

# Year 2 End Points

<u>Subject</u>	<u>Objectives</u> What will the children be able to know and do?
<u>History</u>	<u>Bradford Through the Ages:</u> <ul style="list-style-type: none"><li>• Give examples of the jobs that people in Bradford would have done during the Victorian era.</li><li>• Name the differences between schools in Bradford during the Victorian era and our school today.</li><li>• Name the similarities and differences between the buildings in the city of Bradford during the Victorian era and the buildings that are there today.</li><li>• Explain some of the changes that have happened in my own life.</li></ul>
	<u>What is an Explorer?</u> <ul style="list-style-type: none"><li>• Explain who Matthew Henson was and why he is important.</li><li>• Name some significant explorers - Christopher Columbus, Ellen MacArthur, Mary Kingsley</li><li>• Describe what an explorer is.</li><li>• Explain how exploration techniques have changed over time.</li></ul>
	<u>How have Hospitals Changed Over Time?</u> <ul style="list-style-type: none"><li>• Give examples of how hospitals have changed over time.</li><li>• Give examples of how medicine has changed over time.</li><li>• Know who Florence Nightingale was and describe her impact on healthcare.</li><li>• Know who Mary Seacole was and describe her impact on healthcare.</li><li>• Know who Alexander Fleming was.</li></ul>
	<u>What Happened in the Great Fire?</u> <ul style="list-style-type: none"><li>• Describe the key events of the Great Fire of London</li><li>• Give examples of evidence that tells us about the Great Fire of London.</li><li>• Describe the impact of the fire on people's lives.</li><li>• Explain how the fire changed London.</li></ul>

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<h2>Geography</h2>	<p><u>Place Knowledge, Skills and Fieldwork: Bradford, Love Where You Live</u></p> <ul style="list-style-type: none"><li>• Name 3 human features and 3 physical features of the city of Bradford</li><li>• Name 3 human features and 3 physical features of Howarth</li><li>• Name some of the differences between Bradford and Howarth</li><li>• Identify 5 of the key features of Crossflatts, Bingley, Bradford and Haworth on a map.</li></ul> <p><u>Locational Knowledge: Poles Apart</u></p> <ul style="list-style-type: none"><li>• Name and locate the seven continents.</li><li>• Name and locate the 5 oceans.</li><li>• Locate the North and South Pole.</li><li>• Identify hot and cold areas of the world in relation to the equator and the North and South Poles.</li><li>• Explain how seasonal changes in the UK are different to those in Tanzania and in the North Pole</li></ul> <p><u>Human and Physical Place Knowledge: Who Lives in the Serengeti?</u></p> <ul style="list-style-type: none"><li>• Explain who lives in the Serengeti.</li><li>• Identify three human and three physical features of the Serengeti.</li><li>• Describe the differences between the Serengeti and our local area.</li><li>• Describe the climate of the Serengeti and the weather patterns.</li><li>• Compare the climate and weather of the Serengeti to our local area.</li></ul> <p><u>Place Knowledge: What Happened in the Great Fire?</u></p> <ul style="list-style-type: none"><li>• Name the four countries of the UK and locate them on a map (recap from Y1)</li><li>• Name the capital cities of the UK and locate them on a map (recap from Y1)</li><li>• Identify the UK's surrounding seas. (recap from Y1)</li><li>• Compare and contrast London and a coastal region (St Anne's)</li><li>• Identify the characteristics, key landmarks and the lifestyle of London.</li><li>• Identify human and physical features of London.</li></ul>
<h2>Art</h2>	<p><u>Drawing</u></p> <ul style="list-style-type: none"><li>• Describe the work of local artist Daniel Abrahams</li><li>• Produce a landscape in the style of Daniel Abrahams</li><li>• To be able to blend and shade using oil pastels</li></ul>

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- Describe the art work of L.S. Lowry
- Recreate a drawing of London in the style of Lowry

## Painting

- Identify primary and secondary colours
- Mix colours to create new colours, tints and shades.
- Explain how colours can be associated with different moods and feelings.

## Sculpting

- Mould clay into specific shapes
- Use clay techniques of slip, score, stick, smooth to attach pieces together.
- Choose tools appropriate to the task
- Use clay to sculpt a landmark
- Describe some of the works of local artist Henry Moore

## Printing

- To understand what printing is
- To create patterns when printing onto a range of materials
- To produce a print of an animal that lives in the Serengeti

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## Textiles:

- To design, make and evaluate Christmas carol concert bunting.
- To explore a model example and evaluate
- Select the tools and techniques that are needed.

## Cooking and nutrition:

- To design, make and evaluate a nutritional dip and dipper
- Taste and evaluate dips and dippers
- Use the basic principles of a healthy and varied diet to prepare dishes.
- Select the tools and techniques that are needed.

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	<p><u>Structures, moving picture:</u></p> <ul style="list-style-type: none"><li>• Describe the mechanisms and inner workings of a moving picture</li><li>• To explore and play with a model moving picture</li><li>• To design, make and evaluate a moving picture of superhero scene</li></ul>
Computing	<p><u>Computer science:</u></p> <ul style="list-style-type: none"><li>• To understand what an algorithm is</li><li>• Create and develop algorithms and programmes to plan, programme and debug a route and predefined programmed</li><li>• Predict an outcome using logical reasoning</li><li>• To be able to break down a large problem into small manageable chunks.</li><li>• Identify digital technologies around us and describe how they work</li></ul> <p><u>Date handling:</u></p> <ul style="list-style-type: none"><li>• Understand and interpret a wide range of graphs</li><li>• Understand the purpose of different graphs</li><li>• Represent information as a simple block graph, pictogram, tally chart and line graph</li><li>• Sort and answer questions using yes or no answers</li></ul> <p><u>Media:</u></p> <ul style="list-style-type: none"><li>• To create a stop motion picture</li><li>• Explore the use of stop motion in animation</li><li>• Understand how to take a photo and edit (crop, filter, add text)</li><li>• Understand how to use a video editing programme to create a movie</li><li>• To be able to add sound to a video considering the effect</li></ul> <p><u>Esafty:</u></p> <ul style="list-style-type: none"><li>• To explain how others may look and act differently off and online</li><li>• I can identify dangers and negative experience, and how to deal with them</li><li>• I understand how to appropriately communicate online and the dangers of it</li><li>• I can explain why I need an adult's permission to use technology and go online</li></ul>

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	<ul style="list-style-type: none"><li>• Understand what is appropriate to share online and what to keep private.</li><li>• Explain what online bullying is, understand the effects, and how to seek help for yourself and others.</li><li>• I know how to use a search engine safely and navigate a webpage.</li><li>• I understand what voice activated search is and how it might be used</li><li>• I can identify the difference between false and reliable information</li><li>• Explain simple guidance for using technology in different environments and settings</li><li>• I understand the importance of passwords to protect accounts</li><li>• I can explain how different devices in the homes connect to the internet</li><li>• I can recognise that content on the internet may belong to others and why</li></ul>
R.E.	<p><u>How can we make good choices?</u></p> <ul style="list-style-type: none"><li>• Identify and explain what makes us happy and rules can be important for this</li><li>• Identify rules and why they are important</li><li>• Identify the Ten Commandments and rules Christians have to follow</li><li>• Identify rules Muslims follow</li><li>• Compare religious and non-religious stories about rules and guidelines</li></ul> <p><u>What did Jesus teach and how did he live?</u></p> <ul style="list-style-type: none"><li>• Explain who Jesus was</li><li>• Explain who Jesus' followers were and what they did</li><li>• Describe stories about Jesus</li><li>• Explain what Jesus teach about forgiveness and generosity and what rules he taught people.</li><li>• Explain what Christians believe about Jesus' death and resurrection</li></ul> <p><u>How and why do people pray?</u></p> <ul style="list-style-type: none"><li>• Explain what prayer is and why people pray</li><li>• Explain how Christians pray and how actions, symbols or positions are helpful</li><li>• Explain how Muslims pray and describe the significance of actions, positions and symbols.</li><li>• Identify special times for Christians and Muslims</li></ul> <p><u>How is new life welcomed?</u></p> <ul style="list-style-type: none"><li>• Explain how people welcome babies into families, i.e. through gifts</li></ul>

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	<ul style="list-style-type: none"><li>• Explain why names are important, how they can have special religious/non-religious meanings.</li><li>• Explain how Christians welcome a new baby</li><li>• Explain how Muslims welcome a new baby</li></ul> <p><u>How can we look after the planet?</u></p> <ul style="list-style-type: none"><li>• Identify what is good about the world and where things come from</li><li>• Explain what religions say about the world and its creation</li><li>• Explain how people use or exploit the world</li><li>• Explain how and why people believe different things</li><li>• Identify ways to protect the planet and explain how our actions have an impact</li><li>• Discuss how religion impacts how people care for the planet</li></ul>
PSHCE	<p><u>Family and relationships:</u></p> <ul style="list-style-type: none"><li>• Discuss how families offer stability and love</li><li>• Discuss how families are all different</li><li>• Explain how to manage friendships and identify what an unhappy friendship looks like and who can help</li><li>• Discuss and explain self-worth</li><li>• Explain why manners &amp; courtesy are important</li><li>• Explain how loss and change can affect people</li></ul> <p><u>Health and wellbeing:</u></p> <ul style="list-style-type: none"><li>• Understand and embrace experiencing different emotions</li><li>• Discuss why being active, healthy diets and hygiene is important for our health</li><li>• Identify ways to relax and why relaxation is important</li><li>• Understand steps to success</li><li>• Understand that capacity and talents can improve overtime - growth mindset</li></ul> <p><u>Economic wellbeing:</u></p> <ul style="list-style-type: none"><li>• Understand where money comes from, and the effect of wealth.</li><li>• Understand the difference between a want and a need</li><li>• Identify different ways of looking after money and its importance</li></ul>

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- Explain and explore different career and aspirations

## Safety and the changing body:

- Identify the positives/negatives of the Internet and discuss the dangers
- Explain how to communicate online safely
- Understand the difference between a secret and a surprise
- Explain what appropriate contact and how to seek help
- Understand road safety and its importance
- Understand what a drug is and its dangers

## Citizenship:

- Understand how you are responsible for your own actions and personal belongings
- Identify rules beyond school and their significance
- Explore our local and school environment
- Explore the local community, its importance, jobs within my local community and how to be responsible within the local community
- Understand what democracy and its significance
- Explain the role of School Council and its importance
- Understand the right to have an opinion and how to share it responsibly

## British Values:

- To explore and learn about British values such as: respect, tolerance, rule of law, individual liberty and democracy.

## Celebrations:

- Learn and explore a wide range of celebrations throughout the year

P.E.

## Run, Jump and Throw:

- Move quickly in different ways whilst being aware of others around
- Create power with legs to turn and change direction at speed
- Complete an obstacle course with speed, agility and control, with a sense of competition
- Choose an appropriate throw for different situations

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- Perform static and dynamic balances
- Develop endurance in running
- Use breathing techniques
- Develop strength to jump for length and height
- Create power when throwing for distance
- To listen, respond and cooperate with other players to achieve the highest score possible

## Attack, Defend, Shoot:

- To kick and receive the ball with control
- Use teamwork to keep possession
- To be able to bounce the ball to my partner and dribble whilst moving
- To be able to throw a wide range of equipment
- Use tactics to advance forward on a pitch, intercept opponents and defend
- Participate in competitive games

## Hit, Catch and Run:

- Understand how to score points
- Use an underarm throw to bowl with accuracy
- Defend a target by kicking
- Hit a ball, into space, with different bats
- Understand different roles on a team, such as wicketkeeper, bowler, backstop fielders, batters.

## Send and Return:

- Identify a dominant hand in a game
- Use and develop agility to move quickly
- Send and return the ball over a net
- To be able to return a serve and start a rally
- Understand why different muscles are important when playing games
- Spot space in the okaying area and hit the ball there

## OAA:

- Work as a team to complete a task
- Use simple problem-solving skills to complete a treasure hunt
- Give clues to guide a blindfolded person safely

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	<p><u>Gymnastics:</u></p> <ul style="list-style-type: none"><li>• Combine movements (such as rolls, rocks, twists, balance, shapes) into a sequence with rhythm and flow</li><li>• Create power in a variety of jumps</li><li>• Take weight on our hands and move in different ways</li><li>• Use flexibility in a bridge and japana gymnastic shape</li><li>• Perform the point balance arabesque, crab, dish and arch shape, frog jump and leap frog, L shape with a straight back,, and a teddy roll.</li></ul> <p><u>Dance:</u></p> <ul style="list-style-type: none"><li>• To use penguin images to inspire our dance</li><li>• To plan, create, sequence and perform movements to represent feelings of abandonment and friendship, with changes of direction and speed</li><li>• watch and evaluate others' work with respect</li><li>• Explore different genres of dance</li><li>• Learn and perform a themed dance for Rose Day.</li></ul>
Music	<p><u>On this island: British songs and sounds</u></p> <ul style="list-style-type: none"><li>• Describe and explore the music of the British Isles</li><li>• Compose a piece of music as part of a group that represents three contrasting landscapes: seaside, countryside and city</li><li>• Evaluate and improve a group composition</li></ul> <p><u>Orchestral instruments</u></p> <ul style="list-style-type: none"><li>• Understand what an Orchestra is, it's different sections and what instruments may be used in them</li><li>• Identify different instruments in each section of an Orchestra and how they are played</li><li>• Be able to analyse an orchestral version of a traditional story</li><li>• Be able to select appropriate sounds to match events, characters and feelings.</li></ul> <p><u>Dynamics, timbre, tempo and motifs</u></p> <ul style="list-style-type: none"><li>• Create a simple soundscape</li><li>• Recognise some basic elements of music</li><li>• Compare and evaluate two pieces of music</li></ul>

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- Create short sequences of sound to represent space and perform with accuracy

## West African call and response

- Create short sequences of sound to represent animals found in Africa
- Be able to copy a short rhythm
- Perform a traditional song from Ghana
- Use call and response to create rhythms and add dynamics to a structure of rhythms

## Musical me

- To be able to sing and play an instrument at the same time
- Learn and perform 'Once a Man Fell in a Well'
- Choose and play appropriate dynamics and timbre
- Use musical notation to play melodies
- Use letter notation to write a melody

## Myths and Legends

- Understand how timbre, dynamics and tempo affect the mood of a song
- Create a rhythm
- Understand how structure is shown on a graphic score
- Write a graphic score to show texture
- Compose and perform a piece of music with a given structure

French

N/A