

Phase 2 National Curriculum Skills

Investigative Skills

Planning	Obtaining and presenting evidence	Considering evidence and evaluating
<p>1. Ask questions (for example, 'How? Why? What will happen if...?' and decide how they might find answers to them. To be able to ask questions that can be answered by different types of investigative activity and decide the best approach to use</p> <p>2. Use first hand experiences and simple information sources to answer questions To make and record accurate measurements and detailed observations, presenting them appropriately in the form of bar charts and line graphs (including the use of ICT).</p> <p>3. Think about what might happen before deciding what to do</p> <p>4. Recognise when a test comparison is unfair Make a fair test or comparison by changing one factor and observing or measuring the effect while keeping other factors the same</p>	<p>1. Follow simple instructions to control the risks to themselves and others / Use simple equipment and materials appropriately and take action to control risks</p> <p>2 Explore using the senses of sight, hearing, smell, touch and taste as appropriate, and make and record observations and measurements.</p> <p>Make systematic observations and measurements, including the use of ICT for data logging</p> <p>3. Check observations and measurements by repeating them where appropriate</p> <p>4. Communicate what happened in a variety of ways including using ICT (for example in speech and writing by drawings, tables, block graphs and pictograms).</p> <div style="border: 2px solid orange; padding: 5px; margin-top: 10px;"> <p>Key – Blue font – Year 2 Orange font – Year 3</p> <p>Year Two to begin with their assigned objectives and progress to Year 3 objectives, as groups of children are ready to be extended. Year 3 use the previous year's objectives to support the less able and provide consolidation where necessary.</p> </div>	<p>1. Make simple comparisons (for example hand span or shoe size) and identify simple patterns or associations / Make comparisons and identify simple patterns or associations in their own observations and measurements or other data</p> <p>2. Use observations, measurements or other data to draw conclusions</p> <p>3. Compare what happened with what they expected would happen, and try to explain it, drawing on their knowledge and understanding. Decide whether these conclusions agree with any prediction made and/or whether they enable further predictions to be made</p> <p>4. Use their scientific knowledge and understanding to explain observations, measurements or other data or conclusions</p> <p>5. Review their work and explain what they did to others. Review their work and the work of others and describe its significance and limitations.</p>

SCS Materials and their Properties

Changing Materials	Grouping and Classifying Materials	Separating Mixtures of Materials
<p>1. Find out how the shapes of objects made from some materials can be changed by some processes, including squashing, bending, twisting and stretching,</p> <p>2. Explore and describe the way some materials i.e. water, chocolate, bread and clay change when they are heated or cooled.</p> <p>3. That temperature is a measure of how hot or cold things are.</p>	<p>1. Use their senses to explore and recognise the similarities and differences between materials.</p> <p>2. To sort objects into groups on the basis of simple material properties (for example roughness, hardness, shininess, ability to float, transparency and whether they are magnetic or non-magnetic).</p> <p>3. Recognise and name common types of material for example metal, paper and rock and how these are chosen for specific uses on the basis of their properties.</p> <p>1. To compare everyday materials and objects on the basis of their material properties, including hardness, strength, flexibility and magnetic behaviour, and to relate these properties to everyday uses of the materials.</p> <p>2. To describe changes that occur when materials [for example, water, clay, dough] are heated or cooled</p> <p>5. To describe and group rocks and soils on the basis of their characteristics, including appearance, texture and permeability</p>	<p>1. How to separate solid particles of different sizes by sieving [for example, those in soil]</p>

National Curriculum Skills – Phase 2

<u>SC2 Life Processes and Living Things</u>			
<u>Life Processes</u>	<u>Growth and Nutrition</u>	<u>Variation and Classification</u>	<u>Living Things and their Environment</u>
<p>1. That animals including humans, move, feed, grow, use their senses and reproduce.</p> <p>2. To recognise and compare the main external parts of the bodies of humans and other animals.</p> <p>3. That humans and other animals need food and water to stay alive.</p> <p>4. That taking exercise and eating the right types and amounts of food helps humans to keep healthy.</p> <p>5. About the role of drugs and medicines</p> <p>6. That humans and other animals can produce off spring and that these off spring grow into adults.</p> <p>7. About the senses that enable humans and other animals to be aware of the world around them.</p>	<p>1. About the functions and care of teeth</p>	<p>1. To recognise similarities and differences between themselves and others, and to treat others with sensitivity.</p> <p>2. To group living things according to observable similarities and differences.</p>	<p>1. Find out about the different kinds of plants and animals in the local environment.</p> <p>2. To identify similarities and differences between local environment and ways in which these affect animals and plants that are found there.</p> <p>3. To care for the environment.</p>
<u>Science in the Modern World</u>		<u>SC4 Physical Processes</u>	
<p>1. To investigate and explain how scientific and technological developments affect the physical and living worlds</p> <p>2. To explore and explain practical ways in which science can contribute to a more sustainable future.</p>		<p>1. That there are many kinds of sounds and sources of sound.</p> <p>2. That sound travels away from sources, getting fainter as they do so, and that they are heard when they enter the ear.</p>	<p>1. That light travels from a source</p> <p>2. That light cannot pass through some materials, and how this leads to the formation of shadows</p> <p>3. That light is reflected from surfaces [for example, mirrors, polished metals]</p> <p>Seeing</p> <p>4. That we see things only when light from them enters our eye.</p>

**Phase Two - National Curriculum Skills
Humanities in the Modern World**

Knowledge of the local context and the World in which we live

Learning needs to focus more on the impact of changes on society and must include at least one local study, which makes comparisons with the children's own environment. Through their learning children should also have the opportunity to contrast the local environment i.e. school with a locality either overseas or in the UK.

<u>Geographical enquiry and skills</u>	<u>Knowledge and understanding of places</u>	<u>Knowledge and understanding of patterns and processes</u>	<u>Knowledge and understanding of environmental change and sustainable development</u>
<p>1. Ask geographical questions [for example, 'What is this landscape like?', 'What do I think about it?']</p> <p>2. Collect and record evidence [for example, by carrying out a survey of shop functions and showing them on a graph]</p> <p>3. To express their own views about people, places and the environment i.e. litter in the playground.</p> <p>4. To use geographical vocabulary i.e. mountain, hill, river, near, far and south etc.</p> <p>5. To use appropriate fieldwork techniques [for example, recording information on a school plan or by using instruments [for example, a rain gauge, a camera]</p> <p>6. To use atlases and globes, and maps and plans at a range of scales [for example, using contents, keys, grids]</p> <p>7. To use secondary sources of information, including aerial photographs [for example, stories, information texts, the internet, satellite images, photographs, videos].</p> <p>8. To make maps of places in a story.</p>	<p>1. To identify and describe what places are like [for example, in terms of weather, jobs]</p> <p>2. To identify and describe where places are for example by a river / To understand where significant places are located in the UK, Europe and the wider world.</p> <p>3. To recognise the way places are like they are and how they are changing for example quality of the environment To explain why places are like they are [for example, in terms of weather conditions, local resources, historical development]</p> <p>4. To compare places in the UK.</p> <p>5. Recognise how places are linked to other places in the world i.e. food from other countries.</p>	<p>1. Make observations about where things are located i.e. a pedestrian crossing near school and about features of the environment i.e. the weather.</p> <p>2. Recognise changes in physical and human features i.e. heavy rain, flooding fields</p>	<p>1. Recognise changes in the environment i.e. traffic pollution Recognise how people can improve the environment [for example, by reclaiming derelict land] or damage it [for example, by polluting a river].</p> <p>2. Recognise how the environment may be improved and sustained i.e. restricting the number of cars.</p> <p>3. How different ways in which people live around the world sometimes have consequences for the environment and the lives of others from local to global scales.</p>

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 Orange font – Year 3
 Black font – Both Year groups
 Year Two to begin with their assigned objectives and progress to Year 3 objectives, as groups of children are ready to be extended. Year 3 use the previous year's objectives to support the less able and provide consolidation where necessary.

**Phase Two - National Curriculum Skills
Humanities in the Modern World**

Historical Understanding

Children's must have the opportunity to explore historical events within the UK and how this has impacted on the world in which we live today each academic year. Wider key events are should also be taught from ancient civilisations to the present day.

<u>Chronological Understanding</u>	<u>Historical knowledge and understanding the Past</u>	<u>Historical Enquiry</u>	<u>Understanding how History has shaped our life's today</u>
<p>1. Place events, people and changes into correct periods of time. Simple placing of events and objects in chronological order.</p> <p>2. Use dates and vocabulary relating to the passing of time, including ancient, modern, BC, AD, century and decade.</p>	<p>1. To identify differences between ways of life at different times. About characteristic features of the periods and societies studied, including the ideas, beliefs, attitudes and experiences of men, women and children in the past</p> <p>2. About the social, cultural, religious and ethnic diversity of the societies studied, in Britain and the wider world</p> <p>3. Recognise why people did things and what happened as a result / To identify and discuss results of historical events, situations, and changes in the periods studied</p>	<p>1. Pupils should be taught to recognise that the past is represented and interpreted in different ways, and to give reasons for this.</p> <p>2. How to find out about the events studied from an appropriate range of sources of information, including ICT-based sources [for example, documents, printed sources, CD-ROMS, databases, pictures and photographs, music, artefacts, historic buildings and visits to museums, galleries and sites]</p> <p>3. To ask and answer questions about the past, and to select and record information relevant to the focus of the enquiry.</p> <p>4. Recall, select and organise historical information</p> <p>5. Use dates and historical vocabulary to describe the periods studied</p> <p>6. Communicate their knowledge and understanding of history in a variety of ways [for example, drawing, writing, by using ICT].</p>	<p>1. About the movement and settlement of people in different periods of British history and the impact these have had on the way we live our life's today</p>
	<p align="center"><u>Historical Interpretation</u></p> <p>1. Pupils should be taught to identify different ways in which the past is represented.</p>		

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Phase Two - National Curriculum Skills
Progressive Art Skills

It is expected that each year group will complete 2 large scale projects sometime during the year. Please ensure that the table is completed below, to enable continuity and progression in later year groups.

Progression in Drawing

Drawing should be the starting point for any unit of work

Children should be able to;

- Use a view finder to select shapes and isolate particular features.
- Begin to make quick thumbnail sketches.
- Draw from observations – use of magnifying glass to assist close observation of everyday objects.
- Simplify drawings to create a design.
- Record visual information about a specific location.
- Work out ideas through drawing.

In Phase One opportunities also need to be provided for children to experience the following at least once in the Phase

Please ensure the skills are taken from the objectives below.

- Collage
- Weaving
- Clay/ dough
- 3D sculpture/models –reclaimed materials

<u>Tone and line</u>	<u>Colour and Painting</u>	<u>Pattern</u>	<u>Texture</u>
<ul style="list-style-type: none"> • Create thick /thin/wavy/straight lines. • Be able to find different lines in the environment. • Know horizontal and vertical lines. • Able to take a pencil for a walk to produce crossed lines and simple patterns. • To be able to draw/feel outlines of shapes 	<ul style="list-style-type: none"> • Able to recognise colours. • Make collections of colours, coloured items • Use a variety of tools to spread/ apply paint – straws, brushes, hands, sponges, foam etc. • Explore mixing colours – paint or pastels. • Add colour to a variety of different surfaces; both size and texture. 	<ul style="list-style-type: none"> • Have an awareness of different patterns, surfaces and textures. Eg patterns from leaves and nature. Make collections • Experiment with and use natural and manmade objects/materials. • Be able to take a line for a walk. • Mirrored pattern making – symmetry • Spots and stripes • Rubbings showing a range of textures and patterns. 	<ul style="list-style-type: none"> • Handle, compare, contrast and describe textures of different objects. Shiny, rough etc. • Use different textured materials in collages – pasta etc • Make collections of different textures including rubbings • Add buttons, dried flowers, twigs etc to weaving
<u>Printing</u>	<u>Form (3D)</u>	<u>Artists</u>	
<ul style="list-style-type: none"> • Take print from objects- hand, junk etc • Relief prints – potato, string etc • Begin in 1 colour, progress to more. • Print on to different surfaces 	<ul style="list-style-type: none"> • Construct/ build from simple objects • Make simple joins • Investigate through squashing, kneading, squeezing, rolling pinching etc • Imprint patterns using different objects/ tools 	<ul style="list-style-type: none"> • Look at the work of at least 3 different artists throughout the year including art from different countries and cultures. • Discuss how works of art are produced – form, materials, colours and techniques used. 	

Phase Two - National Curriculum Skills
Religious Education

The children's learning of this area is developed through R.E days, which encourage pupils to reflect on their understanding and extend their learning. There is the expectation that all year groups will dedicate a day each term to R.E (three days a year).

Within their learning, children should have opportunity to...

1. To explore and discuss some religious and moral stories, sacred writings and sources, placing them in the context of the belief system

2. To investigate and suggest meanings for celebrations, worship and rituals, thinking about similarities and differences

For example, this could include:

- Differences between birth and naming rituals across religions
- Looking at similarities between religious services with different names, such as mass, Eucharist, Communion and the Lord's Supper. When looking at these, learning should also focus on the importance of these practices and how it impacts on the followers of these religions.

<u>Year Two</u>	<u>Year Three</u>
The significance of Easter	Leaders in Christianity Moses and the Ten Commandments
The importance of naming ceremonies (Christenings) in Christianity	Comparing religious celebrations – Christian and Judaism weddings
Understanding the importance of moral stories in different religions.	Judaism