



## Our Learning Together: How We Learn in Each Subject

*The skills and learning verbs we use in Year 2.*

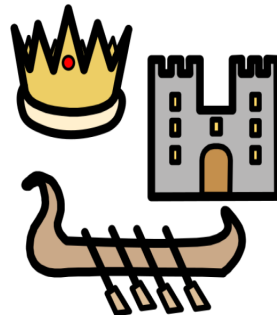
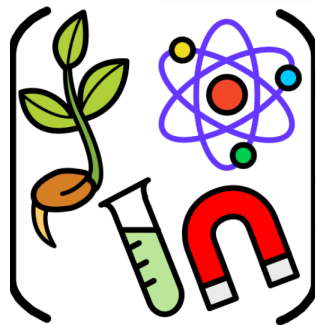
This booklet is about what we do to be scientists, historians, geographers, artists and designers

Our *big question* is:

“What do we need to do to be scientists, historians, geographers, artists and designers?”

Inside this booklet you will find the key action words (verbs) children use in Year 2.

These verbs show how children observe, explore, compare, design, explain and evaluate, helping them think and work like subject experts and supporting learning at home.





In Year 2, children learn by **doing, thinking and explaining**. They observe carefully, compare ideas, use evidence and explain their thinking clearly.

This booklet shows the **action words** we use to help children learn in different subjects. These words explain what children do when they are being:

- scientists
- historians
- geographers
- artists
- designers

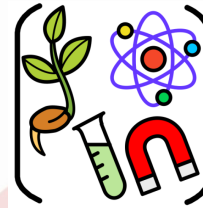
Using these words helps children:

- understand their learning more deeply
- explain their ideas and give reasons
- use what they know in different subjects


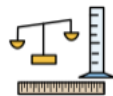




Families can support learning at home by:

- using the action words when talking together
- asking questions like *"How do you know?"*, *"Why do you think that?"* or *"What would you change next time?"*

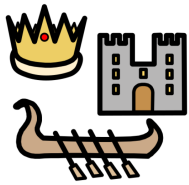
## Science



*A Year 2 Scientist asks questions, tries things out, and talks about what happens. They group and measure things, test ideas, record their observations, notice patterns, and explain what they find.*

classify 	group things based on their features
measure 	use simple tools to check size, weight, or amount
test 	try things out to see what happens
record 	write, draw, or chart what happens
identify patterns 	notice what happens often
explain 	say why something happens

## History



*A Year 2 Historian begins to compare, sequence and ask questions about the past. They use sources to interpret information and explain why events happened or why people acted as they did.*

## Geography



*A Year 2 Geographer begins to compare, explain and ask questions about places and environments. They use maps and aerial photographs to interpret geographical features and suggest reasons for patterns they notice.*








ask	?	to think of and say questions about the past to find out more
compare		to look at two or more things and say how they are the same or different
sequence		to put events in the order they happened
interpret		to work out what a picture, object, or source tells us about the past
explain		to give reasons for why something happened or why someone acted as they did
justify		to give reasons to support your ideas about history

ask	?	to think of and say questions to find out more about places or features
compare		to look at two or more places, features, or environments and describe how they are the same or different using evidence
interpret		to look at maps or photographs and work out what they tell you
explain		to give reasons why something happens or why places are like they are
suggest		to give ideas or answers based on what you know or have found out
justify		to give reasons to support your ideas about geography

## Design & Technology



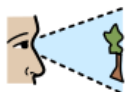





*A Year 2 Designer/Maker plans, makes, and evaluates products with increasing independence. They explain their design choices, test their ideas, and suggest improvements based on how well their product works.*

plan		to think carefully about what to make, including steps
select		to choose materials, components, and tools that best suit the design purpose
make		to construct a product with increasing accuracy
evaluate		to think about how well a product works and whether it meets the design goal
improve		to adapt or change a design to make it work better or be more effective
explain		to give reasons for design choices
compare		to look at different products or designs and explain what is similar or different and why

## Art



*A Year 2 Artist begins to make thoughtful choices in their artwork. They use drawing and painting techniques with greater control, observe details and reflect on their creative decisions to improve and develop ideas.*

observe		to look closely at objects, artworks, or the environment to notice details, shapes, and colours
select		to choose materials, tools, or techniques that suit the purpose of the artwork
develop/ improve		to build on ideas and skills over time, trying new techniques to make the artwork more interesting
reflect		to think about their own or others' artwork and how it could be improved
explain		to talk clearly about their artwork, sharing what they made/how they made it
compare		to look at two or more artworks and talk about how they are similar or different