



Year 2 Standards for Writing

- Read accurately most words of two or more syllables.
- Read most words containing common suffixes*.
- Read most common exception words*.
- In age-appropriate books, the pupil can read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute.
- In age-appropriate books, the pupil can sound out most unfamiliar words accurately, without undue hesitation.
- In a familiar book that they can already read accurately and fluently, the pupil can check it makes sense to them.
- In a familiar book that they can already read accurately and fluently, the pupil can answer questions and make some inferences on the basis of what is being said and done.
- Make adventurous word and language choices appropriate to the style and purpose of the text.



Year 2 Standards for Art

EXPLORING AND DEVELOPING IDEAS

- Ask and answer questions about the starting points of their work.
- Look at a range of artwork from artists, craftspeople and designers.

EVALUATING AND DEVELOPING WORK

- Identify what they might change about their work.
- Ask questions about the work of an artist.

DRAWING

- Draw on a range of surfaces using a range of media.
 - Investigate tone and texture .
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DIGITAL MEDIA

- Use technology to capture images.
- Use a simple graphics package to create images using lines, shapes and colour.

TEXTILES

- Join materials together by gluing, sewing or tying and add detail using beads or sequins.
- Create a piece of work using a simple weaving technique.

3D/SCULPTURE

- Construct and join recycled, natural or manmade materials.
- Manipulate malleable materials for a purpose e.g. pot, tile.



Year 2 Standards for Computing

INFORMATION TECHNOLOGY

- Organise digital content.
- Retrieve and manipulate digital content.
- Navigate the web to complete simple searches.

DIGITAL LITERACY

- Use technology safely.
- Know where to go for help if needed.
- Know how technology is used in school and outside of school.

COMPUTER SCIENCE

- Use a range of instructions (e.g. direction, angles, turns).
- Test and amend a set of instructions.
- Find errors and amend (debug).
- Write a simple program and test it.
- Understand that algorithms are used on digital devices.
- Understand that programs require precise instructions.



Year 2 Standards for DT

DESIGN

- Think of their own ideas and plan what to do next.
- Choose the most suitable tools and materials and explain their choices.
- Describe their design using pictures, diagrams, models and words.

MAKE

- Join things (materials/components) in different ways.

EVALUATE

- Explain what went well with their work.
 - Suggest ways to improve their work.
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FOOD

- To explain where food comes from.
- To use the basic principles of a healthy and prepared diet to prepare dishes.
- Describe the properties of the ingredients they are using - taste, smell, texture and feel.
- Explain what it means to be hygienic.

TEXTILES

- Explain their choice of textile.
- Measure textiles.
- Join textiles together to make something.
- Cut textiles.

CONSTRUCTION

- Join materials together as part of a moving product.
- Measure materials to use in a model or structure.
- Join materials together in different ways.
- Use joining, folding and rolling to strengthen designs.



Year 2 Standards for Geography

MAPPING

- Use a range of maps, globes and aerial photographs at different scales.
- Recognise landmarks and basic human and physical features on maps and aerial photos.
- Draw simple plans and maps.
- Understand why maps need a key and use and construct basic symbols in a map key.

FIELDWORK

- Use cameras and audio equipment to record geographical features, changes, and differences e.g. weather, seasons, vegetation, buildings etc.
- Use simple compass directions (NSEW).

ENQUIRY AND INVESTIGATION

- Ask simple geographical, 'where?', 'what?', and 'who?' questions about the world and their environment e.g. 'What is it like to live in this place?'

COMMUNICATION

- Notice and describe patterns.

LOCATIONAL KNOWLEDGE

- Name and locate the world's seven continents and five oceans.



Year 2 Standards for History

CHRONOLOGY

- Develop an awareness of the past.
- Identifying some differences between their own present and aspects of the past.
- Place events in chronological order.

EVENTS, PEOPLE AND CHANGES

- Find out about the lives of significant people and events from the past.
- Recognise that their own lives are different from the lives of people in the past by describing some events and people that they have studied.
- Use simple stories and other sources to show that they know and understand key features of events.

COMMUNICATION

- Use common words/phrases related to the passing of time e.g. old, new, young, a long time ago, now, then.
- Explore artefacts and images
- To show what they know and understand about the past in different ways (speaking, role-play, drawing and writing).



Year 2 Standards for Music

PERFORMING

- Use their voices expressively by singing songs, chants and rhymes.
- Play tuned and untuned instruments with expression.
- Rehearse and perform with others (starting and finishing together, keeping to a steady pulse).

LISTENING

- Match selected sounds with their source (instruments).
- Identify the beat and join in getting faster and slower together.
- Identify long and short sounds in music.
- Identify fast and slow tempos.
- Respond to a range of live and recorded music.

CREATING

- Experiment with, create, select and combine sounds using pitch and tempo.
- Represent sounds with symbols.
- Perform long and short sounds in response to symbols.



Year 2 Standards for PE

Fundamental Movement Skills

RUN

- Back leg extends to push off
- Arms bent and swing in opposition to legs

HOP

- Hopping is continuous
- Ball of foot is used to push off from the ground

SKIP

- Step-hop is co-ordinated and smooth
- Arms are used rhythmically in opposition to legs

JUMP FOR DISTANCE

- Arms swing forward with force during take off
- Body leans forward when landing

OVERARM THROW

- Arm is swung backward in preparation
- Step forward on throw
- Ball is thrown accurately

ROLL

- Stance and weight transfer contribute to accuracy
- Ball is rolled accurately

BOUNCE

- Ball is pushed down with hand
- Able to control the height of the bounce

KICK

- Step forward and kick with top of foot
- Foot follows through towards target

CATCH

- Looking at the ball
- Move and reach towards the ball
- Catching mostly accurate



Year 2 Standards for PSHCE

CELEBRATING DIFFERENCE

- Identify some ways in which my friend is different from me.
- Recognise what I am good at.

DREAMS AND GOALS

- Explain some of the ways I work cooperatively in my group to create the end product.

HEALTHY ME

- Recognise the simple physical changes to their bodies experienced since birth.

RELATIONSHIPS

- Identify some of the things that cause conflict between me and my friends.

MAKING CHOICES

- Recognise the difference between right and wrong, fair and what is unfair.
- Begin to understand that sometimes people persuade you to do things you don't want to do.
- Begin to know the different strategies available to them to make an informed choice e.g. seeking help from a friend.



Year 2 Standards for RE

LEARNING ABOUT RELIGION AND BELIEF

- Use religious words and phrases when talking about features of a religion.
- Retell and suggest meanings for religious stories.
- Name a range of worship styles and rituals.
- Show awareness of similarities in religions.

LEARNING FROM RELIGION AND BELIEF

- Reflect on how religious ideas and beliefs can be expressed through the arts.
- Talk about what is of value and concern to themselves and to others.
- Ask, and respond sensitively to, questions about their own and others' experiences and feelings.



Year 2 Standards for Science

INVESTIGATION

- Explore and observe in order to collect data and describe and compare findings.
- With help, suggest some ideas and questions and predict what might happen.

OBSERVATION

- Use first-hand observation, own experience and simple information sources to make comparisons and answer questions.
- Observe closely using simple equipment.
- Recognise ways in which evidence can be collected.

APPLICATION

- Use simple scientific language.
- Perform simple tests.
- Record findings in various formats using standard units, drawings, diagrams, photographs, simple prepared formats such as tables and charts, tally charts, and displays.
- Say whether what happened was what was expected and draw simple conclusions to help answer questions.