



## Art

- I can choose and use three different grades of pencil when drawing.
- I can use a viewfinder to focus on a specific part of an artefact before drawing it.

# Famous People

## History

- I can sequence events about the life of a famous person
- I can try to work out how long ago an event happened
- I can recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later
- I can recount some interesting facts from an historical event, such as where the 'Fire of London' started
- I can give examples of things that are different in their life from that of a long time ago in a specific period of history such as the Victorian times
- I can research the life of a famous Briton from the past using different resources to help
- I can say at least two ways I can find out about the past, for example using books and the internet
- I can explain why eye-witness accounts may vary

## Geography

- I can use aerial photographs to recognise landmarks.
- I can describe some human features of my locality, such as the jobs people do.
- I can say how people may spoil the area.
- I can say how people try to make the area better.
- I can describe some physical features of their own locality.
- I can explain what makes a locality special.
- I can use locational and directional language to describe locations, features and routes on a map.
- I can say what I like and do not like about my locality and another locality like the seaside.
- I can describe the key features of a place from aerial photographs using words like beach, coast, forest, hill, mountain, ocean, valley, cliff, river and vegetation.
- I can use compass directions, North, South, East and West.
- I can devise a simple map of our school grounds with a key, showing human and physical features.
- I can explain the facilities that a village, town and city may need and give reasons, for example factory, farm, harbour, shop, office, port.
- I can find where I live on a map of the United Kingdom.

## Music

- I can sing and follow a melody.
- I can use symbols to represent sounds.
- I can play simple melodic patterns on instruments.
- I can make connections between notations and musical sounds.

## Design Technology

- I can explain what went well with my work.
- I can describe the ingredients I am using.

# Year 2 Spring



## Computing

- I can create an electronic game
- I can create digital images
- I can create a graph using a computer package
- I can discuss the different ways of presenting data
- I can create a presentation
- I can create an eBook and include appropriate pictures

## RE

- I can recognise some different symbols and actions, which express a community's way of life.
- I can ask and respond to questions about individuals and what communities do, and why. I can identify what difference belonging to a community might make.

## MFL

- I can ask a question.
- I can name people.
- I can name places.
- I can name objects.
- I can choose the right word to complete a phrase.
- I can read and understand single words.

## Science

- I can carry out simple tests.
- I can use simple data to answer questions.
- I can identify things that are living, dead and never lived.
- I can describe how a specific habitat provides for the basic needs of things living there (plants and animals).
- I can identify and name plants and animals in a range of habitats, including microhabitats.
- I can match living things to their habitat.
- I can describe how animals find their food.
- I can name some different sources of food for animals.
- I can explain a simple food chain.
- I can describe how seeds and bulbs grow into plants.
- I can describe what plants need in order to grow and stay healthy (water, light & suitable temperature).

## PE

- I can plan and show a sequence of movements on the floor
- I can use contrast in a floor sequence
- I can think of more than one way to create a sequence which follows a set of rules
- I can plan and show a sequence of movements on apparatus
- I can use contrast in a routine on apparatus
- I can control my movements
- I can work on my own and with a partner to create a sequence
- I can hit a ball, using forehand
- I can begin to develop my backhand stroke to hit a ball
- I can hit a ball using backhand and forehand
- I can hit a ball at a given target
- I can work with a partner to hit a tennis ball in a rally (exc. children using backhand/forehand)