



Understanding the world

Scientific Thinking
2UWs.01 Explore and describe parts of plants (including edible parts such as apple, banana, potato, green bean, lettuce), for example, the shape, texture, pattern.
2UWs.02 Grow and care for different plants, knowing that they need light and water to survive.
2UWs.03 Recognise and name the major external parts of the human body and their purposes.
2UWs.04 Explore the role of different body parts in different physical activities, for example, how using their body parts differently affects the speed of their running (e.g., longer strides, moving arms as well as legs).
2UWs.05 Identify the senses (sight, hearing, taste, smell and touch) and what they detect, linking the senses to the correct body parts, for example, explore how to use senses and body parts to predict what might be in a covered container.
2UWs.06 Begin to talk about what helps humans to grow, for example, a varied diet.
2UWs.07 Compare animals, identifying visual similarities and differences.
2UWs.08 Explore and describe a range of common materials, using some appropriate language to describe their properties (e.g., <i>It's shiny.</i>) and how the materials can be manipulated by physical action (e.g., <i>I can bend it.</i>).
2UWs.09 Begin to consider the properties of materials when choosing materials to make an object for a purpose, for example, when building an ideal home for a snail.
2UWs.10 Begin to recognise the difference between an object and a material, identifying the materials that some everyday objects are made from, for example, a wooden table, a plastic toy.
2UWs.11 Explore and describe how familiar objects move, for example, <i>forwards, backwards, fast, slow, in a straight line, turns.</i>
2UWs.12 Explore what happens when different objects are put in water, sorting the objects into those that float and those that sink.
2UWs.13 Identify a range of everyday items at home and at school that require electricity to work.
2UWs.14 Listen to everyday sounds and identify similarities and differences between them.
2UWs.15 Recognise the sun, the moon and stars in the sky, and talk about what they notice about them, for example, observe change in how the moon looks across a month.
Digital Technology
2UWd.01 Switch on a digital device and log on using a generic password.
2UWd.02 Explore using a wider range of software on digital devices, for example, with support, record themselves talking about a favourite activity.
2UWd.03 Explore and interact with on-screen items by pointing and clicking, tapping, dragging, dropping, scrolling and swiping.
2UWd.04 Recognise that digital devices should be used only for short periods of time.
2UWd.05 Handle digital devices with care and consideration for others.
2UWd.06 Identify and name components of different digital devices, including <i>keyboard, mouse, screen, touch pad, headphones, speaker, camera and microphone.</i>
2UWd.07 Talk about digital devices, programs and software while they are exploring them, including beginning to describe how they are using them and why, for example, by saying, <i>When I tap the word, it says the word. or I am taking a photograph to show my mum.</i>
2UWd.08 Identify and talk about devices that need power cables and wires, and devices that do not need them.
2UWd.09 Order instructions for completing an everyday task.
2UWd.10 Suggest instructions for a simple task, for example, to draw a picture of a particular object or to build a brick tower.
2UWd.11 Explore and talk about programmable toys freely in play, including how to make a programmable toy start to move



Understanding the world

People, time and place
2UWp.01 Begin to recognise some relationships in their close family, for example, <i>Grandma is Mum's mum.</i>
2UWp.02 Talk about how the likes and dislikes of members of their close family, their wider family and their peers are similar to and different from their own, and how they do things in similar and different ways.
2UWp.03 Show a sense of belonging to the school community.
2UWp.04 Show an understanding of the past, present and future in and beyond a day, for example, talking about things they have done, are doing and will do in their week.
2UWp.05 Sequence personal activities and family events across the day or week, for example, the activities involved in getting ready for school or visits to wider family.
2UWp.06 Recognise that all adults were once babies and children, and show some awareness that adults' childhood experiences may have been different from their own.
2UWp.07 Use everyday language to describe immediate and familiar indoor and outdoor environments, including those beyond the home and school, for example, a local building of interest, the local park.
2UWp.08 Describe some similarities and differences between two familiar environments.
2UWp.09 Show some awareness of the need to look after outdoor environments, for example, putting litter in the bin.