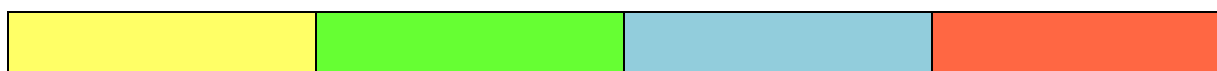




# Dixons Allerton Academy Primary

## Year 2



Child Centred

Happiness

Purpose

Respect

Trust

Achievement

Hard Work

At Dixons Allerton Academy, the Key Stage 1 Curriculum is organised into three sections:

- **Underpinning aspects of Effective Learning** (skills that happy, respectful and successful learners must have)
- **Essential Skills and Knowledge** (skills that are essential for learners in accessing the rest of the curriculum and being in a position to be successful in their future lives)
- **Specific Skills and Knowledge** (skills and knowledge that are specific to a subject or curriculum area)

Underpinning Aspects of Effective Learning	Essential Skills and Knowledge	Specific Skills and Knowledge
1. Dispositions to Learning	5. Reading	9. Science
2. Communication	6. Writing	10. P.E
3. Health and Well Being	7. Mathematics	11. Geography and Community
4. Movement and Agility	8. Using and Applying ICT Safely	12. History
		13. Art and Design
		14. Music and Performing
		15. RE and Citizenship
		16. MFL
		17. Computing
		18. Enterprise
		19. Sitting tests and exams

Children are assessed against the learning goal statement. Goals 1 to 4 are assessed at the end of every cycle. Goals 5 to 7 are assessed at every end and mid cycle point. Goals 8 to 19 are assessed at the end of Cycle 3.

Children are assessed against the learning goal statement in its entirety. Children are assessed in a holistic way using the judgements '**entering**', '**developing**' or '**secure**'. Children can achieve '**mastery 1**' or '**mastery 2**' in goals 5 to 7. In order to be expected against the learning goal and judged to be at national expectation, children must achieve a 'secure' judgement. Those children who achieve 'mastery 2' are said to be exceeding or above national expectation.

This curriculum guidance also includes a range of things that adults can do and provide. It is a non-negotiable that at Dixons Allerton Academy Primary, children learn through purposeful and challenging provision both indoors and outdoors. What adults can do/ provide is based on a model of challenge based provision, teaching and learning. It is children's independent work in a varied range of contexts that is assessed. Children's scores in cold tasks and tests that they sit every assessment cycle is also used to accurately assess the children.

We believe that an immersive, provision based approach supports children in applying a range of skills in a range of independent contexts and in a range of meaningful and purposeful ways that all demonstrate embedded learning.

Staff must ensure that the provision that they offer is playful but challenging as well as containing a range of real life experiences that encourage children to imagine, create, problem solve, reason and apply their essential skills and knowledge in a range of independent ways.

Other documents to support planning and assessment are:

- English Curriculum Guidance
- Maths Mastery/ Inspire Maths
- Non Negotiable Booklet
- Provision Continuums (key skills to be taught in each area of provision)

When assessing children against the Learning Goal, one of the following judgements are made:

Below National Expectation at the end of the academic year.	<p><b>Entering</b></p> <p>The child often needs overt support and scaffolding to access the learning at a very basic level. The child may be starting to apply skills and knowledge related to the goal in independent ways but only in areas of provision that interest them and with support. When questioned or challenged, the child is demonstrating an emerging understanding of concepts with a range of gaps that need to be filled.</p> <p>In a cold task/ test, the child also scores less than 35%</p>	Also refer to P Levels where necessary.
	<p><b>Developing</b></p> <p>The child is able to demonstrate the learning with overt support and prompting much of the time but is able to demonstrate some aspects of the goal in independent ways in some areas of provision that they enjoy. When directly questioned or challenged, the child can talk about their understanding of the learning but this understanding still has gaps that need to be filled.</p> <p>In a cold task/ test, the child also scores 36 to 54 %</p>	
	<p><b>Secure</b></p> <p>The child is able to demonstrate the learning in a range of independent ways; in a range of contexts and in a range of areas of provision without overt support much of the time. While learning is embedded and consistent, children may need the occasional reminder and prompting in line with the 'marking and feedback continuum' or 'peer critique continuum'. When questioned or challenged, the child can talk coherently but often in simple ways about their learning and what they have done.</p> <p>In a cold task/ test, the child also scores 55 to 74 %</p>	
National Expectation at the end of the academic year.	<p><b>Mastery (1)</b></p> <p>The child is able to demonstrate the learning in a range of independent ways; in a range of contexts and in a range of areas of provision without overt support much of the time. The learning is thoroughly embedded and consistent which is clear when speaking to children as they interpret they have done and analyse why they have done it. The child is beginning to evaluate and critique similar learning of other children giving kind, specific and honest feedback sometimes with support.</p> <p>In a cold task/ test, the child also scores 55 to 74 % and evidence of self-correction in the test.</p>	
	<p><b>Mastery (2)</b></p> <p>The child is able to demonstrate thoroughly embedded learning in a range of independent ways; in a range of contexts and in a range of areas of provision. The learning is of a very high quality when judged against the learning goal despite there being no need at all for overt support. The child is able to interpret what they have done including analysing key features of their own learning and discussing the impact of particular strategies. The child confidently evaluates and critiques similar learning from peers and other sources and is able to give kind, specific and honest feedback against clear success criteria.</p> <p>In a cold task/ test, the child also scores 75 % + and an ability to give others verbal feedback and advice on their performance in the test (in line with peer critique continuum)</p>	

Children are assessed against these learning goals despite the cycle. Whether children are 'on track' or not can be seen from each child's individual trajectory for each year and key stage.





End of Year 2 Learning Goal 1– Dispositions to Learning		
Children will be able to complete tasks with increasing initiative, <b>resourcefulness</b> , common sense and <b>independence</b> including beginning to use research to find answers and solve problems. Children can work in groups of up to six, beginning to allocate specific roles or tasks and will resolve conflict where it arises by using compromise successfully. They support less able or less capable peers by showing them and beginning to explain clearly. Children show <b>resilience</b> and will act on <a href="#">verbal and written feedback</a> given by a peer or adult and will find alternative ways of completing a range of tasks including identifying two brilliant blues and a green for growth.		
Step	What does the learning look like?	What can adults do/ provide?
1	<p>Children use a range of strategies before feeling the need to ask for direct adult help in certain situations. They will ask an 'expert' or use their own resourcefulness in the first instance.</p> <p><b>Children respond to written feedback by suggesting how they will action their next steps.</b></p> <p>Children articulate what 'brilliant blue' and 'green for growth' looks like. They begin to give other children verbal feedback based on the principles of 'a star and a wish'.</p> <p><b>Children can suggest a suitable compromise to resolve conflict (with some adult support where needed).</b></p> <p>Children can confidently self-evaluate a piece of work.</p> <p><b>Children confidently work in a group of up to five people, listening to others, giving directions where needed, without the need for any adult intervention.</b></p>	<p><b>Praise resourcefulness and ensure that children are expected to be resourceful by not simply 'doing it for them'. Have consistently high expectations of independence.</b></p> <p>See the marking and feedback continuum.</p> <p>Model to children clear and effective models of verbal feedback. Praise the quality of verbal feedback by saying 'I like the way that you... Next time try...'</p> <p><b>Support children's conflict resolution by getting down to their level, maintaining high expectations of children speaking to each other and modelling the suggestion of a compromise.</b></p> <p>Praise effective self-evaluation (including proof reading).</p> <p>Ensure that children know what was good about their self-evaluation.</p> <p><b>Ensure that children have a range of opportunities to work in teams (i.e. building large models outside, planting, making junk models, small construction, blocks, team games and sports, mud kitchen).</b></p>
2	<p>Children are able to decide who the 'leader' of the group is in certain situations. They agree on the role of the leader and what they need to do and say in order to be successful.</p> <p><b>Children confidently and clearly give a friend clear, positive and developmental feedback on a piece of learning with clear success criteria (i.e. a piece of writing) without the need for adult intervention.</b></p> <p>Children can independently use compromises to resolve conflict or potential conflict in a range of situations.</p> <p><b>Children research using books or ICT to either solve a problem or find something out. They instigate and then complete this independently.</b></p> <p>Children talk about how to be resourceful including talking about the concept of 'common sense'. They give good examples of times when they have solved a problem without the need for adult intervention.</p> <p><b>Children write responses to written feedback in their books.</b></p> <p>Children begin to plan how they will action written feedback with adult support. It may be in the form of a 'mind map'.</p>	<p><b>Discuss the concept of and role of a leader with the whole class. Talk about great leaders they may know (i.e. Principal, their parents if they are in a particular job role, sports team managers). Ensure that children understand that good leaders listen as well as speak clearly.</b></p> <p>Accurately appraise children critique of each other (see peer critique continuum).</p> <p><b>Create success criteria with children before a learning episode. Continually return to this criteria when feeding back to children.</b></p> <p>Ensure that ipads, laptops and information books are always available in provision. Encourage children to access them in order to answer questions.</p> <p><b>Speak to children about the concept of 'common sense'. Talk about how it is about just knowing the right, safe and considered thing to choose to do. Praise those children who demonstrate good common sense.</b></p> <p>Build in time at the start of each tutor group for children to write a written response to the written feedback from an adult.</p> <p><b>Support children in planning how they will action feedback. Model how to effectively mind map in order to plan something. Share and celebrate effective mind maps including the process of learning and the end product.</b></p>
3	<p>Children work in a mixed ability groups in a range of situations. They give kind, focussed and developmental verbal feedback to their peers. When their peer is less able, an adult will help them to structure the wording of their feedback.</p> <p><b>Children evaluate their own learning effectively. This learning will have taken place in a range of contexts and areas of learning. Children are increasingly able to critique learning where the success criteria is less obvious (i.e. model making, clay work, testing of scientific theories)</b></p> <p>Children plan how they will action written feedback and write their response to feedback in their book.</p> <p><b>Children works in groups of up to six and with adult support begin to act as the 'scribe' for the group. They clearly collect the group's ideas in written form.</b></p>	<p>Identify those children who are supporting others. Ensure that you clearly and specifically praise what it is that the child is saying/ doing that is supportive and effective.</p> <p><b>Continually model good verbal feedback using the 'star and a wish' principle. Ask children to tell you what they liked about your verbal feedback.</b></p> <p>Build in time for children to evaluate their own learning. Ask them to evaluate it first before giving your own opinion or feedback.</p> <p><b>Ask children what their success criteria is when they are in the middle of a project (i.e. clay work). 'How will you know if this pot is a good one? What will it look like? What will you do? How will you do it?'</b></p> <p>Continue to encourage children to plan future improvements by mind mapping or making a list. Share and display the best ones.</p> <p><b>Introduce the concept of a 'scribe' as a person who marks down all the ideas that a group has. Remember, at the ideas sharing stage, 'every idea is valued'. Ensure that every idea is recorded.</b></p>
4	<b>Learning Goal</b>	

End of Year 2 Learning Goal 2- Communication		
Children will able to speak in full and increasingly complex sentences connecting a range of ideas and themes together. They will begin to use <a href="#">forms of research</a> to answer questions, extend their vocabulary and give reasons for their hypotheses, predictions and opinions. They will continue to retell and invent a range of stories, as well as orally recounting past experiences using descriptive language and expressing feelings all in <b>imaginative</b> ways. Children will begin to perform, present and debate in one-to-one situations and small groups starting to consider volume and tone of their voice as well as using eye contact and body language to engage their audience.		
Step	What does the learning look like?	What can adults do/ provide?
1	<p>Children retell and recall a range of stories that they have already learned in Nursery, Reception and Year 1. They confidently recall a range of story language and demonstrate an understanding for where these particular story words are used (i.e. 'at that moment' is often used at the point in the story just before the resolution to the problem).</p> <p><b>Children recall past events using features of 'non-fiction' forms that are accurate. They use adventurous vocabulary when recounting past experiences including adjectives, subordinate clauses and interesting verbs.</b></p> <p>Children use a range of vocabulary in a range of situations that clearly reflects the breadth of their experience.</p> <p><b>Children confidently and competently ask and answer a range of questions in order to find out more and support others in finding out more.</b></p>	<p><b>Use any spare moments to retell the stories that children already know. Ensure that story words are displayed (see fiction continuum).</b></p> <p>Ensure that non-fiction words are displayed (see non-fiction continuum). Critique those children that do use these repeated phrases by saying 'I like the way that you...'</p> <p><b>Praise adventurous language. Display children's adventurous language and ensure that children know the impact it can have in their spoken and written word.</b></p> <p>Point out when children speak using a subordinate clause. 'I like your subordinate clause. That gave me more information'.</p> <p><b>Ensure that children speak using the language learned in the topic you are teaching. Ensure that technical vocabulary is used where possible.</b></p> <p>Celebrate the questions that children ask and the answers that they get (see children as researchers continuum)</p>
2	<p>Children research using books or ICT to either solve a problem or find something out. They instigate and then complete this independently.</p> <p><b>Children often predict and hypothesise using their reasoning skills. They give clear reasons behind their opinions and then test them out before evaluating the accuracy of their spoken hypothesis.</b></p> <p>Children begin to evaluate the communication and performance skills of well-known performers. With support, they begin to pick out what makes them good at communicating including how they use eye contact and body language to engage their audience.</p> <p><b>Children begin to apply some of the performance, communication and oracy skills learned in tasks set by adults in one-to-one and playful situations.</b></p>	<p><b>Ensure that ipads, laptops and information books are always available in provision. Encourage children to access them in order to answer questions.</b></p> <p>Ensure that children understand and use the words 'hypothesising' and 'prediction'. Praise those children that use these words.</p> <p><b>Build in time to look at and evaluate great performers and communicators that children are familiar with (i.e. pop stars, television presenters, authors reading some of their novels). Discuss what makes them effective (tone of voice, body language, expression, etc). Compare the traits of well-known performers to those of children. 'You reminded me of ... then' because you used said ... like ...'</b></p> <p>Display images and quotes of well-known performers in the classroom.</p> <p><b>Create a role play stage outdoors for children to practice public speaking and performing.</b></p>
3	<p>Children use their peer critique skills to support other pairs of children in improving their communication skills. They identify the quality of tone, pitch, expression and non-verbal communication in structured ways which are supported by adults.</p> <p><b>Children perform choreographed routines; recitals of texts they have written and songs they have written in front a larger but familiar group such their class friends.</b></p> <p>Children can critique performances by their peers in accordance with the marking and feedback policy.</p> <p><b>Children continue to evaluate the communication and performance skills of well-known performers with a focus on their choice of words, range of vocabulary and intonation in their voice.</b></p>	<p><b>Ensure that children are encouraged to use their peer critique skills in order to appraise others' communication skills (see peer critique continuum).</b></p> <p>Discuss tone, pitch and expression with children. Ensure that they understand what these terms refer to and begin to use them accurately when they speak about their own and others' learning.</p> <p><b>Show children dance and singing routines that are choreographed and performed by people that they know. Discuss what makes the performance effective (or not).</b></p> <p>Identify those children who clearly critique the communication skills of others in line with the marking and feedback policy (see marking and feedback continuum).</p> <p><b>Provide a range of opportunities for children speak in increasingly large groups such as in front of the class, in front of parents and in assemblies.</b></p>
4	Learning Goal	







### End of Year 2 Learning Goal 3- Health and Well Being

Children will be able to talk about themselves in **positive** ways referring to their strengths, their likes, their family and where they live and come from both in [learning mentor meetings](#) and in general conversation. They will share experiences with a range of peers including being able to [peer critique](#) a friend's learning whilst maintaining close relationships with certain children demonstrating **respect and tolerance** of others' differences. Children will display **pride** when being praised and begin to demonstrate pride in their own accomplishments before adult feedback. They will begin to encourage other children to take risks as well suggesting ways to keep themselves and others safe. Children will serve themselves and others at family dining talking about their likes and dislikes and the effects that food and water have on their bodies.

Step	What does the learning look like?	What can adults do/ provide?
 1	<p><b>Children naturally and openly talk about their strengths and likes with familiar people in a range of contexts throughout the day.</b>                      Children openly speak about those peers that are closest to them in positive ways including their similarities, differences and why they are a good friend.</p> <p><b>Children respond to written feedback immediately by adapting their work (including second drafts where necessary).</b>                      Children confidently ride a two wheeled bike; jump from a height up to half of their own height; hammer a nail into a piece of wood and try an unfamiliar food to demonstrate their ability to take calculated risks.</p> <p><b>While taking risks, children always demonstrate an understanding of how to keep themselves safe (i.e. wearing a helmet whilst on a bike).</b>                      Children are able to identify what they are proud of before an adult points out something that they like.</p> <p><b>Children confidently serve themselves and others at family dining without the need for direct adult supervision.</b>                      Children develop peer critique skills in line with the peer critique continuum.</p>	<p><b>Continually ask the children to talk about what they have achieved and what they are proud of with regards to their learning.</b>                      Ask children to talk about their similarities and differences. Discuss the concept of a good friend and talk about why. Listening, being helpful but honest and being positive may all feature.</p> <p><b>Encourage children to create second (and sometimes even third) drafts. Display the original attempt with the second draft and compare the two.</b>                      Ensure that two wheeled bikes are appropriately sized and do not compromise good posture. Ensure that risk assessments are in place and children always follow safety precautions.</p> <p><b>Ask children to evaluate their own learning and pick out something that they are proud of before you give an opinion. This may include the child proof reading their writing.</b>                      Ensure that all adults understand the importance of not serving children at family dining. Lead teachers to quality assure this at all times.  <b>See peer critique continuum.</b></p>
 2	<p><b>Children present to a familiar group about something that they are proud of. They refer to the feeling of pride and what is specifically significant about their achievement.</b>                      Children respond to both written and verbal feedback by planning their intended actions with increasing independence.</p> <p><b>Children encourage a less confident peer to take a risk. This encouragement may include motivational language as well as supporting them in knowing it is a safe and calculated risk.</b>                      Children articulate their understanding of the terms tolerance and respect. They identify these things in the case studies of famous people of famous events that they are exposed to.</p>	<p>Discuss pride regularly. Ensure that children understand what pride is and feels like. Discuss it as a motivation for future success.</p> <p><b>Support children in planning their response to written or verbal feedback by mind mapping. Share and display the best mind maps.</b>                      Model to children how to support somebody in taking a risk. Point out the safety precautions; support them to begin with and even show them first if necessary. Also talk about the importance of positivity after you have supported somebody in taking a risk.</p> <p><b>Discuss tolerance and respect regularly as a whole class. Ensure that children thoroughly understand what these terms mean and what they look like in action.</b></p>
 3	<p><b>Children begin to identify how they have demonstrated tolerance and respect in their school life. They compare this to the great people or events that they have studied.</b>                      Children articulate the importance of healthy eating both in the classroom and at family dining. With adult support, they can articulate the importance of different food types in their diet. They begin to identify these at the dinner table.</p> <p><b>Children discuss a range of their achievements in learning mentor meetings. They talk about pride, how it feels and how it motivates them to continue to improve.</b>                      Children discuss a next step and how they plan to action this next step including thoughtful planning in learning mentor meetings.</p>	<p><b>Ensure that children engage with case studies of great figures who have demonstrated tolerance and respect. Refer to these regularly when appraising how children act and behave in lessons.</b>                      Speak to children regularly at family dining about healthy eating. Discuss the different food types that are available (i.e. carbohydrates, sugars, fats)</p> <p><b>Ensure that learning mentor meetings are conducted in line with the learning mentor continuum.</b>                      Discuss children's ability to effectively mind map in learning mentor meetings.</p>
 4	Learning Goal	

### End of Year 2 Learning Goal 4- Movement and Agility

Children will be able to run in a straight line negotiating space; jump with two feet together; throw to strike a large target from up to two meters; catch a large or small ball thrown from up to two meters and walk a one meter beam with a width of one foot. They can **confidently** ride a two wheeled bicycle travelling around a range of obstacles as well as safely negotiating ramps. They display strength by lifting and managing age appropriate weights such as crates, blocks and sports equipment. Children will demonstrate endurance by writing longer pieces of text and completing sustained sessions of physical education.

Step	What does the learning look like?	What can adults do/ provide?
 1	<p><b>Children use an increasing range of tools affect changes to a range of small items (including fine detail in clay work and dissecting plants).</b> Children hop, skip and jump in time to a range music and rhythms.</p> <p><b>Children walk a one meter beam only needing to put their foot on the ground three times.</b> Children confidently ride a two wheeled bike and begin to weave around cones on the ground.</p> <p><b>Children lift and move blocks and crates safely, efficiently and with ease.</b> Children participate in a high energy team game for up to 20 minutes. They then talk about the effect of this activity on their bodies and suggest ways to support their body in recovering.</p> <p><b>Children can sustain their endurance when writing for up to 15 minutes ensuring that the neatness and legibility of their writing is almost as good at the end of the piece as it is at the start.</b></p>	<p>Ensure that children have access to a range of fine tools in clay provision, junk modelling, outdoor science and woodwork.</p> <p>Provide children with times to come to the heart space and practice the skills that have been taught in discreet rhythm sessions.</p> <p><b>Ensure that children have beams to walk on in the outdoors.</b></p> <p>Provide crates, blocks and poles in order to lift and construct in the outdoor area.</p> <p><b>Time children when they engage with team games. Introduce the concept of a final whistle indicating the end of a game.</b></p> <p>Discuss the need for water and good food after exercising. Research the effects of water on the body and why our bodies need it after exercise.</p> <p><b>Provide a timer when children are writing for longer periods of time. Continually appraise and encourage peer critique throughout to ensure a consistent standard of quality and presentation.</b></p>
 2	<p>Children always land with two feet together while bending their knees when landing after a jump.</p> <p><b>Children catch a small ball thrown to them from up to two meters away by drawing both hands together towards their midriff. They accurately catch this ball some of the time.</b></p> <p>Children begin to devise and negotiate a range of ramps and more difficult obstacles when riding their two wheeled bicycle. They talk about how to ensure safety of themselves and others when negotiating these ramps.</p> <p><b>Children can walk a one meter beam confidently and with increasing balance.</b></p> <p>Children can sustain their endurance when writing for up to 20 minutes ensuring that the neatness and legibility of their writing is almost as good at the end as it is at the beginning.</p> <p><b>Children accurately score a hoop with a basketball thrown from up to 0.5meters away. They practice this skill regularly and record their score out of ten shots.</b></p> <p>Children throw a small ball from one meter away to hit a smaller target.</p>	<p>Model how best to jump and land pointing out the need for two feet together and bending knees.</p> <p><b>Model the importance of clasping hands and drawing them into your midriff when catching. Use children as experts to model to other children.</b></p> <p>Provide planks, ramps and blocks for children to make their own safe ramps and jumps for their bicycles.</p> <p><b>Introduce the concept of 'whole class writes' where all children write in silence at one time for a timed period (preparation for SATS).</b></p> <p>Keep a log and a running record of children's scores when 'shooting hoops'. Use children as experts to model to others and talk about how they achieved mastery.</p> <p><b>Model how to accurately throw underarm and overarm to hit a target. Use children as experts to model to other children.</b></p>
 3	<p><b>Children confidently ride a two wheeled bicycle, negotiating space, obstacles and a ramp of up to 20cm.</b></p> <p>Children participate in a high energy team game for up to 30 minutes. They then talk about the effect of this activity on their bodies and suggest ways to support their body in recovering.</p> <p><b>Children's art, design and woodwork show refined skill in the use of fine motor control. Clay work has fine and detailed indentations; models have intricate detail in the form of fastenings and decoration, and paintings include evidence of thin brush detail.</b></p> <p>Children can sustain their endurance when writing for up to 25 minutes ensuring that the neatness and legibility of their writing is almost as good at the end as it is at the beginning.</p>	<p>Support children in creating a bicycle stunt show for younger children where they showcase their skill when riding bikes using ramps and obstacles.</p> <p><b>Display a range of children's woodwork, clay work, modelling and art work with reference to the fine motor control that children used. Display these pieces of work in communal places as well as classrooms.</b></p> <p>Introduce experts from the art department to model to children how best to introduce detail in to their art work.</p> <p><b>Provide timers when children are writing longer pieces of text. Continually appraise children's quality and neatness when writing longer pieces of text. Refer to endurance.</b></p>
 4	Learning Goal	





**End of Year 2 Learning Goal 5- Reading (Love of reading, word reading, comprehension)**  
**Plan and Assess using the Key Objectives for Year 3.**

**End of Year 2 Learning Goal 6- Writing (Writing for a purpose, composition, transcription, spelling, handwriting)**  
**Plan and Assess using the Key Objectives for Year 3.**

**End of Year 2 Learning Goal 7- Mathematics**  
**Plan and Assess using Inspire Maths Guidance as directed in children’s work books. Also see Key Objectives for Year 2**

**End of Year 2 Learning Goal 8- Using and Applying ICT Safely**

Children will be able to use a range of handheld devices to capture, process, evaluate and improve their learning on a day to day basis. They will use these devices to [research](#) and problem solve and begin to know which applications are suitable for specific purposes. They will complete these tasks whilst demonstrating a good understanding of [E-Safety](#) including an ability to suggest and remember more secure passwords.

Step	What does the learning look like?	What can adults do/ provide?
	<p><b>Children will be able to access documents and photographs and print them with increasing independence.</b>                      Children will remember their password without the need for a reminder.  <b>Children will always use a safe search engine when searching on the internet.</b></p>	<p>Ensure that children have access to a range of documents that are to be used by them.                      Talk about the importance of organising files and images in clearly labelled folders.</p>
	<p>Children take photographs with cameras and ipads to enhance their learning independently including recording their learning.  <b>Children will use heat sensors and readers in the outdoor area to test a range of predictions and hypothesise.</b></p>	<p>Ensure that ipads and cameras are available <b>continuously both indoors and outdoors.</b>                      Model how to use heat sensors and how to use this information to plan to change things.</p>
	<p>Children suggest an increasing range of ways to select a safe password. They articulate why we need safe passwords.</p>	<p>Remind children the process of selecting a safe password.</p>
	<p><b>Learning Goal</b></p>	



Area Of Learning	End of Year 2 Learning Goal	What can adults do/ provide?
9 Science	<p>Children will be able to identify, describe, explore and compare similarities and differences between living things, their habitats and food chains; how different habitats co-exist as well as things that are dead and/or have never been alive. They understand the basic needs of animals and plants including water, food and air and demonstrate this understanding through using the outdoor provision. Through creating and constructing for a purpose, children explore and compare the use of everyday materials including beginning to <a href="#">evaluate their suitability for certain purposes</a> as well as beginning to experiment how to power/ control these creations. Children continue to plan, implement and evaluate their own scientific investigations to answer cross curricula questions.</p>	<p>Investigate, research (see children as researchers continuum) and describe animals and creatures that are found in the school grounds (i.e. that are native to Allerton and Bradford). Create information books for younger children and take them on nature walks.  <b>Write to a school in Scarborough asking them to do the same as above. Compare and contrast the animals and habitats.</b>                      Visit Scarborough with a view to comparing habitats and creatures that live there.  <b>Support children in creating spoken non-fiction texts about facts they have learned about what creatures, animals and humans need. Use microphones to record and share with younger children.</b>                      Encourage children to think deeply about the planting and growing processes that they adopt outside. Use the potting shed with increasing sophistication including talking about which plants need heat to grow.  <b>Always promote peer critique with regards to children choosing materials for a particular purpose. Encourage children to kind, honest and specific feedback on the materials that others choose for particular purposes.</b>                      Ensure that children use the non-fiction sentence stems when evaluating and giving reasons.  <b>When children plan and implement their own scientific investigations, always ensure that when they orally recount or write about the experiment, that they use the correct vocabulary and sentence stems in accordance with the non-fiction continuum.</b></p>
10 PE	<p>Children will be able to apply their running, jumping, throwing and catching skills in a range of independent and collaborative contexts. They will participate in increasingly competitive team games (<a href="#">football, hockey, cricket, rounders and basketball</a>) whilst beginning to develop simple tactics and rules. They will continue to develop their own increasingly challenging obstacle courses and circuits in order to demonstrate their agility, balance and co-ordination individually and with others whilst beginning to record their achievements over time.</p>	<p>Also see the sports, games and skills continuum.  <b>Always encourage children to create increasingly challenging obstacle courses for themselves and others. Speak to children about the challenges they set themselves and how they have decided to push themselves in that way.</b>                      Give less and less support to groups of children who will organise themselves in fair teams and allocate roles (i.e. referee, manager, coach, goalkeeper, striker, etc).  <b>In the indoor classroom, give children time to make tactics books to share with their team mates.</b>                      Ensure that children keep clear and organised records of their achievements over time in the way of a sports skills diary.  <b>Support children in setting 'DAA World Records' for certain things such as 'how many hoops can you score in a minute', 'how many laps of a circuit can you complete on a two wheeled bike in one minute' and 'how far can you throw a discus'.</b></p>
11 Geography and Community	<p>Children will be able to identify and compare key features of different parts of Yorkshire through <a href="#">experiencing travelling to Leeds and a coastal town as well as understanding how other towns and cities are linked to Bradford by a range of travel routes</a>. They will compare what they know to another non-European country of their own interest. They will investigate and record their findings about the school grounds and parts of Allerton including the key human and physical features of these environments. Children will apply all of this knowledge by drawing, reading and interpreting maps which include labels and basic symbols in a key.</p>	<p>Investigate, research (see children as researchers continuum) and describe key features that are found in the school grounds (i.e. that are native to Allerton and Bradford). Create information books for younger children and take them on nature walks.  <b>Write to a school in Scarborough asking them to do the same as above. Compare and contrast the key features.</b>                      As part of the story 'Sin Bad', take the children on a journey of West Yorkshire which involves walking to a bus stop; getting a bus to Bradford; getting a train to Leeds; getting a train to Shipley and then getting the bus back to school. Discuss the journey and modes of transport.  <b>Ensure that any maps drawn and written include keys with reference to measurements and distance.</b>                      Provide simple maps of the school grounds. (See Forest Schools/ Orienteering initiative). Provide simple compasses and maps.  <b>Support children in researching a non-European country of their choice (see children as researchers continuum). Encourage them to compare the habitats.</b>                      Study the impact that the new Westfield shopping centre has had on Bradford. Write to local residents to ask them to compare 'before' and 'after'. Turn these findings into data and display as graphs etc.</p>

<p>12 History</p>	<p>Children will be able to <a href="#">research and find out about how their immediate environment and way of life has changed in the past sixty years</a> (i.e. their grandparent's lifetimes) including asking and answering questions and recording their findings by creating short historical recounts (see talk for writing non-fiction). They will find out about and give opinions on great Bradfordians of the past sixty years (e.g. Members of their family, David Hockney, Zayn Malik, The Brownlee Brothers, Nafees, Kimberley Walsh, Moin Ashraf, Naveeda Ikram, Ian Clough, Dynamo), how they also aspire to be a great Bradfordian and then make predictions for how Bradford will continue to change in the future based on recent past events.</p>	<p>Reflect back on the childrens' research on the Brownlee Brothers and Zayn Malik in Year 1. Ask them to relay the historical information that they learned (see non-fiction continuum for key words and phrases). <b>Support children in conducting a research project which looks at toys in their Grandparents time. Compare these toys to modern day toys. Relate this learning back to the research project done in Year 1 on inventions that changed our lives.</b> Investigate the life and works of David Hockney (see artists and artistry skills continuum). Visit Salts Mill as part of this project. Always write recounts and diary entries of any enrichment opportunities always following the non-fiction continuum rules for non-fiction. <b>Study the life and times of Moin Ashraf and how he became a well-known cricketer. Link this to the PE learning goal.</b> Support children in planning and delivering a presentation to parents on how they aspire to be a great Bradfordian. <b>Study the impact that the new Westfield shopping centre has had on Bradford. Write to local residents to ask them to compare 'before' and 'after'. Turn these findings into data and display as graphs etc.</b></p>
<p>13 Art, Design and Technology</p>	<p>-Children are working within the final step of the woodwork, small construction, box modelling, clay work and 'art and artistry' continuums and have demonstrated the range of skills and process within the Year 2 continuum including using the technical vocabulary learned. -Children will be able to design, create and construct using the <a href="#">'design thinking'</a> model to carefully plan and evaluate their work as well as beginning to collect a range of ideas and prototypes over time (sketchbooks). They will create with increasing purpose and will share their ideas through discussion and simple presentation as well as referring to and celebrating a range of familiar or local artists and designers. Children will show increasing skill and understanding of art and design techniques using colour, pattern, texture, line, shape, form and space.</p>	<p>Always encourage children to evaluate their models and creations by writing non-fiction reviews of what they have done. <b>Ensure that children use their sketchbooks to collect their best and favourite designs and drawings over the year. Refer to these in learning mentor meetings (see learning mentor meeting continuum).</b> With every unit of work, always provide a real life problem that must be solved as a result of a new creation. <b>Support children in using peer critique to evaluate each others' control and skills when using a range of resources to draw and create. Provide chalk, charcoal, pastels, crayons and powder paint in continuous provision.</b> Relate children skills back to artists they have already learned about (see artists and artistry continuum). <b>Support children in displaying their art work in regular exhibitions that they charge entry for (link to Goal 9).</b></p>
<p>14 Music and Performing</p>	<p>Children will be able to expressively use their voices at a range of pitches, volumes and tempos by repeating and learning songs, rhymes and chants as well as making up their own. They will continue to use hands, feet and other forms of body percussion to represent different rhythms of words and styles of music as well as being able to sound out a four beat phrase. Children will play a range of musical instruments in purposeful ways which enhance other forms of media (e.g. art work, storytelling and dance).</p>	<p>Support children in making up their own rhymes and songs that can be shared at assemblies and in exhibitions to younger children. <b>Encourage children to create increasingly difficult and challenging rhymes involving body percussion such as crossing over the body and reaching behind.</b> Use the animation software to bring stories that children have created to life. Ensure that children begin to consider a soundtrack and how simple instruments and sound effects can enhance a story. <b>Research the musical heritage of the non-European country that children are interested in (see Goal 12). Create non-fiction books for other children (see non-fiction continuum).</b></p>
<p>15 RE and Citizenship</p>	<p>Children will be able to explain their understanding of the <a href="#">four main religions</a> including core beliefs and places of worship as well as beginning to compare similarities and differences. They will begin to look at different religious texts and prominent people within them and talk about why these texts and individuals are special. Children will identify at least three aspects of themselves that make them special and explain how these traits will support them in becoming a responsible member of their school community.</p>	<p>Support children in creating non-fiction texts about the festivals that they are familiar with. <b>Support children in planning assemblies and performances that inform them of the main festivals (see Goal 2).</b> Study the life of Jesus Christ (see 'children as researchers' continuum) and create non-fiction texts (spoken or written) on him. <b>Study the life of Prophet Mohammed and Krishna in same way.</b> Create a 'Is Santa Claus in the Bible?' research project. Speak to children about their strengths in learning mentor meetings (see learning mentor meeting continuum). <b>Regularly give children responsibility for certain things in the school (i.e. putting ipads back to charge, ensuring that the woodwork shed is locked, cleaning the whiteboards). Discuss how these roles contribute to a more productive and happier society.</b></p>
<p>16 MFL</p>	<p>Children will be able to answer the register in French, German, Spanish, Chinese and Arabic. They will be able to count to 20 in French and German. They will be able to say key words and phrases in French as well as asking and answering one part questions.</p>	<p>Use a range of spare moments to count in the various languages. <b>Continue to incorporate greetings and simple responses into the routines of the day (i.e. answering the register, family dining).</b> Ensure that children are able to ask for something accurately in French at the dinner table.</p>

17 Computing	<p>Using Beebots, Probots and coding Apps (Beebot, Alex App) children will be able to put together a sequence of <b>commands</b> (single instructions) to create a <b>simple algorithm</b> (complete set of instructions) to complete a route. They will recognise and predict errors within their algorithm and be able to fix problems when they occur (usually by adding more commands or rethinking turns). Children will understand this process as <b>debugging</b>. Using Scratch Junior on iPads, they will create characters which can be programmed using a simple algorithm.</p>	
18 Enterprise, Entrepreneurism and Sustainability	<p>Children will be able to discuss their original ideas when creating models, sculptures, pieces of art and money making projects with their peers and plan with an end product in mind. Their original ideas will sometimes be as a result of a problem to be solved or demand for a product. They will test, evaluate and improve the suitability of their products in a range of ways including experimenting as well as collecting and considering a range of views from others. They will begin to publish and produce their product considering advertising, packaging and labelling.</p>	<p>This learning goal and learning strand link closely to Art, Design and Technology. Support children in carefully considering a purpose when they construct, build and create.  <b>Write to a local business to share your idea for a new invention (see Powerful Writing continuum). Invite the company in to discuss and pitch it to them (See Goal 2).</b>          Provide a range of meaningful opportunities for children to use and apply money (i.e. a stationary shop). Allocate roles in playful situations (i.e. bank manager, teller, customer) (see Goal 9).  <b>When children create a model, encourage them to consider the packaging.</b>          Play a range of television adverts to the children encouraging them to think carefully about the intention of the advert and target market (How is that advert making you feel? Why?). Support children in making their own adverts using the green screen technology (see Goal 8).</p>
19 Sitting Tests/ Exams and Managing Pressure	<p>Children will be able to talk about why they are tested and how these tests make them feel. They will practice testing in a range of playful ways including peer spelling tests, role play writing/ reading/ calculation tests and then begin to talk about and evaluate their own performance with adult support.</p>	<p>Ensure that spelling tests are sent home from the start of the year. These spellings will often be taken from the keyword sets (see the high frequency words continuum).  <b>Support children in holding their own, playful spelling tests in class. Begin to record how many children successfully spell and track this over time.</b>          Prepare children for the Year 2 SATs test from November onwards. Use materials from past years to begin to test children. Hold mock tests in March.  <b>Discuss how these tests made them feel and speak about how they could improve next time.</b></p>