

Year 2 Skills Progression

Art and Design	Exploring and developing ideas (ONGOING)	Evaluating and developing work (ONGOING)	Drawing	Painting
	<ul style="list-style-type: none"> Record and explore ideas from first hand observation, experience and imagination. Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas. Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. 	<ul style="list-style-type: none"> Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook Identify what they might change in their current work or develop in their future work. Annotate work in sketchbook. 	<ul style="list-style-type: none"> Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint. Understand the basic use of a sketchbook and work out ideas for drawings. Draw for a sustained period of time from the figure and real objects, including single and grouped objects. Experiment with the visual elements; line, shape, pattern and colour. 	<ul style="list-style-type: none"> Mix a range of secondary colours, shades and tones. Experiment with tools and techniques, inc. layering, mixing media, scraping through etc. Name different types of paint and their properties. Work on a range of scales e.g. large brush on large paper etc. Mix and match colours using artefacts and objects.
	Printing	Textiles/collage	3 D form	Breadth of study
<ul style="list-style-type: none"> Use a variety of techniques, inc. carbon printing, relief, press and fabric printing and rubbings. Design patterns of increasing complexity and repetition. Print using a variety of materials, objects and techniques. 	<ul style="list-style-type: none"> Use a variety of techniques, inc. weaving, French knitting, tie dyeing, fabric crayons and wax or oil resist, appliqué and embroidery. Create textured collages from a variety of media. Make a simple mosaic. Stitch, knot and use other manipulative skills. 	<ul style="list-style-type: none"> Manipulate clay for a variety of purposes, inc. thumb pots, simple coil pots and models. Build a textured relief tile. Understand the safety and basic care of materials and tools. Experiment with, construct and join recycled, natural and man-made materials more confidently. 	<ul style="list-style-type: none"> Manipulate clay for a variety of purposes, inc. thumb pots, simple coil pots and models. Build a textured relief tile. Understand the safety and basic care of materials and tools. Experiment with, construct and join recycled, natural and man-made materials more confidently. 	

Design and Technology	Developing, planning and communicating ideas	Working with tools, equipment, materials and components to make quality products (inc-food)	Evaluating processes and products
	<ul style="list-style-type: none"> • Generate ideas by drawing on their own and other people's experiences • Develop their design ideas through discussion, observation, drawing and modelling • Identify a purpose for what they intend to design and make • Identify simple design criteria • Make simple drawings and label parts 	<ul style="list-style-type: none"> • Begin to select tools and materials; use vocab' to name and describe them • Measure, cut and score with some accuracy • Use hand tools safely and appropriately • Assemble, join and combine materials in order to make a product • Cut, shape and join fabric to make a simple garment. Use basic sewing techniques • Follow safe procedures for food safety and hygiene • Choose and use appropriate finishing techniques 	<ul style="list-style-type: none"> • Evaluate against their design criteria • Evaluate their products as they are developed, identifying strengths and possible changes they might make • Talk about their ideas, saying what they like and dislike about them

Geography	Geographical enquiry		Direction/Location	Drawing maps	Representation
	<ul style="list-style-type: none"> • Children encouraged to ask simple geographical questions; Where is it? What's it like? • Use non-fiction books, stories, maps, pictures/photos and internet as sources of information. • Investigate their surroundings • Make appropriate observations about why things happen. • Make simple comparisons between features of different places. 		<ul style="list-style-type: none"> • Follow directions (Including NSEW) 	<ul style="list-style-type: none"> • Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph) 	<ul style="list-style-type: none"> • Begin to understand the need for a key. • Use class agreed symbols to make a simple key.
	Using maps	Scale/Distance	Perspective	Map Knowledge	Style of map
<ul style="list-style-type: none"> • Follow a route on a map. • Use a plan view. • Use an infant atlas to locate places. 	<ul style="list-style-type: none"> • Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map) 	<ul style="list-style-type: none"> • Look down on objects to make a plan view map. 	<ul style="list-style-type: none"> • Locate and name on UK map major features e.g. London, River Thames, home location, seas. 	<ul style="list-style-type: none"> • Find land/sea on globe. • Use teacher drawn base maps. • Use large scale OS maps. • Use an infant atlas • 	

History	Chronological understanding	Knowledge and understanding of Events, People and Changes in the Past	Historical Interpretations	Historical Investigations	Presenting, Organising and Communicating
	<ul style="list-style-type: none"> Sequence artefacts closer together in time - check with reference book Sequence photographs etc. from different periods of their life Describe memories of key events in own lives 	<ul style="list-style-type: none"> Recognise why people did things, why events happened and what happened as a result Identify differences between ways of life at different times 	<ul style="list-style-type: none"> Compare 2 versions of a past event Compare pictures or photographs of people or events in the past Discuss reliability of photos/ accounts/stories 	<ul style="list-style-type: none"> Use a source – observe or handle sources to answer questions about the past on the basis of simple observations. 	<ul style="list-style-type: none"> Use drama/role play to communicate their knowledge about the past Use historical vocabulary to retell simple stories about the past Show an understanding of historical terms

RE	Beliefs and teachings (from various religions)	Rituals, ceremonies and lifestyles (from various religions)	How beliefs are expressed	Time to reflect and personal growth	Values (in your own life and others lives)
	<ul style="list-style-type: none"> describe the main beliefs of a religion; describe the main festivals of a religion. 	<ul style="list-style-type: none"> recognise, name and describe religious artefacts, places and practices; explain religious rituals and ceremonies and the meaning of them, including their own experiences of them; observe when practices and rituals are featured in more than one religion or lifestyle. 	<ul style="list-style-type: none"> name religious symbols and the meaning of them; learn the name of important religious stories; retell religious stories and suggest meanings in the story. 	<ul style="list-style-type: none"> identify things that are important in their lives; ask questions about the puzzling aspects of life; understand that there are similarities and differences between people. 	<ul style="list-style-type: none"> look at how values affect a community and individuals; explain how actions can affect other people; understand that they have their own choices to make and begin to understand the concept of morals.

Music	Singing songs with control and using the voice expressively.	Listening, Memory and Movement.	Controlling pulse and rhythm
	<ul style="list-style-type: none"> To find their singing voice and use their voices confidently. Sing a melody accurately at their own pitch. Sing with a sense of awareness of pulse and control of rhythm. Recognise phrase lengths and know when to breathe. Sing songs expressively. Follow pitch movements with their hands and use high, low and middle voices. Begin to sing with control of pitch (e.g. following the shape of the melody). Sing with an awareness of other performers. 	<ul style="list-style-type: none"> Recall and remember short songs and sequences and patterns of sounds. Respond physically when performing, composing and appraising music. Identify different sound sources. Identify well-defined musical features. 	<ul style="list-style-type: none"> Identify the pulse in different pieces of music. Identify the pulse and join in getting faster and slower together. Identify long and short sounds in music. Perform a rhythm to a given pulse. Begin to internalise and create rhythmic patterns. Accompany a chant or song by clapping or playing the pulse or rhythm.
	Exploring sounds, melody and accompaniment.	Control of instruments	Composition
	<ul style="list-style-type: none"> explore different sound sources. Make sounds and recognise how they can give a message. Identify and name classroom instruments. Create and chose sounds in response to a given stimulus. Identify how sounds can be changed. Change sounds to reflect different stimuli. 	<ul style="list-style-type: none"> Play instruments in different ways and create sound effects. Handle and play instruments with control. Identify different groups of instruments. 	<ul style="list-style-type: none"> Contribute to the creation of a class composition. Basic skills developments for composition in KS1 are to be found within 'Exploring sounds'.

Computing	Algorithms		Computational thinking	Problem solving	Networks: knowledge and understanding	Networks: using and applying
	<ul style="list-style-type: none"> Recognise what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following a sequence of instructions. 		<ul style="list-style-type: none"> Write and test simple programs. 	<ul style="list-style-type: none"> Use logical reasoning to predict the behaviour of simple programs. 	<ul style="list-style-type: none"> Explain why digital folders are used. 	<ul style="list-style-type: none"> Organise work into digital folders.
	Digital literacy: knowledge and understanding	Digital literacy: using and applying	E-safety: personal knowledge and understanding	E-safety: responsibilities	Data: knowledge and understanding	Data: using and applying
	<ul style="list-style-type: none"> Recognise common uses of ICT beyond school. 	<ul style="list-style-type: none"> Organise, store, manipulate and retrieve data in a range of digital formats. 	<ul style="list-style-type: none"> Identify obviously false information in a variety of contexts. Identify personal information that should be kept private. 	<ul style="list-style-type: none"> Communicate safely, respecting and considering other people's feelings online. 	<ul style="list-style-type: none"> Explain how a branching diagram or tree works 	<ul style="list-style-type: none"> Place objects and pictures in a list or a simple table. Make a simple Y/N tree diagram to sort information.

PSHE	Health and wellbeing				
	Healthy lifestyles (physical wellbeing)	Mental health	Ourselves, growing and changing	Keeping safe	Drugs alcohol and tobacco
	<ul style="list-style-type: none"> • H1. about what keeping healthy means; different ways to keep healthy • H2. about foods that support good health and the risks of eating too much sugar • H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday • H4. about why sleep is important and different ways to rest and relax • H5. simple hygiene routines that can stop germs from spreading • H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy • H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health • H8. how to keep safe in the sun and protect skin from sun damage • H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV • H10. about the people who help us to stay physically healthy 	<ul style="list-style-type: none"> • H11. about different feelings that humans can experience • H12. how to recognise and name different feelings • H13. how feelings can affect people's bodies and how they behave • H14. how to recognise what others might be feeling • H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things • H16. about ways of sharing feelings; a range of words to describe feelings • H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep) • H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good • H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it • H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better 	<ul style="list-style-type: none"> • H21. to recognise what makes them special • H22. to recognise the ways in which we are all unique • H23. to identify what they are good at, what they like and dislike • H24. how to manage when finding things difficult • H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) • H26. about growing and changing from young to old and how people's needs change • H27. about preparing to move to a new class/year group 	<ul style="list-style-type: none"> • H28. about rules and age restrictions that keep us safe • H29. to recognise risk in simple everyday situations and what action to take to minimise harm • H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters) • H31. that household products (including medicines) can be harmful if not used correctly • H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely • H33. about the people whose job it is to help keep us safe • H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them • H35. about what to do if there is an accident and someone is hurt • H36. how to get help in an emergency (how to dial 999 and what to say) 	<ul style="list-style-type: none"> • H37. about things that people can put into their body or on their skin; how these can affect how people feel

PSHE	Relationships				
	Families and close positive relationships	Friendships	Managing hurtful behaviour and bullying	Safe relationships	Respecting self and others
	<ul style="list-style-type: none"> • R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives • R2. to identify the people who love and care for them and what they do to help them feel cared for • R3. about different types of families including those that may be different to their own • R4. to identify common features of family life • R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried 	<ul style="list-style-type: none"> • R6. about how people make friends and what makes a good friendship • R7. about how to recognise when they or someone else feels lonely and what to do • R8. simple strategies to resolve arguments between friends positively • R9. how to ask for help if a friendship is making them feel unhappy 	<ul style="list-style-type: none"> • R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online • R11. about how people may feel if they experience hurtful behaviour or bullying • R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult 	<ul style="list-style-type: none"> • R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private • R14. that sometimes people may behave differently online, including by pretending to be someone they are not • R15. how to respond safely to adults they don't know • R16. about how to respond if physical contact makes them feel uncomfortable or unsafe • R17. about knowing there are situations when they should ask for permission and also when their permission should be sought • R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually) • R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe • R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard 	<ul style="list-style-type: none"> • R21. about what is kind and unkind behaviour, and how this can affect others • R22. about how to treat themselves and others with respect; how to be polite and courteous • R23. to recognise the ways in which they are the same and different to others • R24. how to listen to other people and play and work cooperatively • R25. how to talk about and share their opinions on things that matter to them

PSHE	Living in the wider world				
	Shared responsibilities	Communities	Media literacy and digital resilience	Economic wellbeing: Money	Economic wellbeing: Aspirations, work and career
	<ul style="list-style-type: none"> • L1. about what rules are, why they are needed, and why different rules are needed for different situations • L2. how people and other living things have different needs; about the responsibilities of caring for them • L3. about things they can do to help look after their environment 	<ul style="list-style-type: none"> • L4. about the different groups they belong to • L5. about the different roles and responsibilities people have in their community • L6. to recognise the ways they are the same as, and different to, other people 	<ul style="list-style-type: none"> • L7. about how the internet and digital devices can be used safely to find things out and to communicate with others • L8. about the role of the internet in everyday life • L9. that not all information seen online is true 	<ul style="list-style-type: none"> • L10. what money is; forms that money comes in; that money comes from different sources • L11. that people make different choices about how to save and spend money • L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want • L13. that money needs to be looked after; different ways of doing this 	<ul style="list-style-type: none"> • L14. that everyone has different strengths • L15. that jobs help people to earn money to pay for things • L16. different jobs that people they know or people who work in the community do • L17. about some of the strengths and interests someone might need to do different jobs