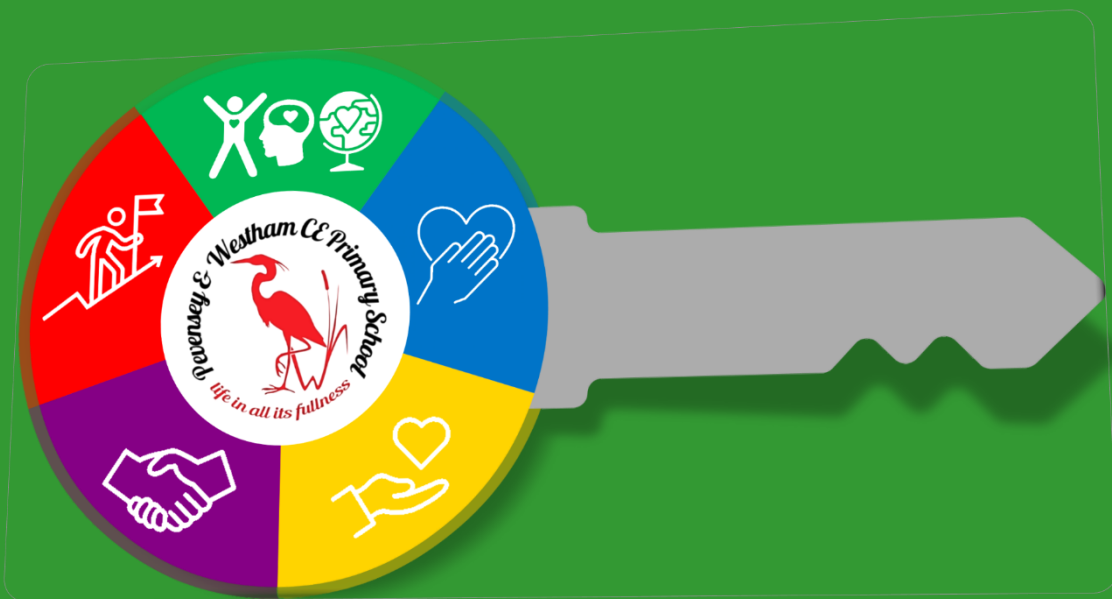


Year 2 PaWS Passport



Year 2 PaWS Passport

Our PaWS Passports highlight some of the key milestones for your child's learning this year across the wider curriculum. The points included are not an exhaustive list of everything you child will learn but detail some of the most important objectives. These objectives are key stepping stones for the essential learning your child should secure as they progress through the school: they are the building blocks for future learning.

These milestones are listed by subjects and include suggestions and links for you to support your child to embed and overlearn these key objectives at home. Overlearning will help your child to thoroughly master the learning points ready for their next step.

Digital copies are available on the school website:

<https://pevenseyschool.org.uk/learning/pawspassports>

School Vision:







“At PaWS we have an ambitious vision to work in partnership with families, the church and the wider community to prepare all our children with the knowledge, skills, values and behaviours they will need in order to flourish, reach their potential and enjoy fullness of life.”

John 10:10

Year 2 Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Science	Living things and their habitats	Uses of everyday materials	Living things and their habitats		Animals, including humans (Life cycles)	Plants
RE	Who is a Muslim and how do they live? Part 1	Why does Christmas matter to Christians? <u>Incarnation</u>	Who is a Muslim and how do they live? Part 2	Why does Easter matter to Christians? <u>Salvation</u>	What is the 'good news' Christians believe Jesus brings? <u>Gospel</u>	What makes some places sacred to believers?
History		Great fire of London How do we know so much?	Pevensey Castle Why is there a castle in our village? What significant event occurred in 1066?			
Geography	Welcome to our world – weather and climate					Off to Africa! Compare to PaWS
Computing	Online Safety - Who are you online?		Information technology	Sequencing instructions (Scratch Jr)	Word processing (Google Docs)	Pictograms
Music	Exploring simple patterns	Singing and Signing 2	Introducing an orchestra		Our Big Concert	
Art & Design		Explore and draw		Exploring the world through mono print	Stick transformation project	
DT		Design a Christmas tree decoration for St Mary's Church		Freestanding structures		Healthy Wraps A Balanced Diet
PE	Gymnastics	Hockey	Dance	Gymnastics	Athletics Stool Ball	Basketball
RSHE Life Skills	Setting Ground Rules, Wellbeing and Values	Family and relationships	Safety and the changing body	Health and wellbeing	Citizenship	Economic Wellbeing Transition to Y3

Art and Design

-  Control the types of marks made and explore tone, patterns, shape and space with a range of media.
-  Understand that a variety of colours can be mixed to make different colours, shades and tones.
-  Use drawing to develop and share ideas.
-  Identify that different forms or creative works are made by artists, craftspeople and designers from all cultures and backgrounds.
-  Experiment with different media.
-  Be able to transform objects into sculpture.

Home Learning opportunities

Year 2 Art and Design

<https://www.bbc.co.uk/bitesize/subjects/zmyvcxs>

<https://www.tate.org.uk/kids>

Rosie James

<https://www.textilecurator.com/home-default/home-2-2/rosie-james/>








Leonardo da Vinci

<https://www.natgeokids.com/uk/primary-resource/leonardo-da-vinci-primary-resource/>

Chris Kenny

<https://www.chriskenny.co.uk/twigs>

Computing

-  Know some rules for interacting safely with online friends.
-  Know what personal information is and why it should be kept private.
-  Give examples of common uses of information technology beyond school (e.g. play, communication, to do a job/complete a task).
-  Create a program with at least three moving sprites.
-  Change the appearance of text (e.g. font, colour, bold, underline, italic).
-  Use the enter key to start a new line on a word processor.
-  Enter and combine data to create a pictogram.

Home Learning opportunities

How can you be safe online?

<https://www.bbc.co.uk/bitesize/topics/zymykqt/articles/zym3b9q>











KS1 Computing

<https://www.bbc.co.uk/bitesize/subjects/zyhbwmn>

<https://scratch.mit.edu/join>

<https://studio.code.org/s/courseb-2023/lessons/1/levels/1>

Design and Technology

-  Slice safely using bridge and claw grip
-  Create an appealing looking food which meets design brief
-  Describe the taste, texture and smell
-  Select, mark out, cut and join fabric pieces.
-  Cut neatly and use neat, even running stitch
-  Add finishing features
-  Communicate their ideas through talking and drawing
-  Measure, mark out, cut and shape materials and components
-  Assemble with increasing independence
-  Evaluate finished product and suggest improvements

Home Learning opportunities

Recipes

www.foodforlife.org.uk/skills/recipes

Sewing - Running stitch







<https://www.youtube.com/watch?v=i1-B01FB56s>

<https://www.youtube.com/watch?v=4WeLXueyW3w>

Bug hotel

<https://kelbrookprimaryschool.uk/wp-content/uploads/2020/04/DT-Bug-hotel.pdf>

Geography

-  **Identify and locate** the seven continents and five oceans of the world together with the Equator, North Pole and South Pole
-  **Describe** how the weather, climate and environment of a place will change depending on its location in relation to the Equator and Poles
-  **Identify and describe** some of the ways that living things are adapted to survive in extreme environments (e.g. Sahara Desert and Antarctica)
-  **Identify and describe** the location of Zambia within the continent of Africa and in relation to the Equator, North Pole and South Pole
-  **Compare and contrast** the climate of Mugurameno Village with the temperate climate of the United Kingdom
-  **Compare and contrast** the human and physical geographical features of Mugurameno Village compared with those of their locality

Home Learning opportunities

Key Stage 1 Geography

<https://www.oddizzi.com/> (password and username are class name)
www.bbc.co.uk/bitesize/subjects/zcdqxb/year/zjpqqp3

[School Learning Zone - Key Stage One \(school-learningzone.co.uk\)](http://school-learningzone.co.uk)

History



Sequence and describe how Pevensey Castle has changed significantly over the last 1800 years.



Describe how 1066 was a significant date in history as this was the last time a foreign force invaded and conquered England.



Describe how the castle has many defensive features which could be used at a time of war or conflict.



Identify and describe the probable cause of the Great Fire of London in 1666.



Describe who Samuel Pepys was and why his diary is an important source of primary evidence of the fire.

Home Learning opportunities

Castles

<https://www.bbc.co.uk/bitesize/topics/zqbsydm/articles/zq8t6g8>







<https://www.bbc.co.uk/teach/class-clips-video/history-ks1-castles-and-knights-the-features-of-a-castle/z7c3sk7>

The Great Fire of London

www.bbc.co.uk/bitesize/topics/zdyhn9q/articles/z4msn9q

[School Learning Zone - The Gunpowder Plot](#)

Music

-  To understand what pulse, rhythm and pitch mean.
-  To sing with expression, paying attention to the pitch shape of the melody
-  Understand the narrative of a song within the wider context of a story
-  To understand what tempo and dynamics mean.
-  To recognise fast and slow tempos.
-  To be able to improvise a simple rhythmic pattern in time with the pulse

Home Learning opportunities






Year 2 music

www.bbc.co.uk/bitesize/subjects/z7tnvcw/year/z7s22sg

Charanga login

<https://charanga.com/site/log-in/>

Religious Education

-  Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions.
-  Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians.
-  Talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to people about sadness, hope or heaven, exploring different ideas and giving reasons.
-  Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians
-  Talk about what makes some places special to people, and what the difference is between religious and non-religious special places.

Home Learning opportunities

Year 2 RE

www.bbc.co.uk/bitesize/subjects/zxnygk7/year/z7s22sg

[School Learning Zone - KS1 RE \(school-learningzone.co.uk\)](http://school-learningzone.co.uk)










Christianity

www.primaryhomeworkhelp.co.uk/religion/christian.htm#top

Islam

www.primaryhomeworkhelp.co.uk/religion/Islam.htm

RSHE Life Skills

-  Recognise different types of teasing and bullying, to understand that these are wrong and unacceptable
-  Know strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help
-  Judge what kind of physical contact is acceptable and comfortable; and know how to respond if it isn't (including who to tell and how to tell them)
-  Identify and respect the differences and similarities between people
-  Describe some ways of keeping safe in the environment and online
-  Recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll
-  Ask' and 'I'll tell' including knowing that they do not need to keep secrets
-  Identify aspects of a healthy lifestyle: physical activity, rest, healthy eating and dental health
-  Know that household products, including medicines, can be harmful if not used properly

Home Learning opportunities









Key Stage 1 RSHE Life Skills

www.youtube.com/watch?v=-lL07JOGU5o

www.bbc.co.uk/bitesize/subjects/zst3g7h

www.bbc.co.uk/teach/ks1-pshe/zfyskmn

Science

-  **Living things and their habitats:** identify whether things are alive, dead or never have existed.
-  Describe how animals get their food from other animals and/or plants using the terminology of carnivore, omnivore and herbivore.
-  Use simple food chains to describe the relationships between producers, prey and predators.
-  **Use of everyday materials:** Compare the suitability of materials for different uses.
-  **Animals including humans:** describe the importance of exercise, a balanced diet and hygiene for humans
-  Describe the basic needs of animals for survival and the main changes as juvenile animals mature into adults.
-  **Plants:** Describe the basic needs of plants for survival and the impact of changing these factors.
-  Identify the main changes as seeds and bulbs develop into mature plants

Home Learning opportunities

Key Stage 1 Science

www.bbc.co.uk/bitesize/subjects/z6svr82/year/zjpqqp3

Animals and plants

www.queensmeadacademy.org/attachments/download.asp?file=1522&type=pdf

Habitats

[School Learning Zone - Habitats \(school-learningzone.co.uk\)](http://school-learningzone.co.uk)

Humans

[School Learning Zone - KS1 The Human Body](http://school-learningzone.co.uk)

Everyday materials

[School Learning Zone - KS1 Materials](http://school-learningzone.co.uk)

More useful websites:

School website

www.pevenseyschool.org.uk

Doodle Learning

<https://students.doodlelearning.com/>

Times Table Rock Stars

<https://play.ttrockstars.com/auth/school/student/7769>

Dyslexia Awareness

<https://www.callscotland.org.uk/information/dyslexia/>

Books for Topics

<https://www.booksfortopics.com/>