

Scholar Green Primary School
Progression Model – Year 2

	Knowledge	Skills	Vocabulary
History	<ul style="list-style-type: none"> To know about events beyond living memory that are nationally or globally significant. Great Fire of London Aeroplane Flight To know about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. To know about significant historical events, people and places in their own locality (Anniversaries, remembrance). 	<p><u>Understand Chronology</u></p> <ul style="list-style-type: none"> To sequence events and historical figures on a timeline. To recount changes that have occurred in their own lives. To use dates where appropriate, as well as everyday terms about the passing of time (timeline). <p><u>Investigate and interpret the past</u></p> <ul style="list-style-type: none"> To use artefacts, pictures, stories, online sources etc. to find out about the past. To answer questions based on simple observation. To identify some of the different ways that the past is represented. 	<p><u>Communicate Historically</u></p> <ul style="list-style-type: none"> nationally globally international artefacts <p><u>Events beyond living memory</u></p> <p>commemorate</p>
Geography	<p><u>Locational knowledge:</u></p> <ul style="list-style-type: none"> To know the name, location and characteristics of the four countries of the UK. To know the name and location of the world's seven continents and five oceans. <p>North America, South America, Europe, Asia, Africa, Australia and Antarctica Indian Ocean, Pacific Ocean, Southern Ocean, Arctic Ocean and Atlantic Ocean</p> <p><u>Place knowledge:</u></p>	<ul style="list-style-type: none"> To use UK and world maps, atlases and globes to identify the UK and the continents and oceans of the world. To use a compass and locational and directional language to describe the location of features and routes on a map. To use Aerial photographs and plan perspectives to recognise landmarks, basic human and physical features. 	<p>Vegetation</p>

	<ul style="list-style-type: none"> To know the geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country. <p>(Factory, harbour, port, beach, cliff, coast, vegetation)</p> <p><u>Human and physical:</u></p> <ul style="list-style-type: none"> To know the location of hot and cold areas of the world in relation to the equator and the North and South Pole. <p>(North, East, South, West)</p>		
Music - Bach	<p><u>Listen & Appraise</u></p> <ul style="list-style-type: none"> To know that music can affect your mood. <p><u>Musical Activities (Including Pulse & Rhythm)</u></p> <ul style="list-style-type: none"> To know that pulse and rhythm are different. <p><u>Singing & Voice</u></p> <ul style="list-style-type: none"> To know their voices can be used expressively and creatively. <p><u>Playing instruments</u></p> <ul style="list-style-type: none"> To know that music can be written down. To know how to play a wider range of tuned/untuned instruments with control. 	<p><u>Listen & Appraise</u></p> <ul style="list-style-type: none"> Listen carefully to different types of sounds. Respond to different styles of music and explain how it makes them feel African Music, Reggae, Rock. Recognise different styles of music. Recognise different styles of music and know explain what makes them different. Create rhythmic patterns using names, food, colours, topics. <p><u>Musical Activities (Including Pulse & Rhythm)</u></p> <ul style="list-style-type: none"> Find the pulse in different pieces of music on their own keeping it steady. Clap back a rhythm. Create rhythmic patterns. <p><u>Singing & Voice</u></p>	<p>Notation</p> <p>Rhythmic</p> <p>Improvise/Improvisation</p> <p>Melody</p> <p>Ensemble</p> <p>Composition</p>

	<p>Rain maker Castanets Un/Tuned Percussion Guitar Drum Trumpet Violin Brass String</p> <p><u>Improvisation</u></p> <ul style="list-style-type: none"> To revise that improvisation is when you make up your own tune or rhythm. <p><u>Composition</u></p> <ul style="list-style-type: none"> To know how to create their own simple melody and to record it on paper. <p><u>Perform & Share</u></p> <ul style="list-style-type: none"> To know how to perform together. 	<ul style="list-style-type: none"> Find their singing voice and use their singing voice confidently. Sing a melody accurately with control. Join in and stop as instructed. Basic singing posture with relaxed shoulders. <p><u>Playing instruments</u></p> <ul style="list-style-type: none"> Carefully follow a leader/conductor. Handle and play instruments with control. Identify different groups of instruments. Follow musical notations. <p><u>Improvisation</u></p> <ul style="list-style-type: none"> Respond to music with their own ideas confidently. Create simple rhythmic patterns/melodies. <p><u>Composition</u></p> <ul style="list-style-type: none"> Contribute to a composition individually or with a partner. Create melodies with the context of the song being learnt. Record composition using simple notation. <p><u>Perform & Share</u></p> <ul style="list-style-type: none"> Perform in ensemble/small groups with instructions from the leader. 	
PSHE and RSE	<p><u>Relationships</u> Families & Friendships –</p> <ul style="list-style-type: none"> how to be a good friend, e.g. kindness, listening, honesty 	<p><u>Relationships</u> Families & Friendships –</p> <ul style="list-style-type: none"> I can tell you what it means to be a kind friend I know different places you can make friends 	<ul style="list-style-type: none"> Resolve discussion bereavement Environment

	<ul style="list-style-type: none"> • about different ways that people meet and make friends • strategies for positive play with friends, e.g. joining in, including others, etc. • about what causes arguments between friends • how to positively resolve arguments between friends • how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else <p>Safe Relationships –</p> <ul style="list-style-type: none"> • how to recognise hurtful behaviour, including online • what to do and whom to tell if they see or experience hurtful behaviour, including online • about what bullying is and different types of bullying • how someone may feel if they are being bullied • about the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help • how to resist pressure to do something that feels uncomfortable or unsafe • how to ask for help if they feel unsafe or worried and what vocabulary to use <p>Respecting ourselves and others -</p>	<ul style="list-style-type: none"> • I know how to be a good friend when I am playing • I can say what things might cause an argument between me and my friends • I can think about ways to resolve the argument • I can tell you who I would talk to if I felt lonely or unhappy <p>Safe Relationships –</p> <ul style="list-style-type: none"> • I tell you ways that different behaviours may hurt people including being online • I can say who I would talk to if I felt bullied or saw someone else being bullied • I understand that there are different types of bullying including online • I can tell you about a happy surprise/secret (birthdays, Christmas etc.) and secrets that are not good to keep • I can say what I would do if I was asked to do something that made me uncomfortable. I would know who to talk to. <p>Respecting ourselves and others –</p>	
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	<ul style="list-style-type: none"> • how to recognise hurtful behaviour, including online • what to do and whom to tell if they see or experience hurtful behaviour, including online • about what bullying is and different types of bullying • how someone may feel if they are being bullied • about the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help • how to resist pressure to do something that feels uncomfortable or unsafe • how to ask for help if they feel unsafe or worried and what vocabulary to use <p><u>Living in the Wider World</u> Belonging to a community</p> <ul style="list-style-type: none"> • about being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups • about different rights and responsibilities that they have in school and the wider community • about how a community can help people from different groups to feel included • to recognise that they are all equal, and ways in which they are the same and different to others in their community 	<ul style="list-style-type: none"> • I can what is the same about me and my friends (not just in appearance) • I understand that I am different to my friends in lots of ways but in somethings we are the same • I can play & work sensibly with lots of different people in my class • I can take part in discussions and say what I think or feel. I can offer reasons why I think or feel that way. <p><u>Living in the Wider World</u> Belonging to a community</p> <ul style="list-style-type: none"> • I can tell you about different groups that I might belong to • I understand that everybody has rights and also responsibilities including me • I can tell you how being part of a group or community could make me feel • I understand that everybody is equal even though we are all different <p>Media literacy and digital resilience</p>	
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	<p>Media literacy and digital resilience</p> <ul style="list-style-type: none"> the ways in which people can access the internet e.g. phones, tablets, computers to recognise the purpose and value of the internet in everyday life to recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos that information online might not always be true <p>Money and work</p> <ul style="list-style-type: none"> about what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments how money can be kept and looked after about getting, keeping and spending money that people are paid money for the job they do how to recognise the difference between needs and wants <p><u>Health & Well – Being</u></p> <p>Physical health and mental well-being</p> <ul style="list-style-type: none"> about routines and habits for maintaining good physical and mental health why sleep and rest are important for growing and keeping healthy that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies 	<ul style="list-style-type: none"> I can tell you different ways to get on the internet I can say some ways in which the internet is important I understand that some things on the internet are fun and that some things are true I understand that some things on the internet might be lies <p>Money and work</p> <ul style="list-style-type: none"> I can tell you what money is and what it is used for I can tell you different ways to pay for things I can tell you different ways to keep money safe I can tell you where my family get money from I can tell you things I need and things I want <p><u>Health & Well-Being</u></p> <p>Physical health and mental well-being</p> <ul style="list-style-type: none"> I can tell you the things I do at home/school/outside to keep myself happy and healthy I can tell you why I have a bedtime and need to go to sleep 	
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	<ul style="list-style-type: none"> the importance of, and routines for, brushing teeth and visiting the dentist about food and drink that affect dental health how to describe and share a range of feelings ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others how to manage big feelings including those associated with change, loss and bereavement when and how to ask for help, and how to help others, with their feelings <p>Growing and changing</p> <ul style="list-style-type: none"> about the human life cycle and how people grow from young to old how our needs and bodies change as we grow up to identify and name the main parts of the body including external genitalia (e.g. vagina, penis, testicles) about change as people grow up, including new opportunities and responsibilities preparing to move to a new class and setting goals for next year <p>Keeping safe</p> <ul style="list-style-type: none"> how to recognise risk in everyday situations, e.g. road, water and rail safety, medicines 	<ul style="list-style-type: none"> I can tell you why people sometimes need medicines and injections (including immunisations) I can tell you what an allergy is I can tell you why I should brush my teeth, how often I do it. I know who I go to see about my teeth. I can tell you some foods that are good for my teeth and some that are not as good. I can say how I feel in different situations. I can say somethings I do to calm down if I get angry/cross/upset. I can say who I would talk to help my with 'big' feelings (bereavement) <p>Growing and changing</p> <ul style="list-style-type: none"> I can explain the human life cycle either in words or picture sequencing I can tell you ways I will change as I get older I can name common parts of the body and some genitalia. (vagina, penis and testicles) I can say why I am ready to move to a new class and what will be different in that class <p>Keeping safe</p>	
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	<ul style="list-style-type: none"> • how to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and 'out and about' • to identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger • how to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products • about things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel • how to respond if there is an accident and someone is hurt • about whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say 	<ul style="list-style-type: none"> • I can explain why some situations are dangerous – road, water, rail, medicines • I can tell you how I keep myself safe at home/school/outside/internet • I can tell you who can help me to stay safe • I can say what things could be dangerous in my house (fire, medicines, appliances) • I can tell what I would do if someone was hurt at home/school/outside • I can explain how to make a 999 call and what I need to say 	
Computing	<p><u>Computer Science</u></p> <ul style="list-style-type: none"> • To know that an algorithm is a set of instructions. • To know how to use commands. • To know what debugging means. • To know how to use algorithms successfully to achieve an end result. • To know how to sort information using a binary tree. <p><u>Information Technology</u></p> <ul style="list-style-type: none"> • To know how to use a spreadsheet to add amounts. • To know what is meant by a binary tree. 	<p><u>Computer Science</u></p> <ul style="list-style-type: none"> • Show their computer program and point out the algorithms they created. • Use algorithms successfully to achieve an end result. • Use the following terms in a coding computer program: Command, Repeat, Input, Output, Event, Collision Detection and Timer. • Debug a simple program. • Code a program using a variety of objects, actions, events and outputs successfully. • Explain what they did so that their computer program did not work. • Explain how they know that certain objects can only move in certain ways. 	<p>Algorithm – repeated</p> <p>Binary</p> <p>Communicate</p> <p>Solution</p>

	<ul style="list-style-type: none"> To know what is meant by a database. To know how to use a paint program to create art based upon different artistic styles. To know how to make music digitally To know how a story can be presented in different ways. To know that digital content can be represented in many forms. To know that data can be structured in tables to make it useful. To know how to use a variety of software to manipulate and present digital content and information. <p><u>Digital Literacy</u></p> <ul style="list-style-type: none"> To know how to refine searches using the search tool. To know how to share work electronically using the display boards. To know how things can be shared electronically for others to see both on Purple Mash and the Internet. To know how to communicate with others if they are not in front of you. To know the meaning of key internet terms. 	<ul style="list-style-type: none"> Design a binary tree to sort information <p><u>Information Technology</u></p> <ul style="list-style-type: none"> Use images in a spreadsheet. Use copying a pasting to help make spreadsheets. Use tools in a spreadsheet to automatically total rows and columns. Create a table of data on a spreadsheet. Use the data to create a block graph manually. Use a range of yes/no questions to separate different items. Use a database to answer simple and more complex search questions. Use a paint program using drawing and clipart. Explore, edit and combine sounds. Speed up and slow down tunes. Add sounds to a tune they've already created and change it. Change the volume of the background sounds. Upload and used their own sound chosen from a bank of sounds. Upload and used their own recorded sound. Talk about their work and make improvements to solutions based on feedback received. <p><u>Digital Literacy</u></p> <ul style="list-style-type: none"> Use the search facility to refine searches. Send and receive email. Identify the basic parts of a web search engine page. 	
R.E	<p><u>Christianity</u></p> <ul style="list-style-type: none"> To know who Jesus is and his relationship with God. 	<p><u>Christianity</u></p> <ul style="list-style-type: none"> Talk about who Christians say Jesus is e.g. called the Son of God; God made man. 	<p>As in previous year and</p> <p><u>Christianity</u> AD (Anno Domini)</p>

	<ul style="list-style-type: none"> To know that the Bible is the Christians holy book. To know about where Christians worship. <p><u>Judaism</u></p> <ul style="list-style-type: none"> To know who a rabbi is. To know that the Torah is the Jews holy book. To know about where Jews worship. <p><u>Cross Religious / Non-Religious Viewpoint</u></p> <ul style="list-style-type: none"> To know who Abraham is and why he is important to the Christians and the Jews. 	<ul style="list-style-type: none"> Explain the Bible is a Christian's holy book and identify different kinds of genre/writing. Recognise the features of a church building and identify at least 3 artefacts found in a church explaining why they are important to Christians. Describe at least three things a minister/church leader might do. Identify at least 4 aspects of how Christians celebrate Baptism explaining why each event might be important to them. <p><u>Judaism</u></p> <ul style="list-style-type: none"> Identify the Torah is a holy book for Jews & how the rules in the Torah can guide a Jew in their lives. Describe some of what happens at the synagogue. Describe at least three things a rabbi might do. <p><u>Cross Religious / Non-Religious Viewpoint</u></p> <ul style="list-style-type: none"> Explain why Abraham is important to both Jews and Christians (NB he is also important to Muslims). For example, Christians and Jews believe Abraham was the beginning of the promises (covenant) God made with them. He is an example of faith. Raise and suggest answers to relevant questions in response to enquiries into religious/non-religious viewpoints and attempt to support answers using simple reasoning. 	<p>BC (Before Christ)</p> <p><u>Cross Religious / Non-Religious Viewpoint</u></p> <p>Faith</p>
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		Begin to talk thoughtfully with respect to a range of spiritual questions, e.g. What happens when you die? Why do people worship?	
<u>Art & Design</u> Collage	-To know that tearing, overlapping and layering creates an effect. -To have an awareness of natural and man-made forms.	-To use a combination of materials that have been cut, torn and glued. -To add texture by mixing materials. -To create images from a variety of media e.g. fabric, tissue paper, magazines. -To experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent texture. -To begin to identify different types and textures of fabric and materials for collage. -To use appropriate language to describe colour, pattern and texture. -To sort, arrange and glue materials to a background.	arrange natural attach texture
Printing	-To know there are different materials that you can print with.	-To use a variety of materials to print simple pictures, e.g. car tracks, potato printing, cork, sponges, fruit, blocks. -To demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing. -To repeat patterns. -To create prints that are symmetrical.	technique symmetrical
Sculpture	-To know different ways to manipulate malleable materials. -To know how to join pieces of clay together.	-To complete one clay project. -To continue to manipulate malleable materials using a variety of techniques, e.g. rolling, cutting, coiling, pinching, kneading. -To cut shapes using scissors and other modelling tools. - To join two pieces of clay together successfully using slip.	sculpture sculptor malleable

		-To shape, form and model from observation and imagination. -To demonstrate making patterns and textures by impressing.	
Study great artists, craft makers, architects and designers	-To know about the work of a famous, notable artist or designer Henry Matisse – Collage Andrew Highfold – printing Anthony Gormley - sculpture	-To describe the work of a famous, notable artist or designer Henry Matisse – Collage Andrew Highfold – printing Anthony Gormley - sculpture -To explore ideas from first-hand observation. -To use some of the ideas from the artist studied to create their own pieces and compare. -To express an opinion on the work of famous, notable artists. -To experiment with a technique that an artist uses. -To explain ideas of how artists have used colour, pattern and shape.	first-hand observation compare opinion technique
Outdoor Learning	Shelter and Art To know how to tie some knots – rope, knots To know the name of some knots Fire and Drama/Music To know what a fuel is. To know how to identify some fuels. Water and Nature To know that we need water to survive. To know why we need water to survive. To know how water helps plants to survive.	Shelter and Art To tie a variety of knots To use a rope To create plant rubbing Fire and Drama/Music To cook bread twists To act out an age appropriate story Water and Nature To explain why we need water To sweep for bugs	Survive