



Year 2 Spring Term

Key Driver

Be the best you can be:
excellence through
creativity, community,
commitment and
challenge.

As a Musician:

Performing

I can perform as part of a small group by singing or playing in front of the school.

I can describe why rehearsal is important to improving performance.

I can make changes when rehearsing to improve a final performance.

As a Sportsperson:

I can master basic movements including running, jumping, throwing and catching as well as developing balance, agility and coordination, and begin to apply these in a range of activities.

I can participate in team games, developing simple tactics for attacking and defending.

As an Artist:

I know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

I can I can use drawing, painting and sculpture to develop and share my ideas, experiences and imagination.

As a Historian:

I can compare how things in my life are different to when my parents and my grandparents were my age.

I can answer questions by using a specific source such as a non-fiction book or asking an older person.

As a good citizen:

I can describe aspects of my identity, and recognise some similarities and differences between myself and others.

I know about some similarities and differences in people's lifestyles, including different groups myself and other people belong to.

I can describe places in my community, how I and others might use them, and who is available to help me.

I can understand how I can help look after the school environment, and make a contribution to doing so.

In Computing

Programming

I can explain to others the order needed to make something happen.

I can give and receive instructions to and from another child, and follow in physical actions these instructions.

I can program a robot or screen sprite with sequential tasks to make it move.

I can store and retrieve a program for editing later.

I can look at a program written by someone else and explain what will happen by reading the instructions.

E-Safety

I am able to keep a password and user-name safe and private.

I can explain why people need to keep passwords and personal information private.

I can identify several different parts of an online identity which need to be kept safe.

As a Mathematician:Number - Fractions

I can recognise, find, name and use fractions of a length, shape, set of objects or quantity.

I can write simple fractions, for example $1/2$ of $6 = 3$.

I can recognise the equivalence of $2/4$ and $1/2$.

Measurement

I can count money in pounds and pence.

I can make the same amount of money using different coins.

I can find the difference between two amounts of money.

I can calculate change.

Multiplication and Division

I can recall multiplication & division facts for the 2, 5 and 10 times tables

I can solve multiplication and division problems using different strategies.

I can understand that multiplication of two numbers can be done in any order and division cannot.

Geometry—shape

I can identify and describe properties of 2d shapes, including the number of sides and line symmetry.

I can identify and describe properties of 3d shapes, including the number of edges, faces and vertices.

I can identify 2d shapes on the faces of 3d shapes.

I can compare and sort common 2d and 3d shapes and everyday objects.

I can order and arrange mathematical objects in patterns and sequences.

As a Writer:

I can use phonetically plausible strategies to spell or attempt to spell unknown polysyllabic words.

I can write for different purposes

I can learn how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular).

I can use expanded noun phrases to describe and specify [for example, the blue butterfly].

I can write sentences with different forms: statement, question, exclamation, command.

I can use subordination (using when, if, that, or because)

I can spell common exception words

I can spell more words with contracted forms

I can use the possessive apostrophe (singular) [for example, the girl's book]

I can distinguish between homophones and near-homophones

I can add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly

I can begin to show evidence of joining handwriting.

As a Reader:

I can continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.

I can read words containing common suffixes

I can read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered

I can discuss and clarify the meanings of words, linking new meanings to known vocabulary.

As a Scientist:Plants

I can observe and describe how seeds and bulbs grow into mature plants

I can find out and describe how plants need water, light and a suitable temperature to grow and stay healthy

Animals including humans

I can notice that animals, including humans, have offspring which grow into adults.

I can find out about and describe the basic needs of animals, including humans, for survival (water, food and air).

I can describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Working Scientifically

I can ask simple questions and recognise that they can be answered in different ways.

I can observe closely, using simple equipment.

I can perform simple tests.

I can identify and classify.

I can use my observations and ideas to suggest answers to questions.

I can gather and record data to help in answering questions.

In Religious Education:

I can identify and suggest meanings for religious symbols and begin to use a range of religious terms and ideas.

I can explore a range of religious stories and sacred writings and talk about their meanings.

I can name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate.

I can identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives.

I can recognise that religious teachings and ideas make a difference to individuals, families and the local community.

As a Designer:Design

I can research in detail the needs and wants of users for a pre-specified product, and present them to others.

I can create a design criteria from the above.

Make

I can measure, mark out, cut and shape a range of materials.

I can assemble, join and combine a range of materials.

I can apply a range of more advanced finishing techniques to increase the function and appeal of a product.

I can use mechanisms, such as levers, sliders, wheels and axles, in my products

Evaluate

I can create an annotated diagram of key features of a design.

As a Geographer:Geographical skills and fieldwork

I can use world maps, atlases and globes to identify the United Kingdom and its countries.

I can use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.

I can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key

I can use simple fieldwork and observational skills to study the geography of the school and its grounds and the key human and physical features of its surrounding environment.