

# BRADFIELD PRIMARY FOUNDATION SUBJECTS

## CURRICULUM MILESTONE 1 YEAR 2

### Year 2 – ART AND DESIGN

#### Coverage in Year 2

to use a range of materials creatively to design and make products  
about the work of a range of artists, craft makers and designers making links to their own work & topic.

develop and share ideas, experiences and imagination including using sketch books.

develop a wide range of art and design techniques

learn about the work of a range of artists, craft makers and designers

learn about art and design in the culture of Britain and the wider world

To develop ideas		<ul style="list-style-type: none"> <li>• Respond to ideas and starting points.</li> <li>• Explore ideas and collect visual information.</li> <li>• Explore different methods and materials as ideas develop.</li> </ul>
To master techniques	Painting	<ul style="list-style-type: none"> <li>• Use thick and thin brushes.</li> <li>• Add white to colours to make tints and black to colours to make tones.</li> <li>• Create colour wheels.</li> </ul>
	Collage	<ul style="list-style-type: none"> <li>• Use a combination of materials that are cut, torn and glued.</li> <li>• Sort and arrange materials.</li> <li>• Mix materials to create texture.</li> </ul>
	Sculpture	<ul style="list-style-type: none"> <li>• Include lines and texture.</li> <li>• Use rolled up paper, straws, paper, card and clay as materials.</li> <li>• Use techniques such as rolling, cutting, moulding and carving.</li> </ul>
	Drawing	<ul style="list-style-type: none"> <li>• Draw lines of different sizes and thickness.</li> <li>• Colour (own work) neatly following the lines.</li> <li>• Show texture by adding dots and lines.</li> <li>• Show different tones by using coloured pencils.</li> </ul>
	Print	<ul style="list-style-type: none"> <li>• Use overlapping shapes.</li> <li>• Mimic print from the environment (e.g. wallpapers).</li> <li>• Press, roll, rub and stamp to make prints.</li> </ul>
	Textiles	<ul style="list-style-type: none"> <li>• Use plaiting.</li> <li>• Use dip dye techniques</li> </ul>
	Digital media	<ul style="list-style-type: none"> <li>• Use a wide range of tools to create different textures, lines, tones, colours and shapes.</li> </ul>
To take inspiration from the greats (classic and modern)		<ul style="list-style-type: none"> <li>• Describe the work of notable artisans and designers.</li> <li>• Use some of the ideas of artists studied to create pieces.</li> </ul>

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## CURRICULUM MILESTONE 1 YEAR 2

### Year 2–COMPUTING

#### Coverage in Year 2

Understand what algorithms are  
 Create and debug simple programmes  
 use technology purposefully, safely and respectfully on the internet or other online technologies.  
 Start with human instructions, Roma & Scratch.

To code (using Scratch)	Motion	<ul style="list-style-type: none"> <li>Control motion by specifying the number of steps to travel, direction and turn.</li> </ul>
	Looks	<ul style="list-style-type: none"> <li>Add text strings, show and hide objects and change the features of an object</li> </ul>
	Sound	<ul style="list-style-type: none"> <li>Select sounds and control when they are heard, their duration and volume</li> </ul>
	Draw	<ul style="list-style-type: none"> <li>Control when drawings appear and set the pen colour, size and shape.</li> </ul>
	Events	<ul style="list-style-type: none"> <li>Specify user inputs (such as clicks) to control events.</li> </ul>
	Control	<ul style="list-style-type: none"> <li>Specify the nature of events (such as a single event or a loop).</li> </ul>
	Sensing	<ul style="list-style-type: none"> <li>Create conditions for actions by waiting for a user input (such as responses to questions like: What is your name?).</li> </ul>
To connect	<ul style="list-style-type: none"> <li>Participate in class social media accounts.</li> <li>Understand online risks and the age rules for sites</li> </ul>	
To communicate	<ul style="list-style-type: none"> <li>Use a range of applications and devices in order to communicate ideas, work and messages.</li> </ul>	
To collect	<ul style="list-style-type: none"> <li>Use simple databases to record information in areas across the curriculum.</li> </ul>	

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## CURRICULUM MILESTONE 1 YEAR 2

### Year 2 – DESIGN AND TECHNOLOGY

#### Coverage in Year 2

##### Design:

- design purposeful, functional, appealing products for other users based on design criteria
- generate, develop, model and communicate their ideas.

##### Make:

- select from and use a range of tools and equipment to perform practical tasks.
- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.

##### Evaluate:

Explore and evaluate a range of existing products.

- evaluate their ideas and products against design criteria

##### Technical knowledge:

- Build structures, exploring how they can be made stronger, stiffer and more stable.
- Explore and use mechanisms.

##### Cooking and nutrition:

- use the basic principles of a healthy and varied diet to prepare dishes
- understand where food comes from.

To master practical skills	Food	<ul style="list-style-type: none"> <li>• Cut, peel or grate ingredients safely and hygienically.</li> <li>• Measure or weigh using measuring cups or electronic scales.</li> <li>• Assemble or cook ingredients</li> </ul>
	Materials	<ul style="list-style-type: none"> <li>• Cut materials safely using tools provided.</li> <li>• Measure and mark out to the nearest centimetre.</li> <li>• Demonstrate a range of cutting and shaping techniques (such as folding and curling).</li> <li>• Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen).</li> </ul>
	Textiles	<ul style="list-style-type: none"> <li>• Shape textiles using templates.</li> <li>• Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing).</li> </ul>
	Electricals and electronics	<ul style="list-style-type: none"> <li>• Diagnose faults in battery operated devices (such as low battery, water damage or battery terminal damage).</li> </ul>
	Construction	<ul style="list-style-type: none"> <li>• Use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products.</li> </ul>
	Computing	<ul style="list-style-type: none"> <li>• Model designs using software.</li> </ul>
To design, make, evaluate and improve		<ul style="list-style-type: none"> <li>• Design products that have a clear purpose and an intended user.</li> <li>• Make products, refining the design as work progresses.</li> <li>• Use software to design</li> </ul>
To take inspiration from design throughout history		<ul style="list-style-type: none"> <li>• Explore objects and designs to identify likes and dislikes of the designs.</li> <li>• Suggest improvements to existing designs.</li> <li>• Explore how products have been created</li> </ul>

# BRADFIELD PRIMARY FOUNDATION SUBJECTS

## CURRICULUM MILESTONE 1 YEAR 2

### Year 2 – GEOGRAPHY

#### Coverage in Year 2

Pupils should develop knowledge about the world and the United Kingdom.

begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

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

name, locate and identify characteristics of the capital cities of the United Kingdom and its surrounding seas.

understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country.

identify seasonal and daily weather patterns and the location of hot and cold areas of the world in relation to the equator and the north and south poles.

refer to: key physical features, including: cliff, coast, mountains, ocean, soil, valley, vegetation and weather.

key human features, including: town, factor, port, harbour

use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map and use and construct basic symbols in a key.

To investigate places	<ul style="list-style-type: none"> <li>• Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).</li> <li>• Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.</li> <li>• Use world maps, atlases and globes to identify the countries, continents and oceans studied.</li> <li>• Use simple fieldwork and observational skills to study international geography.</li> <li>• Use aerial images and plan perspectives to recognise landmarks and basic physical features.</li> <li>• Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> <li>• Name and locate the world's continents and oceans</li> </ul>
To investigate patterns	<ul style="list-style-type: none"> <li>• Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country.</li> <li>• Identify seasonal and daily weather patterns and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</li> </ul>
To communicate geographically	<ul style="list-style-type: none"> <li>• Use basic geographical vocabulary to refer to:</li> <li>• <b>key physical features</b>, including: cliff, coast, mountain, ocean, soil, valley, vegetation and weather.</li> <li>• <b>key human features</b>, including: city, town, village, factory, farm, house, office, port, harbour and shop.</li> <li>• Use compass directions.</li> <li>• Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1)</li> </ul>

# BRADFIELD PRIMARY FOUNDATION SUBJECTS

## CURRICULUM MILESTONE 1 YEAR 2

### Year 2 – HISTORY

#### Coverage in Year 2

Pupils should develop an awareness of the past,

- changes within living memory.
- events beyond living memory that are significant globally.
- The lives of significant individuals in the past who have contributed to international achievements. (Isaac Newton)

Significant and more recent historical events , people and places in their own locality.

To investigate and interpret the past	<ul style="list-style-type: none"> <li>• Observe or handle evidence to ask questions and find answers to questions about the past.</li> <li>• Ask questions such as: What was it like for people? What happened? How long ago?</li> <li>• Use artefacts, pictures, stories, online sources and databases to find out about the past.</li> <li>• Identify some of the different ways the past has been represented.</li> </ul>
To build an overview of world history	<ul style="list-style-type: none"> <li>• Describe historical events.</li> <li>• Describe significant people from the past.</li>   <li>• Recognise that there are reasons why people in the past acted as they did.</li> </ul>
To understand chronology	<ul style="list-style-type: none"> <li>• Place events and artefacts in order on a time line.</li> <li>• Label time lines with words or phrases such as: past, present, older and newer.</li> <li>• Use dates where appropriate.</li> </ul>
To communicate historically	<ul style="list-style-type: none"> <li>• Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</li> <li>• Show an understanding of the concept of nation and a nation’s history.</li> <li>• Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.</li> </ul>

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## CURRICULUM MILESTONE 1 YEAR 2

### Year 2 – MUSIC

#### Coverage in Year 2

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

To perform	<ul style="list-style-type: none"><li>• Take part in singing, accurately following the melody.</li><li>• Follow instructions on how and when to sing or play an instrument.</li><li>• Make and control long and short sounds, using voice and instruments.</li><li>• Imitate changes in pitch.</li></ul>
To compose	<ul style="list-style-type: none"><li>• Create a sequence of long and short sounds.</li><li>• Clap rhythms.</li><li>• Choose sounds to create an effect.</li><li>• Sequence sounds to create an overall effect.</li><li>• Create short, musical patterns.</li><li>• Create short, rhythmic phrases.</li></ul>
To transcribe	<ul style="list-style-type: none"><li>• Use symbols to represent a composition and use them to help with a performance.</li></ul>
To describe music	<ul style="list-style-type: none"><li>• Identify the beat of a tune.</li><li>• Recognise changes in timbre and dynamics.</li></ul>

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## CURRICULUM MILESTONE 1 YEAR 2

### Year 2 – PE

#### Coverage in Year 2

- Access a broad range of opportunities and engage in competitive (against self and others) and cooperative physical activities.
- Participate in team games, developing simple tactics for attacking and defending.
- Perform dances using simple movement patterns.
- Agility, Balance & Coordination (ABC)

To develop practical skills in order to participate, compete and lead a healthy lifestyle	Games	<ul style="list-style-type: none"> <li>• Use the terms ‘opponent’ and ‘team-mate’.</li> <li>• Use rolling, hitting, running, jumping, catching and kicking skills in combination.</li> <li>• Develop tactics.</li> <li>• Lead others when appropriate.</li> </ul>
	Dance	<ul style="list-style-type: none"> <li>• Copy and remember moves and positions.</li> <li>• Move with careful control and coordination.</li> <li>• Link two or more actions to perform a sequence.</li> <li>• Choose movements to communicate a mood, feeling or idea.</li> </ul>
	Gymnastics	<ul style="list-style-type: none"> <li>• Copy and remember actions.</li> <li>• Move with some control and awareness of space.</li> <li>• Link two or more actions to make a sequence.</li> <li>• Show contrasts (such as small/tall, straight/curved and wide/narrow).</li> <li>• Travel by rolling forwards, backwards and sideways.</li> <li>• Hold a position whilst balancing on different points of the body.</li> <li>• Climb safely on equipment.</li> <li>• Stretch and curl to develop flexibility.</li> <li>• Jump in a variety of ways and land with increasing control and balance.</li> </ul>
	Athletics	<ul style="list-style-type: none"> <li>• Athletic activities are combined with games in Years 1 and 2.</li> </ul>

# BRADFIELD PRIMARY FOUNDATION SUBJECTS

## CURRICULUM MILESTONE 1 YEAR 2

### Year 2 – RE

#### Coverage in Year 2

- Christianity – include a visit
- Judaism – include a visit

To understand beliefs and teachings	<ul style="list-style-type: none"><li>• Describe some of the teachings of a religion.</li><li>• Describe some of the main festivals or celebrations of a religion.</li></ul>
To understand practices and lifestyles	<ul style="list-style-type: none"><li>• Recognise, name and describe some religious artefacts, places and practices.</li></ul>
To understand how beliefs are conveyed	<ul style="list-style-type: none"><li>• Name some religious symbols.</li><li>• Explain the meaning of some religious symbols</li></ul>
To reflect	<ul style="list-style-type: none"><li>• Identify the things that are important in their own lives and compare these to religious beliefs.</li><li>• Relate emotions to some of the experiences of religious figures studied.</li><li>• Ask questions about puzzling aspects of life</li></ul>
To understand values	<ul style="list-style-type: none"><li>• Identify how they have to make their own choices in life.</li><li>• Explain how actions affect others.</li><li>• Show an understanding of the term ‘morals’.</li></ul>