

Year 2 – Chaffinch Class

End of Spring Term 2020 Foundation Subject Assessment

Assessments made against National Curriculum objectives and Skills and Knowledge components taught this term (see overleaf)

Total in class:

	Working Towards Expected Standard (names and overall percentage)	Working Above Expected Standard (names and overall percentage)	Percentage of class working at Expected Standard +				
			Whole Class	Pupil Premium	SEN	Girls	Boys
Science							
History							
Geography							
Music							
Art and Design							
Design and Technology							
Computing							
Physical Education							
PSHE							

National Curriculum and Skills and Knowledge Components Coverage

History	<p>NC objectives:</p> <ul style="list-style-type: none"> - can use a wide vocabulary of everyday historical terms including those related to the passing of time. - can place events and objects in chronological order. -can ask questions about the past. -can answer questions about the past using given sources. - discuss significant events and people in Britain within and beyond their living memory -knows some of the ways that we can find out about the past. - describe the similarities and differences between life during a time in the past and life today. <p>can answer questions about the past using given sources.</p> <ul style="list-style-type: none"> - can discuss significant events and people from the wider world, within and beyond their living memory <p>describe the similarities and differences between life during a time in the past and life today.</p> <p>Components:</p> <p>Put things in order within the topic.</p> <p>Offers opinions and facts with some reasoning.</p> <p>Answer simple questions relating to the topic.</p> <p>Explore a particular event and how it affected people at the time.</p> <p>Language specific to topic (e.g. mummified)</p>
Geography	<p>NC objectives:</p> <ul style="list-style-type: none"> can use information books to compare the similarities and differences between places studied at KS1. <p>Components:</p> <p>Identify seasonal and daily weather patterns in the UK.</p>
Science	<p>NC objectives:</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p> <ul style="list-style-type: none"> -Identify and classify <p>Materials:</p> <ul style="list-style-type: none"> -Find out how the shapes of solid objects made from some materials can be changed. Identify and compare the suitability of a variety of everyday materials for particular uses. Ask simple questions -Recognise that questions can be answered in different ways. -Observe closely, using simple equipment. -Perform simple tests -Gather and record data to help answer questions. -Use their observations and ideas to suggest answers to questions. <p>Plants- observe and describe how they grow, their growth needs.</p> <p>Components:</p> <p>Ask simple questions and recognise that they can be answered in different ways</p> <p>Observe closely, using simple equipment</p> <p>Perform simple tests</p> <p>Use their observations and ideas to suggest answers to questions</p> <p>Gather and record data to help in answering questions</p> <p>Observe and describe how seeds and bulbs grow into mature plants</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</p> <p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p> <p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p>
RE	<p>Cornwall Agreed Syllabus:</p> <p>Christianity: Jesus as an historical figure: Jesus' disciples and friends</p> <p>Christianity: God – The Holy Spirit (Easter)</p> <p>The Bible – Types of writing (stories, poems and sayings) and its uses. Focus on New Testament.</p>

	<p>The Church's Year Hinduism: Holi Compare Easter celebration and Hindu festival of Holi</p> <p>Components: Retell a religious story and suggest meanings to some religious and moral stories. Ask and respond to questions about why religious communities do different things. Notice and respond sensitively to some similarities between different religious and worldviews. Begin to express their ideas and opinions and to recognise there could be more than one answer.</p>
Music	<p>NC objectives: make and change a sound on a tuned instrument creating both long and short sounds can explain to another which of two sounds is higher or lower using the terminology 'pitch'. -use given symbols to record long and short sounds. -use given symbols to record long and short sounds. can make sounds that reflect a topic/story -say what they like/ do not like about others' performances giving specific feedback</p> <p>Components Make and control long and short sounds using voices and instruments, including simple improvisation. Carefully choose sounds to achieve an effect (including use of ICT). Order sounds to create an effect (structure- beginnings/endings). Create short musical patterns. Play instruments with control and exploring pitch Start to explore simple compositions with two or three notes. Recognise changes in timbre (sound quality- smooth, crisp, scratchy, rattling, tinkling etc.), dynamics (loud and quiet), tempo (fast and slow) and pitch (high and low). Start to recognise different instruments. Listen carefully and recall short rhythmic and melodic patterns. Use changes in dynamics, timbre and pitch in music. Make sounds and symbols to make and record music (graphic scoring). Know music can be played or listened to for a variety of purposes (in history/ different cultures).</p>
Art and Design	<p>NC objectives: make a mock up of his/her design and discuss it. -use IT to explore his/her design ideas. -use simple mechanisms in his/her products e.g. Hinges, levers, wheels etc. - say how well his/her designs and product met the given design criteria. can find ways to make his/her structures more stable so they are freestanding. can use a simple circuit in a model. e.g. A closed circuit with a bulb.</p> <p>Components: Work with a range of paints including powder, ready mix and block. Begin to give reasons for choice of materials and colours. To look at artists through history, contemporary artists, designers and architects and begin to form opinions about the variety of work.</p>
Design and Technology	<p>NC objectives: Art and design as above.</p> <p>Components: Design an appealing and functional product with a purpose for themselves and others. Use a set of criteria to aid the design process. Draw, and make notes on, their design ideas. Explain what they are making, and what they will need to use. Build structures and investigate how they can be made stronger, stiffer and more stable. Explore different ways of joining similar materials together.</p>
Computing	<p>NC objectives: Create and manipulate digital content: can manipulate original content within a document or project. -Can access content from an easily accessible file or online and import these into a document.</p> <p>Components: Use different font sizes, colours and images to communicate meaning for a given audience. Use presentation software. Log on to an email or blog. Use appropriate language in a simple email. Know what personal information is and why they need to keep it private.</p>

	Use technology safely and respectfully.
PE	<p>NC objectives: <u>Gymnastics:</u> Balance on different points of the body. Travel at different speeds in a variety of ways.</p>
	<p>Components: Learn a variety of balances. Recap rolls Investigate different ways to move Create a sequence Perform a sequence Evaluate the sequence</p>
PSHE	<p>Learning about Work Identify their own and other's strengths Know what a job is and why people do them Be able to describe some community jobs Know what makes someone good at their job</p> <p>Horrible Hands Understand that infection can be spread through touch Understand that we can pick up microbes through things we touch and spread them to others Understand that we wash hands to remove microbes Understand that washing hands is the best way to prevent the spread of microbes Understand that washing with soap and water is better than using water alone</p> <p>Sharing Pictures Describe what might happen if we share a picture Identify the effect of people's actions online and consider ways of keeping myself and others safe Recognise that I can be an 'upstander' by choosing not to join in Identify up to four adults in my life who I trust and how I can ask them for help if I have a problem online</p> <p>Playing Games Describe what personal information is and the importance of not sharing this Recognise different feelings they might encounter online and how the body might tell them something 'doesn't feel right' Identify up to four adults in my life who I trust and how to ask them for help if I have a problem online</p>