

Wales Primary School Science Curriculum: Year 2

Core Scientific Skills	Biology		Chemistry
<p><u>Working Scientifically</u></p> <ol style="list-style-type: none"> Asking simple questions and recognising that they can be answered in different ways Observing closely using simple equipment Performing simple tests Identifying and classifying Using their observations and ideas to suggest answers to questions Gathering and recording data to help in answering questions 	<p><u>Plants</u></p> <ol style="list-style-type: none"> Observe and describe how seeds and bulbs grow into mature plants Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy 	<p><u>Living things and their habitats</u></p> <ol style="list-style-type: none"> Explore and compare the differences between things that are living, dead and things that have never been alive 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 upon each other Identify and name a variety of plants and animals in their habitats, including microhabitats Describe how animals obtain their food from plants and other animals using a simple food chain 	<p><u>Uses of everyday materials</u></p> <ol style="list-style-type: none"> Identify and compare the suitability of a variety of everyday materials including wood, metal, plastic, glass, brick, rock paper and cardboard for particular uses Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching
	<p><u>Animals, including humans</u></p> <ol style="list-style-type: none"> Notice that animals, including humans, have offspring which grow into adults Find out about and describe the basic needs of animals, including humans, for survival (food, water, air) Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene <p><u>Linked to DT</u></p> <ol style="list-style-type: none"> Use the basic principals of healthy and varied diet to plan and prepare dishes Understand where foods come from 		

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Art	Geography	RE	Physical Education
<p><u>Create and communicate</u></p> <ol style="list-style-type: none"> 1. Use sketch books to collect, record and evaluate ideas <p><u>Using techniques to create effect</u></p> <ol style="list-style-type: none"> 2. Improve mastery of techniques such as drawing, painting and sculpture with varied materials 3. Develop techniques of colour, pattern, texture, line, shape, form and space <p><u>Appreciation of artists who inspire and influence us</u></p> <ol style="list-style-type: none"> 4. Learn about great artists, architects and/or designers 	<p><u>Location Knowledge</u></p> <ol style="list-style-type: none"> 1. Name and locate world's continents and oceans <p><u>Place Knowledge</u></p> <ol style="list-style-type: none"> 2. Compare a local area to a non European country <p><u>Human and Physical Geography</u></p> <ol style="list-style-type: none"> 3. Use basic vocabulary to describe a less familiar area <p><u>Skills and Fieldwork</u></p> <ol style="list-style-type: none"> 4. Use aerial images and other models to create simple plans and maps with symbols 5. Use simple fieldwork and observational skills to study the immediate environment 	<p><u>Learning about Religion</u></p> <ol style="list-style-type: none"> 1. Explore religious stories and writings 2. Explore celebrations, worship and rituals in religions 3. Identify the importance of belonging to a religion 4. Explore stories about faith leaders 5. Explore how religious beliefs and ideas can be expressed 6. Identify religious symbols and places of worship <p><u>Learning from Religion</u></p> <ol style="list-style-type: none"> 7. Reflect upon religious feelings, experiences and concepts 8. Ask and respond to puzzling questions 9. Identify what matters to them and others in the local area 10. Reflect on how spiritual and moral values relate to their own values and behaviour 	<p><u>Acquiring and developing skills</u></p> <ol style="list-style-type: none"> 1. Repeat movements, skills and actions (running, jumping, throwing, catching, balance, agility) with increasing control and coordination <p><u>Selecting and applying</u></p> <ol style="list-style-type: none"> 2. Participate in team games, varying the way they perform skills by using simple tactics and movement phrases 3. Apply rules and conventions for different activities 4. Perform dances using simple movements <p><u>Evaluate and improve</u></p> <ol style="list-style-type: none"> 5. Evaluate and improve performances <p><u>Knowledge and understanding of fitness and health</u></p> <ol style="list-style-type: none"> 6. Understand the importance of being active 7. Recognise and describe how their bodies feel during different activities
Design Technology	History	Music	
<p><u>Design</u></p> <ol style="list-style-type: none"> 1. Use research and develop design criteria to inform the design of purposeful, functional and appealing products 2. Generate, model and communicate ideas through annotated sketches, prototypes and computer aided design <p><u>Make</u></p> <ol style="list-style-type: none"> 3. Select and use a wide range of tools to perform practical tasks accurately (including cooking) 4. Select from and use a wide range of materials and components <p><u>Evaluate</u></p> <ol style="list-style-type: none"> 5. Evaluate existing products and ideas 6. Evaluate products against design criteria <p><u>Technical Knowledge</u></p> <ol style="list-style-type: none"> 7. Build and improve structures and mechanisms 	<p><u>Chronological Understanding</u></p> <ol style="list-style-type: none"> 1. Place events and objects in chronological order (using time words) 2. Identify changes within living memory <p><u>Knowledge and understanding of events, people and changes</u></p> <ol style="list-style-type: none"> 3. Recognise why people did things, why events happened and what happened as a result 4. Identify differences between ways of life at different times <p><u>Historical interpretation</u></p> <ol style="list-style-type: none"> 5. Identify different ways how the past is represented <p><u>Historical enquiry</u></p> <ol style="list-style-type: none"> 1. Find out about the past using different sources of information 2. Ask and answer questions about the past 	<p><u>Play and Perform</u></p> <ol style="list-style-type: none"> 1. Sing songs 2. Play tuned and untuned instruments musically <p><u>Create and Compose</u></p> <ol style="list-style-type: none"> 3. Make and combine sounds <p><u>Listen, Understand and Appreciate</u></p> <ol style="list-style-type: none"> 4. Listen to and understand live and recorded music 	

