymnastics and still movements Use simple apparatus safely and with confidence Know how to carry, lift and place equipment Watch, copy and describe what other have done, with increasing detail Improve their work using information they have gained by watching and listening	

	Working Scientifically	Changing Materials
Science	Can ask simple questions. Can ask simple questions and recognising that they can be answered in different ways. Can observe closely, using simple equipment. Can perform simple tests. Can identify and classify phenomena. Can use their observations and ideas to suggest answers to questions. Can gather data to help in answering questions. Can record data to help in answering questions. Can identify patterns in their observations. Can suggest ways to improve a scientific investigation. Can explain their ideas using scientific vocabulary correctly.	Knows what an object is called and what it is made from. Can name a variety of different materials (including wood, plastic, glass, metal, water and rock). Can describe the properties of some materials. Can compare and group different materials based on their properties. Can compare whether a material is suitable for a job. Can identify whether a material is suitable for a job. Can list a variety of uses for a given material e.g. metal – coins, spoons, cans, cars. Can explain why an object can be made from different material e.g. a spoon can be wooden or metal. Can explain how some materials can be changed.

	Working Scientifically	Our Living Earth
Science	<p>Can ask simple questions.</p> <p>Can ask simple questions and recognising that they can be answered in different ways.</p> <p>Can observe closely, using simple equipment.</p> <p>Can perform simple tests.</p> <p>Can identify and classify phenomena.</p> <p>Can use their observations and ideas to suggest answers to questions.</p> <p>Can gather data to help in answering questions.</p> <p>Can record data to help in answering questions.</p> <p>Can identify patterns in their observations.</p> <p>Can suggest ways to improve a scientific investigation.</p> <p>Can explain their ideas using scientific vocabulary correctly.</p>	<p>Can explain why an object can be made from different material e.g. a spoon can be wooden or metal.</p> <p>Can identify and name some common carnivores, herbivores and omnivores.</p> <p>Can describe the bodies of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>Can compare the bodies of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>Know that animals, including humans have offspring which grow into adults.</p> <p>Can identify, name, draw and label basic parts of the human body.</p> <p>Can recognise some of the signs of growth (e.g. egg, chick, chicken, egg or baby, toddler, child, teenager, adult).</p> <p>Can describe the importance of exercise for humans.</p> <p>Can describe the importance of eating the correct types of food</p> <p>Can describe the importance of hygiene.</p> <p>Can explore the differences between things that are living, dead and things that have never been alive (e.g. is a flame alive? Is a tree dead in winter?).</p> <p>Can compare the differences between things that are living, dead and things that have never been alive.</p> <p>Know some of the process of growth in humans and animals.</p>
	Working Scientifically	Habitats & Seasonal Change
Science	<p>Can ask simple questions.</p> <p>Can ask simple questions and recognising that they can be answered in different ways.</p> <p>Can observe closely, using simple equipment.</p> <p>Can perform simple tests.</p> <p>Can identify and classify phenomena.</p> <p>Can use their observations and ideas to suggest answers to questions.</p> <p>Can gather data to help in answering questions.</p> <p>Can record data to help in answering questions.</p> <p>Can identify patterns in their observations.</p> <p>Can suggest ways to improve a scientific investigation.</p> <p>Can explain their ideas using scientific vocabulary correctly.</p>	<p>Can observe changes across the four seasons.</p> <p>Can observe weather associated with the seasons and how day length changes.</p> <p>Can describe weather associated with the seasons and how day length changes.</p> <p>Know that it is not safe to look at the Sun, even when wearing sun glasses.</p> <p>Can talk about changes in the weather.</p> <p>Can talk about changes in the seasons.</p> <p>Can identify that living things live in habitats to which they are suited.</p> <p>Can describe how different habitats provide for the basic needs of different kinds of plants and animals.</p> <p>Can describe how plants and animals within a habitat depend on each other.</p> <p>Can identify and name plants and animals within a habitat (including microhabitats e.g. woodlice under a log.)</p> <p>Can describe how an animal gets their food from plants and other animals.</p> <p>Can use a food chain.</p> <p>Can identify and name different sources of food.</p> <p>Understands the term 'habitat'.</p> <p>Understands the term 'micro-habitat'</p> <p>Can compare animals that live in different habitats.</p>