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**Year 2 Route Map**

**2021-22**

***Creative Arts Route Map***

Adapted from National Society for Education in Art and Design and Gareth Webb, School Support Consultant resources

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| **GENERATING IDEAS** |
| Tries out different activities and makes sensible choices about what to do next to work. |
| Uses drawing to record ideas and experiences. |
| **DEVELOPING, PLANNING AND COMMUNICATING IDEAS** |
| Generates ideas by drawing on their own and other people’s experiences. |
| Develops their design through discussion, observation, tracing, drawing and modelling. |
| Identifies a purpose for what they intend to design and make. |
| Creates a simple design criteria. |
| Makes simple drawings and labels parts. |
| **KNOWLEDGE AND UNDERSTANDING** |
| Knows that different forms of creative works are made by artists, crafts makers and designers, from all cultures and times. |
| Is able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary. |
| Recognises shapes that can be used on observational drawing. |
| Is beginning to look for patterns. |
| **MAKING** |
| Deliberately chooses particular techniques for a given purpose. |
| Develops and exercises some care and control over the range of materials they use. |
| **WORKING WITH EQUIPMENT AND MATERIALS** |
| Begins to choose tools and materials using the correct vocabulary to name them. |
| Measures, cuts, traces and folds with some accuracy. |
| Uses hand tools safely and appropriately. |
| Assembles, joins and combines material to make a product. |
| Follows basic hygiene / safety rules. |
| Chooses and uses appropriate finishing techniques. |
| **EVALUATING** |
| Expresses clear preferences . |
| Gives reasons for preferences. |

***Computing Route Map***

Adapted from Purple Mash resources

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| **DIGITAL CITIZENSHIP** |
| Uses the search facility to refine searches |
| Can open and send an email from a trusted user |
| Identifies what makes them feel happy and sad and applies these to online situations |
| **ALGORITHMS AND PROGRAMMING** |
| Explains that an algorithm is a set of instructions |
| Explains how to us the terms: Command, Repeat, input, Output, Event, Collision Detector and Timer |
| Explains what debugging means |
| Debugs simple programs |
| Plans and uses algorithms in programs to achieve an end result |
| **PRESENTING IDEAS** |
| Knows that digital content can be represented in many forms |
| Adds appropriate clip art |
| Adds appropriate photos |
| Presents digital content and information |
| **QUESTIONING AND SEARCHING** |
| Understands what is meant by a binary tree |
| Understands what is meant by a database |
| Uses a database to answer questions |
| Knows the name of basic parts of a web search engine search page |
| **SPREADSHEETS** |
| Explains what rows and columns are |
| Opens, saves and edits a spreadsheet |
| Adds the count tool to count items |
| Uses copying and pasting to help make spreadsheets |
| Uses tools in a spreadsheet to automatically total rows and columns |
| Creates a table of data on a spreadsheet |
| **CREATIVITY** |
| Explains what is meant by impressionist art |
| Explains what pointillism is |
| Uses a computer to create repeating patterns |
| Creates surrealist art using drawing and clipart |
| Adds sound to a tune already created to change it |
| Changes the volume of background sounds |
| Creates, uploads and uses their own recorded sound |

***English Route Map***

Adapted from Ros Wilson’s Standards for Reading and Writing Assessments and Cambridge University’s Oracy Skills Framework

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| **WRITING** |
| Joins handwriting. |
| Begins to take pride in presentation. |
| Uses past and present tense correctly. |
| Uses full stops and capital letters accurately. |
| Uses question marks and exclamation marks with increasing accuracy. |
| Provides details to interest the reader. |
| Uses adjectives and descriptive phrases. |
| Attempts to use ambitious vocabulary. |
| Uses conjunctions other than and to join simple sentences. |
| Uses conjunctions of time to create ‘flow’. |
| Uses plausible phonetic strategies. |
| Spells most common words correctly and the YR, 1 and 2 High Frequency Words. |
| Sustains narrative and non-narrative to approximately 1 side of A4. |
| Is beginning to show an awareness of different rules of text type e.g. layout of a letter. |
| **READING** |
| Reads all of the Y1 and Y2 sight words. |
| Uses known punctuation when reading aloud. |
| Reads aloud with intonation. |
| Discusses their book choices referencing key points in the text such as blurb, genre or illustration. |
| Relates stories to their own experiences. |
| Self-corrects reading when it does not make sense. |
| Makes predictions. |
| Compares similarities and differences between books. |
| Talks about the features of non-fiction texts. |
| Reads words with contractions. |
| Summarises a story in sequence. |
| Uses a text to find answers to oral and written questions. |
| Talks about how different words and phrases affect meaning. |
| Is beginning to read between the lines, using clues from the text and pictures, to discuss thoughts, feelings and actions. |
| **ORACY** |
| Speaks clearly and fluently. |
| Maintains eye contact. |
| Experiments with new words. |
| Seeks information and clarifies understanding through questioning. |
| Articulates why they have that point of view. |
| Responds appropriately to questions they are asked adding new information. |

***Humanities Route Map***

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| **HISTORY** |
| **CHRONOLOGY** |
| Sequences artefacts that came close together in time. |
| Sequences events. |
| Sequences photos. |
| **RANGE AND DEPTH OF KNOWLEDGE** |
| Finds out about people and events from other times. |
| Describes similarities and differences between collections of artefacts. |
| Develops empathy and understanding through play. |
| **INTERPRETATION** |
| Compares photographs or pictures of people or events in the past. |
| Identifies different ways to represent the past. |
| **ENQUIRY** |
| Asks, as a matter of course, why, what, how, where, who questions about a source. |
| Begins to be familiar with timelines. |
| Discusses the effectiveness of a source. |
| **GEOGRAPHY** |
| **LOCATIONAL KNOWLEDGE** |
| Names the world’s seven continents and five oceans. |
| Locates the world’s seven continents and five oceans. |
| **PLACE KNOWLEDGE** |
| Expresses geographical similarities and differences between their home environment and a contrasting location in the United Kingdom. |
| Expresses geographical similarities and differences between the United Kingdom and a non-European country. |
| **SKILLS AND UNDERSTANDING** |
| Uses a developing range of geographical vocabulary to refer to physical and human features. |
| Recognises landmarks, basic human and physical features in aerial photographs. |
| Uses simple compass directions. |
| Uses directional language to describe the location of features and/or a route on a map. |

***Languages Route Map***

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| **SPANISH** |
| **KNOWS** |
| Some countries that Spanish is spoken in |
| The type of activities people might do on holiday in Spain |
| Some Christmas traditions in Spain |
| A traditional Spanish story |
| How to ask for foods at a party |
| The names of some food and drink |
| About the Spanish Festival El Colacho |
| The song ‘Happy Birthday’ in Spanish |
| **CAN** |
| Greet people |
| Ask someone how they are feeling |
| Join in with numbers 1-20 |
| Join in with songs in Spanish |
| Say if they have brothers or sisters |
| Say what colour something is |
| Respond to questions about favourite colour |
| Give a simple opinion |
| Follow simple commands related to body parts |
| Give basic descriptions about what an alien looks like |
| Join in with Spanish playground games |
| Name some zoo animals |

***Maths Route Map***

Adapted from White Rose Maths Resources

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| **KNOW** |
| Place value headings of ones and tens |
| Zero is a place holder |
| Symbols =, <, >, x, ÷, £, p |
| The meaning of odd and even numbers |
| Addition and multiplication can be done in any order but subtraction and division cannot |
| Know multiplication and associated division facts for the 2, 5 and 10 multiplication tables |
| That 2/4 =1/2 |
| Standard units for length, mass, temperature and capacity |
| The number of minutes in an hour and hours in a day |
| Meaning of edges, faces and vertices |
| Names and number of sides of 2D shapes |
| Names and number of faces of 3D shapes |
| **DO** |
| Read and write numbers up to at least100 in numerals and words |
| Recognise the place value of each digit in a two digit number |
| Compare and order whole numbers to 100 |
| Count from zero in multiples of 2,3 and 5 |
| Count in steps of 2, 3, 5 or 10 from any number, forwards of backwards |
| Use the inverse to check calculations |
| Add and subtract numbers including 2 digits and ones, two digits and tens, two two-digit numbers and three one digit numbers |
| Derive addition and subtraction facts to 100 using known facts to 20 |
| Understand the addition and multiplication are commutative and subtraction and division are not |
| Recognise, find and name fractions 1/3, ¼, 2/4, ¾ |
| Write simple fractions of amounts |
| Compare and order length, mass and capacity using <,>, = |
| Find different combinations of coins that equal the same amount of money |
| Using an analogue clock, tell the time to the nearest five minutes including quarter to and quarter past |
| Identify and describe 2D and 3D shapes |
| Describe position, direction and movement with appropriate vocabulary |
| Interpret and construct simple tally charts, pictograms and block charts |
| Ask and answer questions about charts |

***Music Route Map***

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| **KNOWLEDGE** |
| The pulse is our ‘thinking voice’ beat. |
| Singing names and signs (do–re-mi-so-la). |
| That music is written on lines and spaces (stave). |
| Rhythm notation (ta-a, ta, ti-ti, sh). |
| Names of different instruments and how they are played. |
| **SKILLS** |
| Plays the violin or ‘cello. |
| Reads simple music notation to play and sing known songs. |
| Composes own songs using graphic and musical notation. |
| Sings a range of simple songs from memory. |
| Plays singing games and rhymes to reinforce understanding. |

***PE Route Map***

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| **PHYSICAL ME** | |
| Performs a range of skills with some control and consistency. Perform a sequence of movements with some changes in level, direction or speed. | |
| **Games** | **Gymnastics** |
| Copies, remembers and repeats simple skills with control and co-ordination passing a ball accurately to a partner over a variety of distances. | Performs a variety of actions with increasing control repeat accurately sequences of gymnastic actions. |
| Shows a good awareness of others in running, chasing and avoiding games, making simple decisions about when and where to run. | Moves smoothly from a position of stillness to a travelling movement move smoothly and in a controlled way from one position of stillness to an­other. |
| Performs a range of rolling, throwing, striking, kicking, catching and gather­ing skills, with control. | Demonstrates movement and safe landing on apparatus. |
| **Dance** | **Athletics** |
| Copies, remembers and repeats simple skills with control and co-ordination linking several movements together with control and co-ordination. | Selects which throwing technique to use for accuracy and distance |
| Explores actions in response to stimuli explores ideas, moods and feelings by improvising, and by experimenting with actions, dynamics, directions, levels and a growing range of possible movements. | Beats personal best times in short and longer distance running. |
| **PERSONAL ME** | |
| Independently practises and repeats their movement phrases and perform them in a con­trolled way | |
| Tries several times at an activity before asking for assistance when appropriate | |
| **SOCIAL ME** | |
| Helps, praises and encourages others in their learning. | |
| Talks about differences between their own and others’ performance and suggest improvements. | |
| **COGNITIVE ME** | |
| Varies skills and shows some understanding of simple tactics. | |
| Talks about different stimuli as the starting point for creating dance phrases and short dances. | |
| Orders instructions, movements and skills. With help recognises similarities and differences in performances. Explain why someone is working or performing well. | |
| **CREATIVE ME** | |
| Adapts the sequence to include apparatus or a partner. | |
| Composes and performs dance phrases and short dances that express communicate moods, ideas and feelings. | |
| Begins to compare their movements and skills with those of others, select and link movements together to fit a theme. | |
| **HEALTHY ME** | |
| Is aware of the changes to the way they feel when they exercise. | |
| Says how a body feels before, during and after exercise, use equipment appropriately and move and land safely. | |
| Moves around equipment and exercises safely. | |

***PSHCE Route Map***

*Adapted from PSHE Association*

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| **HEALTH AND WELLBEING** |
| Know what being healthy means and different ways to keep healthy |
| How food, exercise and sleep contribute to health |
| Simple hygiene routines including staying safe in the sun |
| How medicines and tooth brushing contribute to health |
| Recognising and naming different feelings and ways to share them |
| That feelings can affect people’s bodies and behaviour |
| That talking about feelings is good especially when experiencing change and loss (including death) |
| To know how they are special and their strengths and weaknesses |
| Name part of the body including external genitalia |
| How people’s needs change as they grow |
| Basic ways to stay safe online |
| How to stay safe at home and fire safety |
| What to do if there is an accident including dialling 999 |
| **RELATIONSHIPS** |
| How different people have different roles in our lives |
| Not all families look the same |
| What friendship is and how to make friends and help people who are lonely |
| Strategies for resolving arguments and asking for help |
| That bodies and feelings can be hurt |
| That hurtful behaviour in real life or online is unacceptable |
| How to treat others with respect |
| The importance of privacy including body parts |
| How to reach out if they feel worried and respond safely to unknown adults |
| **LIVING IN THE WIDER WORLD** |
| Why rules are needed and they are different for different ages |
| How they can look after the environment |
| The role of belonging to a community and different groups |
| The role of the internet in daily life |
| What money is and how it needs to be looked after |
| The difference between needs and wants |
| What sort of qualities different jobs might need |

***Religious Education Route Map***

Standards for Primary Religious Education as recommended by Nottingham Roman Catholic Diocese

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| **KNOWLEDGE AND UNDERSTANDING** |
| Retells accurately many key elements from stories within the Old and New Testament using their own words about special people, places and events. |
| Describes many religious signs, symbols and actions used in prayer and Liturgy using appropriate religious words and phrases. |
| Describes and give many examples of ways that people with religious beliefs live their lives because of their religious belief. |
| **LIVING FAITH** |
| Asks and answers some questions about how certain experiences make them and others feel and say why they feel that way. |
| Asks somebody why they are wondering about something. They can also say what they wonder about God and Jesus. |
| **SKILLS** |
| Listens and responds to a point of view |
| Asks and responds to questions about sources such as hymns, prayers and scripture |

***Science Route Map***

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| **PLANNING AND PREDICTING** |
| With support, suggests some ideas and questions to investigate. |
| Thinks about how to collect evidence. |
| Suggest what might happen. |
| Thinks about and discusses whether comparisons are fair or unfair. |
| **INVESTIGATING AND OBSERVING** |
| Follows simple instructions to complete an experiment. |
| Uses simple equipment safely and as intended. |
| Makes observations and comparisons. |
| Uses first-hand experience and, with support, simple information sources to answer questions. |
| **RECORDING, ANALYSING AND EVALUATING** |
| Records finding in simple ways including tables, graphs etc. |
| Says whether what happened was what was expected. |
| Draws simple conclusions. |
| **KNOWLEDGE** |
| Understand that some materials float in water and some sink. |
| Understand that objects can be sorted into groups on the basis of simple material properties. |
| Use terms such as density, gravity and buoyancy when describing why objects float and sink. |
| Able to define a buoyant object as one whose density is less than that of water. |
| Know that water pressure acts in opposition to gravity in order to make buoyant objects float. |
| Know that plants are useful. |
| Identifies and names a variety of plants and animals in their habitats, including micro-habitats |
| Know there are many ways that a seed can spread from its ‘parent’ plant to the place where it will land, settle and grow. |
| Describes how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. |
| Identifies, names, draws and labels the basic parts of the human body and says which part of the body is associated with each sense |
| Can find out about and describe the basic needs of animals, including humans, for survival (water, food and air) |
| Describes the importance for humans of exercise, eating the right amounts of different types of food, and hygiene |
| Understand and use the term recycle |