



Banks Road Primary School
Yr 2 Long Term Planner: Progress Milestones

Learning Focus	Subject statement	Emerging (working towards)	Expected (at age related expectation)	Exceeding (above age related expectation)
Geography: What will we see on our Journey Round the world?	UK and Local Area Name, locate and identify characteristics of the 4 countries and capital cities of the UK and its surrounding seas.	I can use an atlas to name and locate on a map the 4 countries and cities of the UK.	I can name, locate and identify characteristics of the 4 countries and capital cities of the UK and its surrounding seas on a map.	I can name, locate and identify characteristics of the 4 countries and capital cities of the UK and its surrounding seas on a range of maps.
	Physical Themes Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.	I can talk about the day-to-day weather & some of the features of the seasons in my locality. I can show awareness that the weather may vary in different parts of the UK and in different parts of the world.	I can identify seasonal and daily weather patterns in the UK. I can describe which continents have significant hot or cold areas and relate these to the Poles and Equator.	I can talk confidently about how seasons change throughout the year and characteristic weather associated with those seasons. I can describe the pattern of hot or cold areas of the world and relate these to the position of the Equator and the Poles.
	Understanding places and connections Understand geographical similarities and differences through studying the human and physical geography of a small area of a contrasting non-European country.	I can describe an aspect of the physical and human geography of a distant place. I am aware of my locality and can identify 1 or 2 ways it is different and similar to the distant place.	I can describe an aspect of the physical and human geography of a distant place. I am aware of my locality and can identify how it is different and similar to the distant place.	I can describe an aspect of the physical and human geography of a distant place. I am aware of my locality and can identify how it is different and similar to the distant place and suggest why this may be so.
	Map and Atlas Work 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.	I can use a world map, atlas or globe to recognise and name some continents and oceans. I can use a UK wall map or atlas to locate and identify the four countries and capital cities of the United Kingdom.	I can use a world map, atlas or globe to name and locate the 7 continents and 5 oceans. I can use a UK wall map or atlas to locate and identify the 4 countries and capital cities of the UK and its surrounding seas.	I can use a world map, atlas or globe to locate the continents & oceans relative to the Equator/ North & South Poles. I can use a range of maps and satellite images to locate and identify the 4 countries and capital cities of the UK and surrounding seas.
Science : Mini Worlds Big Idea: Habitats provide living things with what they	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 can identify that a habitat supplies living things with what they need.	I can explain how a named animal or plant gets what it needs from its habitat and other living things that are there.	I can explain why there may be a limit as to how many of a certain living thing can live in a particular area.



Banks Road Primary School
Yr 2 Long Term Planner: Progress Milestones

Learning Focus	Subject statement	Emerging (working towards)	Expected (at age related expectation)	Exceeding (above age related expectation)
need.	Identify and name a variety of plants and animals in their habitats, including micro-habitats.	I can identify a limited range of living things in their habitats.	I can identify a range of living things in habitats of various sizes.	I can identify a range of living things and suggest why they may be found in that habitat.
	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 can identify a predator-prey relationship.	I can construct a simple food chain and identify what is eating what.	I can suggest, within a simple food chain, what might happen if one of the living things becomes scarce.
	<p>Working Scientifically Observe things closely.</p> <p>Identify and classify.</p> <p>Use observations and ideas to suggest answers to questions Gather and record data to help answer questions.</p>	<p>I can examine objects closely.</p> <p>I can identify key findings from an enquiry.</p> <p>I can suggest answers to enquiry questions using data.</p> <p>I can collect data.</p>	<p>I can examine carefully.</p> <p>I can identify and group key outcomes from enquiry.</p> <p>I can collect data relevant to the answering of questions.</p> <p>I can answer enquiry questions using data and ideas.</p>	<p>I can observe carefully and suggest useful measurements.</p> <p>I can, with prompting, suggest what an enquiry shows.</p> <p>I can recognise patterns that relate to scientific ideas, when prompted.</p> <p>I can, with support, use evidence to produce a simple conclusion.</p>
History: Why do we remember 5 Nov?	<p>Constructing the past Know where people and events fit within a chronological framework. Pupils study historical periods, some of which they will study more fully later.</p>	I can identify relevant features of particular historical themes, events and people from family, local, national and global history .	I can briefly describe features of particular themes, events and people from family, local, national and global history .	I can explain a range of features covering family, local, national and global history and draw a range of conclusions.
	<p>Cause and effect Choose and use stories and parts of other sources to show that they know and understand key features of events.</p>	I can identify at least one relevant cause for, and effect of, several events covered.	I can identify a few relevant causes and effects of some of the main events covered.	I can comment on a few valid causes and effects relating to many of the events covered.
Science: Healthy Me!	Find out about and describe the basic needs of humans for survival (water, food and air).	I can identify the basic needs of humans for survival (water, food and air).	I can identify human's basic needs.	I can suggest how the basic needs of humans influence their choice of habitat.



Banks Road Primary School
Yr 2 Long Term Planner: Progress Milestones

Learning Focus	Subject statement	Emerging (working towards)	Expected (at age related expectation)	Exceeding (above age related expectation)
Big Idea: The human body has a number of systems, each with its own function.	Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	I can recognise the importance to humans of exercise, diet and hygiene.	I can describe the importance of a healthy diet and exercise.	I can suggest the effects of poor diet and hygiene.
	Working Scientifically Observe closely. Perform simple tests. Identify and classify. Use observations and ideas to suggest answers to questions. Gather and record data to help in answering questions.	I can examine objects closely. I can, with support, conduct simple tests. I can identify key findings from an enquiry. I can suggest answers to enquiry questions using data. I can collect data.	I can examine carefully. I can support simple tests. I can identify and group key outcomes from enquiry. I can collect data relevant to the answering of questions. I can answer enquiry questions using data and ideas.	I can observe carefully and suggest useful measurements. I can conduct a series of simple tests. I can, with prompting, suggest what an enquiry shows. I can recognise patterns that relate to scientific ideas, when prompted. I can, with support, use evidence to produce a simple conclusion.
History: How did the first flight change the world?	Change and Development Identify similarities and differences between ways of life in different periods. Study changes within living memory.	I can identify a few similarities, differences and changes occurring within a particular topic.	I can identify independently , a range of similarities, differences and changes occurring within a specific time period .	I can identify independently and accurately a range of similarities, differences and changes occurring both within and across specific time periods and topics.
Science: Move It! Big Idea: Materials have physical properties which can be investigated and compared.	Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	I can identify that the shape of some objects can be changed.	I can describe changes achieved by applying forces in different directions.	I can identify that some changes to shapes are permanent and others are temporary, and that this can influence their uses.
	Working Scientifically Observe closely. Perform simple tests. Identify and classify. Use observations and ideas to	I can examine objects closely. I can, with support, conduct simple tests. I can identify key findings from an enquiry. I can suggest answers to enquiry	I can examine carefully. I can support simple tests. I can identify and group key outcomes from enquiry. I can collect data relevant to the	I can observe carefully and suggest useful measurements. I can conduct a series of simple tests. I can, with prompting, suggest what an enquiry shows. I can recognise patterns that relate to



Banks Road Primary School
Yr 2 Long Term Planner: Progress Milestones

Learning Focus	Subject statement	Emerging (working towards)	Expected (at age related expectation)	Exceeding (above age related expectation)
	suggest answers to questions. Gather and record data to help in answering questions.	questions using data. I can collect data.	answering of questions. I can answer enquiry questions using data and ideas.	scientific ideas, when prompted. I can, with support, use evidence to produce a simple conclusion.
Geography: Where does our food come from?	UK and Local Area Develop knowledge of the human and physical geography of a small area of the United Kingdom.	I know about the local area and name key landmarks, e.g. the nearest local green space.	I know about the local area, and name and locate key landmarks.	I know the local area and its physical and human geography.
	Human themes Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.	I can talk about a human environment, such as the local area or a UK city, naming some features using some key vocabulary.	I can identify a range of human environments, such as the local area and contrasting settlements, and describe them and some of the activities that occur there using key vocabulary.	I can identify different human environments, such as the local area & contrasting settlements such as a village & a city. I can describe their features & some activities that occur there using a range of key vocabulary.
	Map and atlas work Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features & routes on a map.	I can locate places on a map of the local area using locational and directional language.	I can describe a journey on a map of the local area using simple compass directions and locational and directional language.	I can describe a journey on a map of the local area locating features & landmarks seen on the journey.
Science: Young Gardeners Big Idea: Plant life exists in a	Observe and describe how seeds and bulbs grow into mature plants	I can identify that seeds and bulbs grow into mature plants.	I can describe the stages of development of a full grown plant.	I can compare and contrast the growth patterns of different types of plants.
	Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy	I can find out one thing that plants need to grow and stay healthy.	I can explore and identify what plants need to thrive.	I can identify the effects of a shortage of each of the things that plants need to grow and stay healthy.



Banks Road Primary School
Yr 2 Long Term Planner: Progress Milestones

Learning Focus	Subject statement	Emerging (working towards)	Expected (at age related expectation)	Exceeding (above age related expectation)
variety of forms and goes through cycles The physical properties of materials determine their uses	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 can 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 can select and justify my choice of material for a particular use.	For particular materials in particular uses, I can identify limitations as well as suitability.
	Working Scientifically Ask Simple questions Observe closely using simple equipment. Perform simple tests. Identify and classify. Use observations and ideas to suggest answers to questions. Gather and record data to help in answering questions.	I can, with prompting, ask simple questions that can be tested. I can examine objects closely. I can, with support, conduct simple tests. I can identify key findings from an enquiry. I can suggest answers to enquiry questions using data. I can collect data.	I can ask simple questions that can be tested. I can examine carefully. I can support simple tests. I can identify and group key outcomes from enquiry. I can collect data relevant to the answering of questions. I can answer enquiry questions using data and ideas.	I can, with support, develop relevant, testable questions. I can observe carefully and suggest useful measurements. I can conduct a series of simple tests. I can, with prompting, suggest what an enquiry shows. I can recognise patterns that relate to scientific ideas, when prompted. I can, with support, use evidence to produce a simple conclusion.
	Geography / History: No topic / application			
Science: Materials Monster Big Idea: Materials have physical properties which can be investigated and	Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	I can identify that the shape of some objects can be changed.	I can describe changes achieved by applying forces in different directions.	I can identify that some changes to shapes are permanent and others are temporary, and that this can influence their uses.
	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 can 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 can select and justify my choice of material for a particular use.	For particular materials in particular uses, I can identify limitations as well as suitability.



Banks Road Primary School
Yr 2 Long Term Planner: Progress Milestones

Learning Focus	Subject statement	Emerging (working towards)	Expected (at age related expectation)	Exceeding (above age related expectation)
compared and these properties determine their uses.	<p>Working Scientifically Observe closely.</p> <p>Perform simple tests.</p> <p>Identify and classify.</p> <p>Use observations and ideas to suggest answers to questions. Gather and record data to help in answering questions.</p>	<p>I can examine objects closely.</p> <p>I can, with support, conduct simple tests.</p> <p>I can identify key findings from an enquiry.</p> <p>I can suggest answers to enquiry questions using data.</p> <p>I can collect data.</p>	<p>I can examine carefully.</p> <p>I can support simple tests.</p> <p>I can identify and group key outcomes from enquiry.</p> <p>I can collect data relevant to the answering of questions.</p> <p>I can answer enquiry questions using data and ideas.</p>	<p>I can observe carefully and suggest useful measurements.</p> <p>I can conduct a series of simple tests.</p> <p>I can, with prompting, suggest what an enquiry shows.</p> <p>I can recognise patterns that relate to scientific ideas, when prompted.</p> <p>I can, with support, use evidence to produce a simple conclusion.</p>
Geography: What are the seven wonders of our world?	<p>Understanding places and connections Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.</p>	I can make observations about, and describe, the local area and the nearest local green space.	The child can make observations about, and describe, the local area and its physical and human geography .	I can make observations about & describe, the local area & its physical & human geography , & suggest how they are connected.
	<p>Map and Atlas Work 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.</p>	<p>I can use a world map, atlas or globe to recognise and name some continents and oceans.</p> <p>I can use a UK wall map or atlas to locate and identify the four countries and capital cities of the United Kingdom.</p>	<p>I can use a world map, atlas or globe to name and locate the 7 continents and 5 oceans.</p> <p>I can use a UK wall map or atlas to locate and identify the 4 countries and capital cities of the UK and its surrounding seas.</p>	<p>I can use a world map, atlas or globe to locate the continents & oceans relative to the Equator/ North & South Poles.</p> <p>I can use a range of maps and satellite images to locate and identify the 4 countries and capital cities of the UK and surrounding seas.</p>
Science: Little Masterchefs Big Idea: Survival, hygiene and uses of materials.	Find out about and describe the basic needs of humans for survival (water, food and air).	I can identify the basic needs of humans for survival (water, food and air).	I can identify human's basic needs.	I can suggest how the basic needs of humans influence their choice of habitat.
	Describe the importance for humans of eating the right amounts of different types of food and hygiene.	I can recognise the importance to humans of diet and hygiene.	I can describe the importance of a healthy diet and hygiene.	I can suggest the effects of poor diet and hygiene.
	Identify and compare the suitability of a variety of everyday materials,	I can identify and compare the suitability of a variety of everyday	I can select and justify my choice of material for a particular use.	For particular materials in particular uses, I can identify limitations as well



Banks Road Primary School

Yr 2 Long Term Planner: Progress Milestones

Learning Focus	Subject statement	Emerging (working towards)	Expected (at age related expectation)	Exceeding (above age related expectation)
	including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.	materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.		as suitability.
	<p>Working Scientifically</p> <p>Observe closely.</p> <p>Perform simple tests.</p> <p>Identify and classify.</p> <p>Use observations and ideas to suggest answers to questions.</p> <p>Gather and record data to help in answering questions.</p>	<p>I can examine objects closely.</p> <p>I can, with support, conduct simple tests.</p> <p>I can identify key findings from an enquiry.</p> <p>I can suggest answers to enquiry questions using data.</p> <p>I can collect data.</p>	<p>I can examine carefully.</p> <p>I can support simple tests.</p> <p>I can identify and group key outcomes from enquiry.</p> <p>I can collect data relevant to the answering of questions.</p> <p>I can answer enquiry questions using data and ideas.</p>	<p>I can observe carefully and suggest useful measurements.</p> <p>I can conduct a series of simple tests.</p> <p>I can, with prompting, suggest what an enquiry shows.</p> <p>I can recognise patterns that relate to scientific ideas, when prompted.</p> <p>I can, with support, use evidence to produce a simple conclusion.</p>