

NC2014 CORE SUBJECTS, Y2 LIST

OBJECTIVES and CHILD SPEAK TARGETS

KS Year	Subject	Objective	Child Speak Target	Notes
KS1 Y2	Reading	Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.	<i>I can read words quickly because I know how to sound out all parts of a word.</i>	
KS1 Y2	Reading	Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.	<i>I read by blending together the sounds I know and can read out within a word.</i>	
KS1 Y2	Reading	Read accurately words of two or more syllables that contain the same graphemes as above.	<i>I can read words with two or three syllables.</i>	
KS1 Y2	Reading	Read words containing common suffixes.	<i>I can read words with common word endings, such as -ing and -ed.</i>	
KS1 Y2	Reading	Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.	<i>I can read a range of unusual words from our word lists.</i>	
KS1 Y2	Reading	Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.	<i>I can read most words quickly and accurately.</i>	
KS1 Y2	Reading	Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.	<i>When I see a word I have not read before, I can sound out the word without help from an adult.</i>	
KS1 Y2	Reading	Re-read these books to build up their fluency and confidence in word reading.	<i>When I re-read my books, I become better and better at reading the text.</i>	
KS1 Y2	Reading	Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.	<i>I listen, discuss and can say what I think about poems, stories and non-fiction books I have read.</i>	
KS1 Y2	Reading	Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing the sequence of events in books and how items of information are related.	<i>When I read, I am able to tell you about things in the order they happen and if they are connected.</i>	

KS1 Y2	Reading	Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.	<i>I can tell you about all the different stories I have read.</i>	
KS1 Y2	Reading	Develop pleasure in reading, motivation to read, vocabulary and understanding by being introduced to non-fiction books that are structured in different ways.	<i>I enjoy finding out about non-fiction books and how they are set out.</i>	
KS1 Y2	Reading	Develop pleasure in reading, motivation to read, vocabulary and understanding by recognising simple recurring literary language in stories and poetry.	<i>I can recognise simple language patterns in stories and poems.</i>	
KS1 Y2	Reading	Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing and clarifying the meanings of words, linking new meanings to known vocabulary.	<i>I discuss the meaning of words.</i>	
KS1 Y2	Reading	Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing their favourite words and phrases.	<i>I am happy to tell you my favourite words and phrases from my reading.</i>	
KS1 Y2	Reading	Develop pleasure in reading, motivation to read, vocabulary and understanding by continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.	<i>I can say out loud a number of poems I have learnt.</i>	
KS1 Y2	Reading	Understand both the books that they can already read accurately and fluently and those that they listen to by drawing on what they already know or on background information and vocabulary provided by the teacher.	<i>I understand the books I can read.</i>	
KS1 Y2	Reading	Understand both the books that they can already read accurately and fluently and those that they listen to by checking that the text makes sense to them as they read and correcting inaccurate reading.	<i>I check what I am reading makes sense as I read through it.</i>	
KS1 Y2	Reading	Understand both the books that they can already read accurately and fluently and those that they listen to by making inferences on the basis of what is being said and done.	<i>I can tell you why certain things happen in a book or why a character says the things they do.</i>	
KS1 Y2	Reading	Understand both the books that they can already read accurately and fluently and those that they listen to by answering and asking questions.	<i>I can answer and ask questions about what I have read.</i>	
KS1 Y2	Reading	Understand both the books that they can already read accurately and fluently and those that they listen to by predicting what might happen on the basis of what has been read so far.	<i>I like to guess what happens next in a story, using what I already know has gone on before.</i>	

KS1 Y2	Reading	Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.	<i>I take turns to discuss and listen to others about what I have read.</i>	
KS1 Y2	Reading	Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.	<i>I can explain and discuss what has happened in books that either I have read or have been read to me.</i>	
KS1 Y2	Writing	Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.	<i>I can spell words correctly by saying them out loud.</i>	
KS1 Y2	Writing	Spell by learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones.	<i>I am learning new ways for spelling words which sound the same but have different meanings.</i>	
KS1 Y2	Writing	Spell by learning to spell common exception words.	<i>I know how to spell words that do not follow a spelling pattern.</i>	
KS1 Y2	Writing	Spell by learning to spell more words with contracted forms.	<i>I can spell more words by using 'rules' I already know.</i>	
KS1 Y2	Writing	Spell by learning the possessive apostrophe (singular) [for example, the girl's book].	<i>I have learnt how to correctly use the possessive apostrophe (singular) [for example, the girl's book] in my spelling.</i>	
KS1 Y2	Writing	Spell by distinguishing between homophones and near-homophones.	<i>I can show I know the difference between homophones and near-homophones in my spelling.</i>	
KS1 Y2	Writing	Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly.	<i>I spell words correctly, by adding -ment, -ness, -ful, -less, -ly to make them longer.</i>	
KS1 Y2	Writing	Apply year 2 spelling rules and guidance.	<i>I can spell the words correctly in my Year 2 spelling list.</i>	
KS1 Y2	Writing	Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.	<i>I can write out a sentence told to me by my teacher and use the correct punctuation.</i>	
KS1 Y2	Writing	Form lower-case letters of the correct size relative to one another.	<i>When I write, my letters are the same size.</i>	
KS1 Y2	Writing	Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.	<i>I am learning which letters to join up in my handwriting, and which ones are best left unjoined.</i>	
KS1 Y2	Writing	Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.	<i>I can write letters and numbers that are the right way round and the right size.</i>	
KS1 Y2	Writing	Use spacing between words that reflects the size of the letters.	<i>I know where to leave spaces between words.</i>	

KS1 Y2	Writing	Develop positive attitudes towards and stamina for writing by writing narratives about personal experiences and those of others (real and fictional).	<i>I am beginning to write stories about things that have happened to me or other people.</i>	
KS1 Y2	Writing	Develop positive attitudes towards and stamina for writing by writing about real events.	<i>I am able to write longer stories about real things that have happened.</i>	
KS1 Y2	Writing	Develop positive attitudes towards and stamina for writing by writing poetry.	<i>I can write my own poems.</i>	
KS1 Y2	Writing	Develop positive attitudes towards and stamina for writing by writing for different purposes.	<i>I like to write for different purposes, for example, for my teacher, myself or for a class assembly.</i>	
KS1 Y2	Writing	Consider what they are going to write before beginning by planning or saying out loud what they are going to write about.	<i>Before I start my writing, I plan what I am going to say either by thinking about what I want to write or by saying my ideas out loud.</i>	
KS1 Y2	Writing	Consider what they are going to write before beginning by writing down ideas and/or key words, including new vocabulary.	<i>I think about what I am going to write by writing down my ideas and important words which will help me.</i>	
KS1 Y2	Writing	Consider what they are going to write before beginning by encapsulating what they want to say, sentence by sentence.	<i>I can write down brief descriptions about what I want to include in my writing, before I begin.</i>	
KS1 Y2	Writing	Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.	<i>I can make changes in my writing by listening to what others have to say about it.</i>	
KS1 Y2	Writing	Make simple additions, revisions and corrections to their own writing by re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.	<i>Once finished, I will re-read my work to make sure it makes sense.</i>	
KS1 Y2	Writing	Make simple additions, revisions and corrections to their own writing by proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly].	<i>I check my finished work to make sure there are no mistakes in spelling, grammar or punctuation.</i>	
KS1 Y2	Writing	Read aloud what they have written with appropriate intonation to make the meaning clear.	<i>I can read aloud my work in a way which helps people understand it.</i>	
KS1 Y2	Writing	Use grammatical terminology for Year 2 learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks.	<i>I am using familiar and new punctuation correctly in my writing, including full stops, capital letters, exclamation marks and question marks.</i>	
KS1 Y2	Writing	Use grammatical terminology for Year 2 learning how to use commas for lists.	<i>I can use commas correctly when making a list of things.</i>	
KS1 Y2	Writing	Use grammatical terminology for Year 2 learning how to use	<i>I can use an apostrophe to show where some letters are missing from a word or to say when something</i>	

		apostrophes for contracted forms and the possessive (singular).	<i>belongs to someone. For example, I'll means I will.</i>	
KS1 Y2	Writing	Learn how to use sentences with different forms: statement, question, exclamation, command.	<i>I am learning to write sentences which convey different meaning for different purposes.</i>	
KS1 Y2	Writing	Learn how to use expanded noun phrases to describe and specify [for example, the blue butterfly].	<i>I am able to write more interesting sentences by adding further detail.</i>	
KS1 Y2	Writing	Learn how to use the present and past tenses correctly and consistently including the progressive form.	<i>I try to write in the present or past tense when writing.</i>	
KS1 Y2	Writing	Learn how to use subordination (using when, if, that, or because) and co-ordination (using or, and, or but).	<i>I can use words such as when, if, that, because, or, and or but when I write sentences.</i>	
KS1 Y2	Writing	Use grammatical terminology for Year 2 understanding the formation of nouns using suffixes such as -ness, -er and compounding [e.g. whiteboard, superman]	<i>I can add -ness and -er to the end of a word to make new words and I know some words (such as superman or whiteboard) are made by joining two different words together.</i>	
KS1 Y2	Writing	Use grammatical terminology for Year 2 understanding the formation of adjectives using suffixes such as -ful, -less.	<i>I can add -ful and -less to words to make adjectives.</i>	
KS1 Y2	Writing	Use grammatical terminology for Year 2 understanding the use of the suffixes -er, -est in adjectives and the use of the -ly in Standard English to turn adjectives into adverbs.	<i>I know what changes happen to the meaning of words when I add -er, -est and -ly to words.</i>	
KS1 Y2	Writing	Use and understand the year 2 grammatical terminology in English Appendix 2 in discussing their writing.	<i>When I discuss my writing, I can use the correct Year 2 grammar as set out in my Year 2 grammar list.</i>	
KS1 Y2	Spoken Language	At a level appropriate to Year 2: listen and respond appropriately to adults and their peers.	<i>I listen and respond appropriately to adults and his peers up to the standard of spoken language expected by the end of Year 2.</i>	
KS1 Y2	Spoken Language	At a level appropriate to Year 2: ask relevant questions to extend their understanding and knowledge.	<i>I can ask relevant questions to extend my understanding and knowledge up to the standard of spoken language expected by the end of Year 2.</i>	
KS1 Y2	Spoken Language	At a level appropriate to Year 2: use relevant strategies to build their vocabulary .	<i>I use relevant strategies to build my vocabulary up to the standard of spoken language expected by the end of Year 2.</i>	
KS1 Y2	Spoken Language	At a level appropriate to Year 2: articulate and justify answers, arguments and opinions.	<i>I can articulate and justify answers, arguments and opinions up to the standard of spoken language expected by the end of Year 2.</i>	
KS1 Y2	Spoken Language	At a level appropriate to Year 2: give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings .	<i>I give well-structured descriptions, explanations and narratives for different purposes, including for expressing my feelings up to the standard of spoken language expected by the end of Year 2.</i>	

KS1 Y2	Spoken Language	At a level appropriate to Year 2: maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments .	<i>I can keep my attention and join in actively in group conversations, staying on topic and initiating and responding to comments up to the standard of spoken language expected by the end of Year 2.</i>	
KS1 Y2	Spoken Language	At a level appropriate to Year 2: use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.	<i>I use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas up to the standard of spoken language expected by the end of Year 2.</i>	
KS1 Y2	Spoken Language	At a level appropriate to Year 2: speak audibly and fluently with an increasing command of Standard English.	<i>I speak audibly and fluently with an increasing command of Standard English up to the standard of spoken language expected by the end of Year 2.</i>	
KS1 Y2	Spoken Language	At a level appropriate to Year 2: participate in discussions, presentations, performances, role play, improvisations and debates.	<i>I join in in discussions, presentations, performances, role play, improvisations and debates up to the standard of spoken language expected by the end of Year 2.</i>	
KS1 Y2	Spoken Language	At a level appropriate to Year 2: gain, maintain and monitor the interest of the listener(s).	<i>I can gain, maintain and monitor the interest of a listener up to the standard of spoken language expected by the end of Year 2.</i>	
KS1 Y2	Spoken Language	At a level appropriate to Year 2: consider and evaluate different viewpoints, attending to and building on the contributions of others.	<i>I consider and evaluate different viewpoints, attending to and building on the contributions of others up to the standard of spoken language expected by the end of Year 2.</i>	
KS1 Y2	Spoken Language	At a level appropriate to Year 2: select and use appropriate registers for effective communication.	<i>I can choose to talk in different manners depending on the person I am talking to or the situation I am in, up to the standard of spoken language expected by the end of Year 2.</i>	
KS1 Y2	Mathematics	Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward.	<i>I can count forward and backward in steps of 2, 3, and 5 from 0, and make jumps in tens from any number.</i>	
KS1 Y2	Mathematics	Recognise the place value of each digit in a two-digit number (tens, ones).	<i>I know what each digit means in Tens and Unit numbers such as 24.</i>	
KS1 Y2	Mathematics	Identify, represent and estimate numbers using different representations, including the number line.	<i>I can find and show numbers on a number line.</i>	
KS1 Y2	Mathematics	Compare and order numbers from 0 up to 100.	<i>I can order numbers up to 100 and tell you which numbers are bigger or smaller.</i>	
KS1 Y2	Mathematics	Use greater than, less than and = signs.	<i>I use the greater than, less than and equals signs in</i>	

			<i>maths and know what they mean.</i>	
KS1 Y2	Mathematics	Read and write numbers to at least 100 in numerals and in words.	<i>I can read and write numbers to 100 in digits and words.</i>	
KS1 Y2	Mathematics	Use place value and number facts to solve problems.	<i>I solve problems using number facts such as $18+2=20$ and what I know about the value of digits in a number.</i>	
KS1 Y2	Mathematics	Solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures.	<i>I answer addition and subtraction maths problems using objects to help me work it out.</i>	
KS1 Y2	Mathematics	Solve problems with addition and subtraction applying their increasing knowledge of mental and written methods.	<i>I can solve addition and subtraction problems and work out how I answer it on paper or show you how I did it in my head by explaining step by step.</i>	
KS1 Y2	Mathematics	Solve problems with addition and subtraction recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.	<i>I answer problems with addition and subtraction using my number facts to 20 and other number facts up to 100.</i>	
KS1 Y2	Mathematics	Add and subtract numbers using concrete objects, pictorial representations, and mentally, including a two-digit number and ones.	<i>I can add and subtract numbers such as $34 - 8$ or $52 + 5$ using objects or pictures to help.</i>	
KS1 Y2	Mathematics	Add and subtract numbers using concrete objects, pictorial representations, and mentally, including a two-digit number and tens.	<i>I add and subtract two-digit numbers using objects to help me.</i>	
KS1 Y2	Mathematics	Add and subtract numbers using concrete objects, pictorial representations, and mentally, including two two-digit numbers.	<i>I can add or subtract numbers such as $42 - 22$ or $56 + 29$ using objects or pictures to help me.</i>	
KS1 Y2	Mathematics	Add and subtract numbers using concrete objects, pictorial representations, and mentally, including adding three one-digit numbers.	<i>I can add or subtract three numbers such as $2 + 5 + 9$.</i>	
KS1 Y2	Mathematics	Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.	<i>I know that adding to numbers together can be done in any order but subtracting numbers can only be done in one order.</i>	
KS1 Y2	Mathematics	Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.	<i>I can check my answers or solve missing number problems by doing an inverse check.</i>	
KS1 Y2	Mathematics	Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.	<i>I know my 2 and 5 and 10 times tables by heart and can tell whether a number is odd or even.</i>	
KS1 Y2	Mathematics	Calculate mathematical statements for multiplication and division	<i>I use multiplication (\times), division (\div) and equals ($=$)</i>	

		within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs.	<i>signs when writing out my times tables.</i>	
KS1 Y2	Mathematics	Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.	<i>I know that the multiplication of two numbers can be done in any order, but that the division of numbers can only be done in one order.</i>	
KS1 Y2	Mathematics	Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.	<i>I can solve multiplication and division problems using times table facts and objects or pictures to help me.</i>	
KS1 Y2	Mathematics	Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity.	<i>I can find $\frac{1}{3}$ or $\frac{1}{4}$ or $\frac{2}{4}$ or $\frac{3}{4}$ of a shape, length or set of objects.</i>	
KS1 Y2	Mathematics	Write simple fractions for example, $\frac{1}{2}$ of $6 = 3$ and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.	<i>I can write simple fractions sentences such as $\frac{1}{2}$ of $6 = 3$ and know that $\frac{2}{4}$ equals $\frac{1}{2}$.</i>	
KS1 Y2	Mathematics	Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels.	<i>I can choose, use and measure the correct unit to measure length or height in any direction (m/cm); weight (kg/g); temperature (°C); or capacity (litres/ml).</i>	
KS1 Y2	Mathematics	Compare and order lengths, mass, volume/capacity and record the results using symbols for greater than, less than and =.	<i>I can compare and order lengths, weight and capacity and then record the results using symbols for greater than, less than and equals.</i>	
KS1 Y2	Mathematics	Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.	<i>I know and use the symbols for pounds (£) and pence (p) and can add together different amounts of money, such as 253p and £2.</i>	
KS1 Y2	Mathematics	Find different combinations of coins that equal the same amounts of money.	<i>I can find different combinations of coins that equal the same amounts of money.</i>	
KS1 Y2	Mathematics	Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.	<i>I have solved money problems such as how much change do I get from 50p if I buy an apple for 35p?</i>	
KS1 Y2	Mathematics	Compare and sequence intervals of time.	<i>I can put the time of events in order.</i>	
KS1 Y2	Mathematics	Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.	<i>I can tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.</i>	
KS1 Y2	Mathematics	Know the number of minutes in an hour and the number of hours in a day.	<i>I know there are 60 minutes in an hour and 24 hours in a day.</i>	
KS1 Y2	Mathematics	Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line.	<i>I can describe the properties of some 2-D shapes, including the number of sides they have and facts about their symmetry.</i>	

KS1 Y2	Mathematics	Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.	<i>I can describe the properties of some 3-D shapes, including the number of edges, faces and vertices they have.</i>	
KS1 Y2	Mathematics	Identify 2-D shapes on the surface of 3-D shapes [for example, a circle on a cylinder and a triangle on a pyramid].	<i>I can tell you which 2-D shapes appear as the faces on 3-D shapes, such as triangles on a pyramid.</i>	
KS1 Y2	Mathematics	Compare and sort common 2-D and 3-D shapes and everyday objects.	<i>I can compare 2-D and 3-D shapes with everyday objects around me.</i>	
KS1 Y2	Mathematics	Order and arrange combinations of mathematical objects in patterns and sequences.	<i>I can order combinations of mathematical objects in patterns and sequences.</i>	
KS1 Y2	Mathematics	Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).	<i>I can describe my position, direction and movement, including describing turns as quarter, half and three-quarter turns in clockwise and anti-clockwise directions.</i>	
KS1 Y2	Mathematics	Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.	<i>I can read and construct picture graphs, tally charts and tables.</i>	
KS1 Y2	Mathematics	Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.	<i>I can sort objects into categories and tell you how many objects are in each category and show which category has the most.</i>	
KS1 Y2	Mathematics	Ask and answer questions about totalling and comparing categorical data.	<i>I work on sorting objects and can answer questions about the groups of objects I have sorted.</i>	
KS1 Y1,2	Science	Asking simple questions and recognising that they can be answered in different ways.	<i>I can ask simple questions and know that there can be more than one answer.</i>	
KS1 Y1,2	Science	Observing closely, using simple equipment.	<i>I can use simple equipment to look very closely at things so I can understand them better.</i>	
KS1 Y1,2	Science	Performing simple tests.	<i>I can test things in simple ways.</i>	
KS1 Y1,2	Science	Identifying and classifying.	<i>I can identify different things in Science and can group similar ones together.</i>	
KS1 Y1,2	Science	Using their observations and ideas to suggest answers to questions.	<i>I use what I have seen and think to help me when I answer questions.</i>	
KS1 Y1,2	Science	Gathering and recording data to help in answering questions.	<i>I can find information and write it down which helps me when I have to answer questions.</i>	
KS1 Y2	Science	Explore and compare the differences between things that are living, dead, and things that have never been alive.	<i>I can explore and compare the differences between things that are living, dead, and things that have</i>	

			<i>never been alive.</i>	
KS1 Y2	Science	Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.	<i>I can identify that most living things live in places which suit their basic needs. I can describe how different kinds of animals and plants, need different types of places to live and that they depend on each other.</i>	
KS1 Y2	Science	Identify and name a variety of plants and animals in their habitats, including micro-habitats.	<i>I can identify and name a variety of plants and animals in their habitats, including micro-habitats.</i>	
KS1 Y2	Science	Describe 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.	<i>I understand the simple food chain and can identify and name different sources of food. I can describe how animals obtain their food from plants and other animals.</i>	
KS1 Y2	Science	Observe and describe how seeds and bulbs grow into mature plants.	<i>I know and can describe how seeds and bulbs grow into mature plants.</i>	
KS1 Y2	Science	Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.	<i>I know that plants need water, light and a suitable temperature to grow and stay healthy.</i>	
KS1 Y2	Science	Notice that animals, including humans, have offspring which grow into adults.	<i>I know that animals, including humans, have babies which grow into adults.</i>	
KS1 Y2	Science	Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).	<i>I know that animals, including humans, need water, food and air to survive.</i>	
KS1 Y2	Science	Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	<i>I know that exercise, eating the right amounts of different types of food, and hygiene are all important for humans.</i>	
KS1 Y2	Science	Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.	<i>I know which everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard are suitable for particular uses.</i>	
KS1 Y2	Science	Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	<i>I know how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</i>	
KS1 Y1,2	Computing	Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.		
KS1 Y1,2	Computing	Create and debug simple programs.		
KS1 Y1,2	Computing	Use logical reasoning to predict the behaviour of simple programs.		

KS1 Y1,2	Computing	Use technology purposefully to create, organise, store, manipulate and retrieve digital content.		
KS1 Y1,2	Computing	Recognise common uses of information technology beyond school.		
KS1 Y1,2	Computing	Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.		