

Age-related expectations Year 2

In the tables below, you'll find a list of **end of year** expectations for the **Foundation subjects**

We offer a relevant, purposeful, enjoyable curriculum which promotes the **core skills** of oral and written communication; application of maths and the **supporting skills** of information technology; working with others; improving own learning and performance; problem solving; thinking skills.

The expectations listed below are based on **The national curriculum in England Key stages 1 and 2 framework document** (Department for Education, 2013). This sets out what teachers need to teach and what children are expected to learn, both for the core subjects (English, Maths and Science) and the foundation subjects. Here, we look at **Science and the foundation subjects**. We also include two additional areas which we consider important:

PSHCE (which stands for Personal, Social, Health, Citizenship and Economic Education, not a statutory subject, but one acknowledged in the National Curriculum: "All schools should make provision for ...PSHE") and **E-Safety**.

At St Bartholomew's Primary, we have set out the expectations for each year group. Sometimes, you'll find examples of additional challenges, too.

Science

Science
Working scientifically
Can your child ask simple questions and recognise that they can be answered in different ways? Can your child observe carefully, using simple equipment? Can your child identify and classify different aspects of plants and animals? Can your child perform simple tests? Can your child use their observations and ideas to suggest answers to their questions? Can your child gather and record data to help in answering questions?
Animals, including humans
Does your child notice that animals, including humans, have offspring, which grow into adults? Can your child find out about and describe the basic needs of animals, including humans, for survival (water, food and air)? Can your child describe the importance for humans of exercise, eating the right amount of different types of food, and hygiene?
Living things and their habitats
Can your child explore and compare differences between things that are living, dead and things that have never been alive? Can your child identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend of each other? Can your child identify and name a variety of plants and animals in their habitats, including micro-habitats? Can your child describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food?
Plants
Can your child observe and describe how seeds and bulbs grow into mature plants? Can your child find out and describe how plants need water, light and suitable temperature to grow and be healthy?
Uses of everyday materials

Can your child identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, rock, brick, paper and cardboard for particular uses?

Can your child find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching?

History

History

Can your child use phrases and words like 'before', 'after', 'past', 'present', 'then' and 'now' in their historical learning?

Does your child know things that are different in their life from that of their grandparents when they were young?

Can your child find out something about the past by talking to an older person?

Can your child answer questions by using a specific source such as an informative book? Can your child recount the life of someone famous from Britain who lived in the past? Does your child appreciate that some famous people have helped our lives be better today?

Can your child explain how their local area was different in the past?

Examples of additional challenge

Can your child sequence a set of events in chronological order and give reasons for their order?

Can your child sequence events in the life of a famous person?

Can your child research a famous person or event from the past?

Geography

Geography

Making comparisons to a UK location, can your child describe and compare a non-European place using geographical words (eg an African or Asian village compared to a village in Staffordshire)?

Can your child describe a place referring to both physical (eg beach, coast, forest) and human (eg village, factory, port) features?

Can your child explain what facilities a town or village might need?

Can your child name the seven continents of the world and find them using an atlas, map or globe?

Can your child name the world's five oceans and find them using an atlas, map or globe?

Can your child name and locate the capitals cities of England, Scotland, Wales and Northern Ireland?

Can your child use simple compass directions and locational language?

Can your child use photographs to describe the physical and human geography of a place?

Can your child ask and answer questions about the geography of the school and its surrounding environment?

Examples of additional challenge

Can your child make plausible predictions about what the weather may be like in different parts of the world?

Can your child locate some of the world's major rivers and mountain ranges?

Can your child point out the North, South, East and West associated with maps and compass?

Computing

Can your child understand that algorithms are used on digital devices?

Can your child understand that programs require precise instructions?

Can your child create a simple algorithm (eg use a Bee-Bot)?

Can your child test, amend and debug an existing algorithm?

Can your child predict what the outcome of a simple program will be (logical reasoning)?

Can your child create and manipulate digital content?

Can your child organise, store and retrieve digital content?

E-safety and digital literacy

(a guide to these points is included below)

Can your child use the internet and other technology safely and critically?

Can your child recognise what is personal information and keep it private?

Does your child know what to do if they are concerned when they use the internet and other technology?

Does your child recognise acceptable and unacceptable behaviour when using the internet and other technology?

Art and Design

Art and design

Can your child respond to and explore ideas?

Can your child investigate and use materials and processes (eg drawing, painting, 3D work, collage, printing, e-art, textiles) to communicate ideas and make images / artefacts?

Can your child investigate and use a variety of visual and tactile elements (eg when using colour, shade, pattern, line, texture, form, shape, composition, scale, proportion and tone) to communicate ideas and make images / artefacts? Can your child describe what they think or feel about their own and others' work (including that of significant artists), making suggestions to improve?

Can your child comment on differences between pieces of art?

Can your child name the primary and secondary colours?

Is your child aware of different grades of pencil for drawing?

Design and Technology (DT)

Design and technology (DT)

Can your child design a purposeful, functional, appealing product for a specific user based on design criteria?

Can your child generate, develop and communicate their ideas?

When making, can your child choose and use a range of tools and equipment to carry out practical tasks (eg cutting, shaping, joining, finishing)?

When making, can your child choose and use a range of materials and components (including construction materials, textiles and ingredients)?

Can your child evaluate their own ideas and products against design criteria?

Can your child evaluate the existing products of other people?

Can your child build structures, exploring how they can be made stronger, stiffer and more stable?

Can your child explore and use mechanisms in their products (eg levers, sliders, wheels, axles)?

When learning about food and nutrition, can your child show they have knowledge, skills and understanding at an ageappropriate level: diet; food origins; food choice; food labelling; food safety? (see Change 4 Life Core Competencies) When preparing and handling food, can your child show they can cut, weigh, measure, bake and use of skills at an age-appropriate level? (see Change 4 Life Core Competencies)



Music

Music

Can your child recognise and explore how sounds can be organised?

Can your child sing with a sense of the melody?

Can your child perform simple patterns and accompaniments keeping to a steady pulse?

Can your child express an opinion about a piece of music?

Can your child listen out for particular things when listening to music?

Personal, Social, Health, Citizenship and Economic Education (PSHCE)

Personal, social, health and citizenship education (PSHCE)

Can your child demonstrate that they can manage some feelings in a positive and effective way? Can your child begin to share views and opinions (for example talking about fairness)?

Can your child set themselves simple goals?

Can your child make simple choices about some aspects of their health and well-being (for example by choosing between different foods and between physical activities, knowing that they need sun protection) ?

Does your child know what keeps individuals healthy (for example exercise and rest)?

Can your child recognise the effect of their behaviour on other people, and can cooperate with others (for example by playing and working with friends or classmates)?

Can your child identify differences and similarities between people?

Can your child begin to show understanding of values, for example honesty, tolerance, respect and concern for others?

Can your child begin to share views and opinions (for example talking about fairness)?

Can your child take part in simple discussions and debates on topical issues that affect themselves and others? Can your child play an active role in class and school citizenship activities, demonstrating they can work cooperatively and take and share responsibility?

Physical Education (PE)

Physical education (PE)

Can your child perform most simple actions with control and coordination?

Can your child make a sequence by linking ideas from a stimulus into movement?

Can your child plan and perform a sequence of movements?

Can your child show contrasts in shape?

Can your child change speed and direction whilst running (agility)?

Can your child use hitting, kicking, throwing and/or rolling in a game?

Can your child understand and use simple tactics for attacking and defending?

Can your child follow rules?

Can your child describe how the body works and feels during exercise; understanding that exercise is important? Can your child reflect on what other people have done?

Religious Education (RE)

Religious education (RE)

Based on the Staffordshire Agreed Syllabus for Religious Education

Can your child recall and name different beliefs and practices and begin to explain meanings behind them? Can your child retell and suggest meanings for some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come?

Does your child recognise ways people express beliefs and belonging (eg through prayer, symbols and actions), showing some appreciation of similarities?

Can your child ask and respond to questions about beliefs and express their own ideas and opinions?

Responding sensitively for themselves, can your child observe and recount different ways to express belief?

Can your child begin to express their ideas and opinions about questions of right and wrong?

Relating to questions of beliefs and meanings, does your child notice and respond sensitively to some similarities between different religions and world views?

E-Safety and digital literacy

These expectations are based on a two year cycle so similar expectations apply in Y1 and Y2, Y3 and Y4, and in Y5 and Y6.

Parents / carers should support their child to be safe when using technology, whether computers, tablets, phones or gaming devices.

The expectations act as an indicator for children's attainment in computing, but we've listed them separately here, under the heading of Health and SMSC (Social, Moral, Spiritual and Cultural development), because we think there is such a big overlap with these areas.

E-safety and digital literacy

Can your child use the internet and other technology safely and critically?

Does your child understand the different methods of communication (eg email, online forums etc)?

Can your child navigate the web to complete simple searches?

Can your child use the internet for learning and communicating with others, making choices when navigating through sites?

Does your child know that websites sometimes include pop-ups that take them away from the main site?

Can your child recognise advertising on websites and learn to ignore it?

Does your child know that bookmarking is a way to find safe sites again quickly?

Can your child begin to evaluate websites and know that everything on the internet is not true?

Can your child send and receive email as a class?

Can your child recognise what is personal information and keep it private?

Does your child know that personal information should not be shared online? Can your child use a password to access the secure network?

Does your child know what to do if they are concerned when they use the internet and other technology?

Does your child know they must tell a trusted adult immediately if anyone tries to meet them via the internet?

Does your child know what to do if they find something inappropriate online or something they are unsure of (including identifying people who can help; minimising screen; online reporting using school system etc)?

Does your child recognise acceptable and unacceptable behaviour when using the internet and other technology?

Does your child understand the need for rules to keep them safe?

Is your child aware that people might use the internet and other technology to harm or upset?