

Y2 Endpoints

Pupils can:

Science

- name and locate parts of the human body, including those related to the senses
- describe the importance of exercise, a balanced diet and hygiene for humans
- describe the basic needs of animals for survival and the main changes as young animals, including humans, grow into adults
- identify whether things are alive, dead or have never lived
- describe how animals get their food from other animals and/or from plants, and use simple food chains to describe these relationships
- name different plants and animals and describe how they are suited to different habitats.
- describe the main changes as seeds and bulbs grow into mature plants
- describe the basic needs of plants for survival and the impact of changing these
- compare objects suitability for different uses.

Geography

- name and locate the four countries of the UK and their capital cities
- name and locate the world's seven continents and five oceans
- name and locate the surrounding seas/oceans of the UK
- describe similarities and differences between Jamaica and the UK, in terms of physical and human features, using a wider range of geographical language
- use North, South, East and West to describe the location of features
- use maps, atlases, globes, aerial photographs and Google Earth to identify locations studied
- complete a simple Margate-based map with symbols
- use simple fieldwork and observational skills to study the physical and human features of the local area (Margate seafront)

History

- place events on a simple labelled timeline
- recall events from the Great Fire of London and some of the achievements of Florence Nightingale, Mary Seacole and Edith Cavell
- understand and use words and phrases relating to the passing of time: Crimean War, WWI, 19th century, 20th century, century, Victorian
- identify similarities and differences between the time periods studied and today
- identify simple causes of events and describe some of the consequences of events and actions
- ask and answer simple questions about the past, suggesting how to answer them by using evidence

Art

- identify that different forms of creative works are made by artists, craftspeople and designers, from all cultures and times
- talk about the materials, techniques and processes they have used, using an appropriate vocabulary: names of tools, materials and colours used
- begin to use some of the key concepts terminology
- use drawing to record ideas and develop designs
- test ideas using other materials
- choose particular techniques for a given purpose
- develop care and control over the materials and tools used
- express, and give some reasons for, preferences when looking at creative work

DT

- describe the purpose and intended user for the products they design and make
- develop a simple design criteria with some degree of independence
- make simple drawings for their design and label parts in more detail
- begin to select tools and materials; using vocabulary to name and describe them
- measure, cut and score with some accuracy: wood, card, paper and fabric
- use hand tools safely and appropriately: junior hacksaws, glue guns, scissors, needles
- assemble, join and combine materials, including using basic sewing techniques
- follow safe procedures for food safety and hygiene
- describe how an axle is used to enable wheels on a vehicle to turn
- evaluate design ideas and what they are making, identifying strengths and possible changes they might make
- evaluate their products against their design criteria, saying what worked well and what could be improved

ICT

- create a program with a goal on screen as a sequence of instructions using ScratchJr and Light Bot (prepared sprites)
- explain how to debug any errors in their code as they create their programs on ScratchJr and Light Bot
- explain what a program will do under given circumstances based on logical reasoning
- use ipads to photograph minibeasts; and store, organise and retrieve the images
- use questions to sort and classify objects (minibeasts)
- take and edit photographs to create a presentation
- know that there are a number of purposes for which IT is used beyond school and be able to list some of them
- explain why they should use filtered SafeSearch when looking for images on the web
- explain why they should observe age restrictions on games

PSHE

- recognise different types of teasing and bullying, to understand that these are wrong and unacceptable
- know strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help
- judge what kind of physical contact is acceptable and comfortable; and know how to respond if it isn't (including who to tell and how to tell them)
- identify and respect the differences and similarities between people
- describe some ways of keeping safe in the environment and online
- recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets
- identify aspects of a healthy lifestyle: physical activity, rest, healthy eating and dental health
- know that household products, including medicines, can be harmful if not used properly

RE

- describe some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah
- recognise some objects used by Muslims and say why they are important
- identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel
- identify links between the messages within sacred texts and the way people live
- re-tell a Bible story about caring for others and the world
- describe how religions teach that people are valuable, giving simple examples
- talk about issues of good and bad, right and wrong arising from the stories read during the year
- describe examples of cooperation between people who are different

Music

- understand pitch through singing and movement
- sing with expression, paying attention to the pitch shape of the melody
- listen to and repeat rhythmic patterns on body percussion and instruments
- play pitch lines on tuned percussion
- perform and create simple three- and four-beat rhythms using a simple score
- combine sounds to create a musical effect in response to visual stimuli
- use simple musical vocabulary to describe music
- identify ways of producing sounds, differing the duration

PE

- understand the importance of warming up and cooling down for physical activity
- demonstrate the five basic jumps on their own e.g. a series of hops, and in combinations e.g. hop, one-two, two-two, showing control at take-off and landing
- show a good awareness of others in running, chasing and avoiding games, making simple decisions about when and where to run
- choose, use and vary simple compositional ideas in the gymnastic sequences they create and perform
- explore, remember, repeat and link a range of actions with coordination, control, and an awareness of the expressive qualities of the dance
- follow simple routes and trails orientating themselves successfully
- watch and describe performance accurately.