



Sheepscombe Primary School

Our Curriculum Key Performance Indicators

by Year group

Year 2

This document outlines the Key Performance Indicators (KPIs) in each subject area of the National Curriculum. For pupils to have achieved the **expected** standard for their year group, they will have demonstrated evidence of achievement for **all** the KPIs. This will be through a variety of methods including work produced, observations, discussion, performance and summative testing.

The KPIs do not represent every aspect of the National Curriculum, rather they are the key indicators against which we assess the pupils' achievement.

Sheepscombe School teaches through a Thematic curriculum. The Overview of the themes for each year can be accessed in a separate document. Teachers plan using a Termly Critical path that serves as a Medium Term Plan, where they ensure that children's interests are followed as well as ensuring there is full curriculum coverage over the course of the year or the Key Stage as outlined in the National Curriculum which can be accessed here:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/425601/PRIMARY_national_curriculum.pdf

Due to being a small school with mixed age classes, some areas of learning may be taught on a rolling cycle where there is no cross over between year groups. Staff then use daily or weekly plans to support their teaching.

We follow the agreed syllabus for Gloucestershire for R.E which can be viewed here

<https://www.gloucester.anglican.org/category/education/re-syllabus>

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SCIENCE		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Working Scientifically	Ask simple questions using scientific language						
	Perform simple comparative tests						
	Identify, group and classify, noticing similarities and differences						
	Gather and record data and observations to help in answering questions including from secondary sources of information						
Animals, including Humans	Understand that animals, including humans, have offspring which grow into adults						
	Describe the basic needs of animals, including humans, for survival (water, food and air)						
	Describe the importance of exercise for humans, eating the right amounts of different types of food, and hygiene						
Living Things and their habitats	Explore and compare the differences between things that are living, dead, and things that have never been alive						
	Identify that most living things live in habitats to which they are suited						
	Identify and name a variety of plants and animals in their habitats, including micro-habitats						
	Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain						
Materials	Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses						
	Describe how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching						
Plants	Observe and describe how seeds and bulbs grow into mature plants						
	Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy						
COMPUTING		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Online Safety	To know the things that can happen online that you need to tell an adult about and that not everyone is who they say they are online						
Programming	Talk about the order I need to program things and talk about them as an algorithm and program a robot to do a particular task						

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Programming	Watch a program execute and spot where it goes wrong to debug it						
Multimedia	To use multimedia to present ideas in different ways and use the keyboard to type short extracts						
Technology in our lives	To understand why technology is used in the wider world and the benefits of this for finding information and communicating						
Handling Data	Discuss different ways that you can use technology to collect information and begin to use branching databases						

	HISTORY	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Historical enquiry	Use a wide range of information to ask and answer questions						
Chronological understanding	Use understanding of the past and present to tell others about an event including changes in my own life over time						
Chronological understanding	Understand how to put people, events and objects in order of when they happened, using a scale the teacher has given me. Use a timeline to place important events						
Historical Interpretation	Look at and use books and pictures, stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past						
Organisation and communication	Describe objects, people or events in history						
Organisation and communication	Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT						
Knowledge and understanding	Use information to describe the past and compare it to the present day						
Knowledge and understanding	Look at evidence to give and explain reasons why people in the past may have acted in the way they did						
Knowledge and understanding	Recount the main events from a significant event in history						

	GEOGRAPHY	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Geographical enquiry and fieldwork	Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage						
Geographical enquiry and	Use simple compass directions (North, South, East and West) and locational and directional language [i.e. near						

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fieldwork	and far; left and right], to describe the location of features and routes on a map						
Geographical enquiry and fieldwork	Use aerial photographs and to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key						
Geographical enquiry and fieldwork	Use simple fieldwork and observational enquiry to study the geography of their environment						
Locational knowledge	Name and locate the world's seven continents and five oceans						
Locational knowledge	Name, locate and identify characteristics of the four countries of the United Kingdom and its surrounding seas						
Human and physical geography	Describe the location of the Equator and the North and South Poles						
Human and physical geography	Describe key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather						
Human and physical geography	Describe key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop						
Place knowledge	Compare the local area with a non-European country. ie. Australia						

		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	PE						
Skills	Master basic movements including running, jumping, throwing and catching						
Gym	Develop balance, agility and co-ordination and begin to apply these in a range of activities						

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Learning	Select particular techniques to create a chosen product and develop some care and control over materials and their use						
Learning	Give reasons for his/her preferences when looking at art/craft or design work						
Techniques	Use a variety of techniques including carbon printing, relief, press and fabric printing and rubbings						
Techniques	Develop techniques to join fabrics and apply decorations such as a running or over stitch						
Techniques	Experiment with tones using pencils, chalk or charcoal						
Techniques	Represent things observed, remembered or imagined using colour/tools						

		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	DT						
Cooking and nutrition	Understand that all food has to be farmed, grown or caught						
Processes	Choose tools and select materials based on knowledge of their properties						
Processes	Safely measure, mark out, cut and shape materials and components using a range of tools						
Processes	Evaluate and assess existing products and those that have been made using a design criteria						
Processes	Investigate different techniques for stiffening a variety of materials and explore different methods of enabling structures to remain stable						

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