

Spinfield School Knowledge, Skills and Vocabulary progression map

Subject: Art and Design

Year: 2

Learning	Vocabulary
Try out different activities and make a sensible decision about what to do next.	plan evaluate observe discuss select compose artist William Morris consider culture control manipulate construct Sir Christopher Wren Frank Lloyd Wright Guadi arrange
Select a technique to create a product and develop care and control over materials and their use.	
Give reasons for own preferences.	
Know different artistic works are made by crafts people from different cultures and times.	
Techniques	
Experiment with tones using pencils, chalk or charcoal.	print textiles collage sculpt stick attach collage blend smudge clay pattern fold applique repetition overlap
Represent things observed, remembered or imagined using colour/tools.	
Experiment with basic tools on rigid and flexible materials.	
Be able to make textured collages from a variety of media and by folding, crumpling and tearing materials.	
Use a variety of techniques, including printing, pressing and rubbing.	
Use a variety of techniques to join fabrics and apply decorations.	

Computers	Vocabulary
Recognise how others use technology outside of school.	computer, lap top, tablet, mobile phones, gaming consoles, email, video call, bluetooth, digital, smart speakers
E safety	search, display board, internet, sharing, email, attachment, digital footprint
Know that I need to keep my personal information private.	
Using Computers	internet, search engine, search, save
Find, open, edit and save files I am working on.	
Coding	action, algorithm, bug, character, codeblock, code design, input, object, properties, repeat, scale, timer, when clicked, when key
Predict the behaviour of a programmed toy, clearly relating each action to part of an algorithm	
Create a simple program to perform a task	
Create and debug simple programs.	

Cooking and Nutrition	Vocabulary
Understand the need for a variety of food in a diet.	Fruit, vegetables, names of equipment and utensils, healthy, diet, ingredients, planning, investigating, tasting, arranging, design, evaluate, criteria, soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard, flesh, skin, seed, pip, core, slicing, peeling, cutting, squeezing
Understand that all food has to be farmed, grown or caught.	
understand that all food has to be farmed, grown or caught.	
Processes	
Design useful, pleasing products for myself and other users based on a design brief	Joining, finishing, template, pattern, pieces, mark out, join, decorate, finished features, suitable quality, design criteria, mockup design, brief, evaluate, user purpose, function
Generate, develop, model and communicate my ideas through talking, drawing, templates, mock-ups and IT	
Choose tools I would like to use and select materials based on my knowledge of their properties.	Vehicle, wheel, axle, body, chassis, cab, shaping, finishing design, make, evaluate, purpose, user criteria, functional, assemble, cut, join, shape, finish, fix free moving mechanism
Safely measure, mark out, cut and shape materials and components using a range of tools	
Evaluate and assess existing products and those that I have made using a design criteria.	
Investigate different techniques for stiffening a variety of materials and explore different methods of enabling structures to remain stable	
Build structures, exploring how they can be made stronger, stiffer and more stable	
Use wheels and axles in a product.	

Geographical Skills and Fieldwork	Vocabulary
I can use world maps, atlases and globes to identify the United Kingdom and its countries	Atlas, continent, country, hemisphere, England, United Kingdom, Scotland, Eire, Wales, North, South, East, West, direction, near, far, left, right, coastal, inland, city, beach, forest, sea, soil, port, location, route, aerial view, landscape, equator, key, mountain, valley, sea, ocean
I can use world maps, atlases and globes to identify countries, continents and oceans studied	
I can use simple compass directions- North, South, East, West	
I can use locational and directional language e.g. near/ far; left/right; coastal/ inland to describe the location of features and routes on a map	
I can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features	
I can devise a simple map	
I can use and construct basic symbols in a key	
I can use simple fieldwork and observational skills to study the geography of the school and its grounds, especially to measure rainfall and temperature	
Locational Knowledge	
I can name and place the worlds' seven continents and five oceans	Asia, Africa, North / South America, Antarctica, Europe, Australasia, Atlantic, Pacific, Arctic, Indian, London, Edinburgh, Cardiff, Dublin, Belfast, North Sea, Irish Sea, English Channel
I can name, place and identify characteristics of the four countries and capital cities of the UK	
I can name, place and identify characteristics of the seas surrounding the UK	
Human and Physical Geography	
I can identify seasonal and daily weather patterns in the UK	Weather, season, rainfall, temperature, north pole, south pole, equator, village, town, factory, farm, office, port, harbour, shop, habitats, vegetation, environment
I can identify hot and cold areas of the world in relation to the Equator and the North and South Poles	
I can use basic geographical vocabulary to refer to physical features- beach/cliff/ coast/ forest/ hill/ mountain/ sea/ ocean/ river/ soil/ valley/ vegetation/ season/ weather	
I can use basic geographical vocabulary to refer to human features- city/ town/ village/ factory/ farm/ house/ office/ port/ harbour/ shop	
I recognise that humans can change the landscape; and affect animal habitats	
Place Knowledge	
I can understand similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a small area in a contrasting non- European country.[India]	Human, physical characteristics, hill

Spinfield School Knowledge, skills and vocabulary progression map

Subject: History

Year: 2

Target	
Chronological understanding	
I can show an awareness of the past, using common words and phrases relating to the passing of time... <i>past, present, future...year ago, decade, century, era, Tudors, Stuarts,</i>	The Tudors, chronological order, The Stuarts, Parliament, Guy Fawkes, Samuel Pepys, Christopher Wren, The Great Fire of London, year, century, past, era, period, diary, St Paul's Cathedral, Moon landing, space
I can describe where people and events fit within a timeline and identify some change and continuity between ways of life in different periods... <i>e.g. comparing explorers e.g. Columbus and Armstrong...comparing life at time of Great Fire to now...timelines</i>	
I can describe changes within living memory and aspects of change in national life... <i>Moon Landings...WW2?</i>	
Historical enquiry	Sources, primary, secondary source, evidence, artefact, historian, archaeologist, investigate, newspaper, artwork, websites, letters, detective, who, what, when, why,
I can show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented... <i>diagram of what we can use to find answers...from the time...letters, diaries, drawings, newspapers...from now...websites, books, tv, film, video clips, experts, other people</i>	
I can ask and answer questions, choosing and using parts of stories and other sources to show that I know and understand key features of events... <i>5w questions...write descriptions</i>	
Historical interpretations	The Mexico Lifeboat Disaster, storm, rescue, survive, evaluate, experts, pioneer, survivor
I can describe significant historical events, people and places locally... <i>Lifeboat disaster?</i>	
I can relate my own account of an event and understand that others may give a different version... <i>e.g. discuss how sources differ...begin to think why this might be</i>	
I can describe events beyond living memory that are significant nationally or globally... <i>Gunpowder Plot, Great Fire, Moon Landings</i>	Evidence, clues, artefacts, opinion, research, opinion
Organisation and communication	
I can use a wide vocabulary of everyday historical terms... <i>evidence, clues, artefacts, opinion, language of explanation (because, so)important/significant...</i>	
I can speak about how I have found out about the past	
I can record what I have learned by drawing and writing. <i>Beginning to develop from sentences into paragraphs</i>	
Understanding of events, people and changes	
I can discuss the lives of significant people in the past who have contributed to national and international achievements and can compare aspects of life in different periods (similarities and differences)	

Spinfield School Knowledge, skills and vocabulary progression map

Subject: Maths

Year: 2

Number and Place Value	Vocabulary
I can count forward and backwards in jumps of 2, 3 and 5 from 0 and in 10s from any number	Count, forward, backward, jumps, tens, ones, units, odd, even, place value, digit, number line, number show, represent, compare, order, greater than, less than, biggest, smallest, equal to, the same, hundred, numerals, words, number fact
I can find the place value of each digit of a number with tens and units	
I can find and show numbers using different equipment such as number lines and number squares	
I can compare and order numbers from 0 to 100 using $<$ $>$ and $=$	
I can read and write numbers to 100 in numbers and words	
I can use place value and number facts to answer questions	
Addition and Subtraction	
I can solve problems with addition and subtraction including those involving numbers, quantities and measures by using objects or pictures	Add, plus, in addition to, subtract, take away, minus, less than, difference, total, more, mentally, inverse, opposite, commutative, altogether, check
I can answer simple addition and subtraction questions in my head as well as by writing them down	
I can use addition and subtraction facts to 20 quickly and workout similar facts to 100	
I can add and subtract a two digit number and a one digit number mentally and when using objects, number lines and pictures	
I can add and subtract a two digit number and tens mentally and when using objects, number lines and pictures	
I can add and subtract 2 two digit numbers mentally and when using objects, number lines and pictures	
I can add and subtract 3 one digit numbers mentally and when using objects, number lines and pictures	
I can show that adding 2 numbers can be done in any order but subtraction cannot	
I can show that subtraction is the opposite of addition and use this to check my work	
Multiplication and Division	
I can remember and use multiplication and division facts for the 2, 5 and 10 times tables and recognise odd and even numbers	Multiply, lots of, groups of, times, multiplication, tables, number facts, odd, even, repeated addition, commutative, inverse, whole, half, quarter, third, fractions of amounts
I can answer multiplication and division problems within the tables using \times , \div and $=$	
I can show that multiplying 2 numbers can be done in any order but division cannot	
I can answer questions involving multiplication and division mentally and with objects	
Fractions	

I can find, name and write fractions of a length, shape, set of objects or amount, including $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$, and $\frac{3}{4}$	
I can write simple fractions facts such as $\frac{1}{2}$ of 6 = 3 and $\frac{2}{4} = \frac{1}{2}$	
Measurement	
I can choose the right units to measure length, height, mass, temperature or capacity. I can read to the nearest unit and do this on rulers or scales	Weight, length, temperature, measure, scales, record, capacity, volume, height, thermometer, cm, m, g, kg, ml, l, degrees celsius, less than, more than, equal to, the same, pounds, pence, one, two, five, ten, twenty, fifty, how much, amount, before, after, intervals, hours, minutes, seconds, day, hour hand, minute hand, twenty-four, sixty
I can compare amounts using these signs: >, < or =	
I can use the £ sign and p sign. I can use notes and coins to make a particular amount	
I can find different ways for coins to add up to an amount	
I can add and subtract money and give change	
I can put different events in order and compare them	
I can tell the time to 5 minutes. I can tell when it is quarter past or quarter to an hour. I can draw these on a clock	
I can tell you how many minutes are in an hour and how many hours are in a day	
Properties of Shape	
I can notice and explain the properties of 2-D shapes e.g. the number of sides and line symmetry	Sides, symmetry, vertex, vertices, faces, edges, flat, curved, round, straight, wide, narrow, square, rectangle, triangle, pentagon, hexagon, heptagon, octagon, nonagon, decagon, cube, pyramid, prism, cuboid, cone, sphere, circle
I can notice and explain the properties of 3-D shapes e.g. the number of edges, vertices and faces	
I can spot 2-D shapes on the surface of 3-D shapes such as a circle on a cylinder and a triangle on a pyramid	
I can compare and sort common 2-D and 3-D shapes and everyday objects	
Position and Direction	
I can order mathematical objects in patterns and sequences	Sequence, next, pattern, clockwise, anti-clockwise, rotate, forwards, backwards, left, right, up, down
I can use mathematical vocabulary to describe position, direction and movement. This could include movement in a straight line	
Statistics	
I can read and draw simple pictograms, tally charts, block diagrams and simple tables	Tables, charts, tallies, pictograms, block diagrams, venn diagram
I can ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity	
I can ask and answer questions about totalling and comparing grouped data	

Spinfield School Knowledge, skills and vocabulary progression map

Subject: Physical Education

Year: 2

Healthy Bodies	Vocabulary
Name some of the bones and muscles in my body and say why they are important.	muscles
Know what my senses are and can explain how they help me.	hear / see / taste / touch / smell
Describe the main functions of the heart.	pump blood oxygen vein
Understand that food gives me energy as I digest it	energy carbohydrates protein minerals
List ways to help protect my body	vegetables dairy washing stomach
Healthy Minds	
Tell when other people are happy, sad, worried, etc.	feelings emotions mental health cheer up mindfulness
Suggest ways of making someone happier if they are sad.	breathing positivity perseverance
Give reasons why I have been successful or why I have failed in a task.	resilience reflection
Diet and Hygiene	
Say why vitamins A, B and C are important and give examples of foods that contain them	vitamins carbohydrates protein minerals
Know about the 5 main food groups and can give examples of these.	vegetables dairy
Know what an illness is, and that a symptom is a sign of that illness. The doctor can give me a prescription for some medicine to help cure the illness.	disease medication
Know why I need to take care of my teeth.	white-blood cells red-blood cells brushing teeth gums decay plaque
Personal and social	
Now when someone is being treated fairly or unfairly.	friendship trust
Know what makes a good friend.	loyalty
Know that sometimes I can disagree and fall out with people but that breakdowns in relationships can also be repaired.	listening
Explain the different relationships within my family.	encourage disagree / agree
Acquiring and developing skills	
Run in between posts placed in a long line bending my legs and body to help me change direction.	hop bounce
Hop on one leg from one place to another, using my arms to help me balance, without putting my other foot down.	skip run balance
Jump a long distance using my arms and legs to help push me forward and landing safely with my knees bent and my feet together.	direction jump
Jump high, bending my knees and swinging my arms to help move me higher and land with knees and ankles bent	takeoff land flight
Catch a tennis ball by placing my body in line to meet the flight of the ball and I cup my hands so the ball cannot bounce out.	catch
Throw a small ball overarm, over a longer distance, using my arms and body, to accurately reach a target.	throw underarm / overarm aim distance

Applying skills and using tactics	
Select the most appropriate skills and actions to perform at my best.	evaluate improve
Evaluating and improving performance	
Say how well I have done compared to others.	evaluate improve observe

Dance	Vocabulary
I can copy movements then change them in a way I have made up.	choreograph
I can use my imagination to think of new movements to match what I hear.	direction pathway
I can move in time to sounds and music.	travel
I can learn a dance and do it exactly the way I was shown.	level rhythm
I can make up a dance and perform it in the order I thought of.	beginning middle end
I can make up a dance sequence and perform it in a group	
Games	
I can think of ways to play a game successfully.	pass shoot control direction
I can think of ways to score and ways to stop my opponent scoring.	speed aim rebound follow team opposite own space / free space bounce catch
I can take part in games in a team.	overarm / underarm throw strike roll avoid
Evaluating Performance	
I can explain how to improve and how I know I have improved in challenging activities.	review improve observe
Gymnastics	
I can carry out different movements with great organisation and control.	log roll / rock / teddy bear roll pike / star / tuck jump
I can use the space around me in the best way possible.	landing takeoff sequence tension muscles low / middle high
I can put together a sequence with a beginning, middle and an end.	pointed toes forward / backwards / sideways
I can demonstrate movements using different directions, levels and speeds.	narrow / wide turn apparatus balance travel spin clockwise / anti-clockwise
I can work with my group to move using a sequence.	
Athletics	
I can run, jump, throw and catch using the best ways I have been shown.	throw catch aim overarm / underarm bounce hop bounce skip fast slow
I can run, jump, throw and catch in the best way to take part in an activity.	walk jog accelerate evaluate improve

Spinfield School Knowledge, skills and vocabulary progression map

Subject: Reading

Year: 2

Word Reading	Vocabulary
I can use the sounds I know to decode words automatically and my reading is fluent	decode blend alternative sounds syllable phoneme suffix common exception word
I can read and blend all sounds I have been taught and recognise alternative sounds for letters or groups of letters	
I can read words of two or more syllables that contain sounds I have been taught	
I can read words containing common suffixes	
I can read further common exception words and see where the sounds do not match	
I can read most words quickly and accurately without needing to sound and blend words I have seen before	
I can read aloud books within my reading level, without making many errors and sounding out new words without long pauses	
I can re-read books sounding out new words correctly to improve my speed and confidence	
Comprehension	
I can enjoy and understand books by listening and talking about and expressing my views on poems, stories and non-fiction texts that I can't read myself	fiction non-fiction recount diary playscript poem / poetry instructions phrase repetition rhythm rhyme expression inference rehearse perform predict
I can enjoy reading and discussing the order of events in books and how items of information are related	
I can enjoy reading by knowing a wider range of stories, fairy stories and traditional tales and I can retell them to others	
I can enjoy reading by recognising repeated themes and ideas in stories and poems	
I can explain the meaning of words that I know and I can ask about the meaning of new words. I can link the meaning of new words to those I already know	
I can talk about my favourite words and phrases	
I can enjoy reading poems and know some off by heart. I can say what I like and don't like about a poem. I can change my voice when reading a poem to make it clearer	
I can use what I have already read or heard, or from the information a teacher has given me, to help me understand what I am reading	
I can spot if a word has been read wrongly by following the sense of the text	
I can say how the characters might feel in a story I have read or heard on the basis of what is said and done	
I can ask and answer simple questions about the books or stories I am reading	
I can say what might happen next in a story based on what has happened so far	

I can take part in a group talk about what we have listened to. I take turns and listen to what others have to say	
I can explain what I think about books, poems and other material that I have read or heard	

Working Scientifically	Vocabulary
I can ask questions and know they can be answered in different ways, including use of scientific language (NC)	science observe magnifying glass investigate, investigation. enquiry, experiment bar graph what to change what to keep the same what we used (equipment) what we did what we found out
I can look closely, using equipment, including changes over time	
I can carry out simple comparative tests	
I can identify, group and classify	
I can use my observations and ideas to suggest answers to questions, noticing similarities, differences and patterns.	
I can collect and record data to help answer questions, including from secondary sources of information.	
Animals, including humans	
I can explain that animals, including humans, have babies which grow into adults.	survival, water, air, (oxygen), food, adult, baby, offspring, kitten, calf, puppy, foal, eggs, hatch, live young, toddler, child, teenager, growth, Life cycle, Metamorphosis, larvae (caterpillar), pupa, butterfly, frog spawn, tadpole, frog exercise, pulse, muscles, hygiene. germs, hand sanitiser Balanced diet, food groups, carbohydrates (bread and cereals), protein (meat, fish, eggs and pulses), fruit and vegetables, dairy, sweets and oils.
I can explain the needs of animals, including humans, for survival.	
I can explain the importance of exercise, eating healthily and keeping clean.	
Living things and their habitats	
I can explain the difference between things that are living, dead and things that have never been alive.	living, dead, habitat, micro-habitat, energy, food chain, prey, predator, woodland, pond, desert, arctic, adapted, adaptation herbivore, carnivore, omnivore
I can explain that most living things live in habitats which suit them and depend on each other	
I can name some plants and animals in their habitats including micro-habitats.	
I can explain how animals get their food from plants and other animals using a simple food chain.	
Materials	
I can say why I would choose a material for a particular job.	material, fabric, plastic, glass, wood, paper, cardboard, metal, brick, rock, fabric, foil,
I can explain how objects made from some materials can be changed.	
	properties, hard, soft, smooth, shiny, rough, bendy, flexible, stiff, shiny, dull, rough, smooth, waterproof, absorbent, transparent, opaque, elastic

	squashing, bending, twisting, stretching suited, suitable, unsuitable
Plants	
I can explain how seeds and bulbs grow into plants	Seeds, bulb, water, light, temperature, growth,.
I can describe how plants need water, light and a suitable temperature to grow and stay healthy.	Revise roots, stem, leaves, petals from Y1. Nutrients

Spinfield School Knowledge, skills and vocabulary progression map

Subject: Writing

Year: 2

Spelling	Vocabulary
I can break down spoken words into their sounds and write them mostly correctly	grapheme phoneme split-digraph tripagh contraction apostrophe homophone suffix prefix
I can learn new spellings by using words I already know how to spell	
I can spell common exception words	
I can spell words which have been shortened	
I can spell words which use an apostrophe to show possession e.g. the girl's book	
I can spell words that sound the same but are spelt differently e.g. buy bye by	
I can add the endings -ment, -ness, -ful, -less, -ly to spell longer words	
I can use simple spelling rules	
I can write the correct spellings and punctuation in simple sentences I hear my teacher say	
Handwriting	
I can write lower-case letters that are all the same size	ascender descender joins capital letters upper-case lower-case
I can use some of the diagonal and horizontal strokes I need to join letters and know which letters, when they are next to one another, are best left unjoined	
I can write capital letters and numbers the right way up, the correct size relative to each other and lower case letters	
I can use spacing between words that fits with the size of the letters	
Composition	
I can write about things I have done and things that others have done	plan draft write edit proof-read brain-storm keyword
I can write a long piece of text about a real event in one go	
I can write poetry	
I can write for different purposes, writing long and short pieces of work	
I can plan my writing by writing down my ideas or talking about them	
I can plan my writing by writing down ideas and/or keywords and new vocabulary	
I can plan my writing by writing down my ideas or talking about them for each sentence	
I can change my writing and make corrections after I have spoken to a teacher or another child about it	
I can check my work by reading it through to make sure it makes sense and that I have used the right verbs to indicate time	
I can proofread my work and check for spelling, punctuation and grammar errors	
I can read my work aloud with confidence using the tone of my voice to make the meaning clear	
Vocabulary, Grammar and Punctuation	

I can make new words by adding -ness and -er at the end of a word. I can make new words by putting two words together e.g. whiteboard, superman	compound word suffix
I can make new words by adding -ful, -less to the end of a word e.g. helpful, helpless	coordinating / subordinating conjunction present / past / progressive tense
I can add these letter groups to the end of words: -er, -est, -ly e.g. smoother, smoothest, smoothly	adjective adverb
I can use these words in my writing: when, if, that, because, or, but	verb
I can use description in my writing e.g. the blue butterfly, plain flour, the man in the moon	noun noun phrase
I can tell if a sentence is a question, command, exclamation or a statement	expanded noun phrase
I can use the correct tense in my writing	full stop
I can use the correct verb form to indicate actions in progress in the present time or in the in past e.g. she is drumming, he was shouting	comma
I can use capital letters, full stops, question marks and exclamation marks to show where sentences start and end	exclamation mark question mark
I can use commas when I am writing a list	rhyme rhythm
I can use apostrophes. I can use them to show where letters are missing and to show possession e.g. the girl's hat	alliteration apostrophe
I can explain what these words mean: noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, tense (past, present), apostrophe and comma	statement question exclamation command