Year 2 Programme of Study

English

Entertain
Adventure story
Story
Traditional tale

Inform
Non-chronological report
Recount - postcard
Instruction
Explanation text
Persuasive letter

Poetry
Poetry – Rhyme and RepetitionPoetry – Riddles
Contemporary and classic poetry- reciting / performing /writing.
Poems with patterns.
Silly poems and other humorous texts that play with language (**clerihew**), for example: riddles, language puzzles, jokes, nonsense sentences (alliteration, or the juxtaposition of surprising and unusual elements).
Simple poems or passages of descriptive prose based on closely observed experience.

Core Texts:
See '50 Year Group Reads' Challenge list.
Hales Valley Trust Canon
The Write Stuff

Autumn
Hibernation - Non-chronological Report
If I Were in Charge of the World- Free Verse Poetry
The Christmas Star- Narrative
Meerkat Christmas- Postcard

Spring
The Great Fire of London- Diary
George and the Dragon- Narrative
How to Make a Bird Feeder- Instructions

Summer
The Owl Who Was Afraid of The Dark- Narrative
In My Heart: A Book of Feelings – Lyrical Explanation Poem
Pirates- Non-chronological Report

Scheme: Phonics - Little Wandle Letters and Sound
Writing Approach – The Write Stuff
Scheme: Handwriting – Kinetic Letters
Scheme: Spelling – No Nonsense Spelling

Maths

Number & Place Value	Addition & Subtraction	Multiplication & Division	Measurement	Geometry: Properties of Shapes
❖ Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward. ❖ Recognise the place value of each digit in a two-digit number (tens, ones). ❖ Identify, represent and estimate numbers using different representations, including the number line. ❖ Compare and order numbers from 0 up to 100; use <, > and = signs. ❖ Read and write numbers to at least 100 in numerals and in words. ❖ Use place value and number facts to solve problems.	*Solve problems with addition and subtraction:* ❖ Using concrete objects and pictorial representations, including those involving numbers, quantities and measures; ❖ Applying their increasing knowledge of mental and written methods. *Recall and use addition and subtraction facts to 20 and 100:* ❖ fluently up to 20; ❖ related facts to 100. *Add and subtract numbers using concrete objects, pictorial representations, and mentally, including:* ❖ a two-digit number and ones; ❖ a two-digit number and tens; ❖ two two-digit numbers; ❖ adding three one-digit numbers. ❖ Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot. ❖ Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.	❖ Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers. ❖ Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs. ❖ Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot. ❖ Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. **Fractions** ❖ 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. ❖ Write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.	*Choose and use appropriate standard units to estimate and measure to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels:* ❖ length/height in any direction (m/cm); ❖ mass (kg/g); ❖ temperature (°C); ❖ capacity (litres/ml). ❖ Compare and order lengths, mass, volume/capacity and record the results using >, < and =. ❖ Recognise and use symbols for pounds (£) and pence (p); ❖ Combine amounts to make a particular value. ❖ Find different combinations of coins that equal the same amounts of money. ❖ Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change. ❖ Compare and sequence intervals of time. ❖ 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. ❖ Know the number of minutes in an hour and number of hours in a day.	❖ Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line. ❖ Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces ❖ Identify 2-D shapes on the surface of 3-D shapes *[for example, a circle on a cylinder and a triangle on a pyramid].* ❖ Compare and sort common 2-D and 3-D shapes and everyday objects. **Geometry: Position & Direction** ❖ Order and arrange combinations of mathematical objects in patterns and sequences. ❖ 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). **Statistics** ❖ Interpret and construct simple pictograms, tally charts, block diagrams and simple tables. ❖ Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity. ❖ Ask and answer questions about totalling and comparing categorical data.

Scheme: Power Maths
Knowledge organisers will be sent out before each unit begins, these will show the key vocabulary, methods and models used and also any key knowledge needed to be successful.
Times Tables: teaching and learning will be supported through the use of **Times Table Rockstars**

Science

National Curriculum
Plants
Animals including humans
Living things and their habitats
Materials
Working Scientifically

Art and Design

Autumn –
Summer, Giuseppe Arcimboldo - Mannerism

Spring -
Mona Lisa, Leonardo Da Vinci.- Rennaisance

Summer -

Coming Home from the Mill, L.S. Lowry - Primitivism

Sculpture
Printing
Sketching
Painting
Collage

PSHE

Scheme: Skills Partnership – Zippy's Friends
Autumn – Relationships
- Roles of different people, families. Feeling cared for.
- Recognising privacy; Staying safe. Seeking permission.
- How behaviour affects others. Being polite and respectful.

Spring – Living in the Wider World
- What rules are. Caring for others' needs. Looking after the environment.
- Using the internet and digital devices. Communicatingonline
- Strengths and interests. Jobsin the community.

Summer – Health and Wellbeing
- Keeping healthy. Food and exercise. Hygiene routines. Sun safety.
- Recognising what makes them unique and special. Feelings. Managing when things go wrong.

How rules and age restrictions help us. Keeping safe online.

Computing

Scheme: Kapow
- Autumn 1 - Online safety
- Autumn 2 - Computing systems and networks 1 – What is a computer?
- Spring 1 - Programming 1 – Algorithms and debugging
- Spring 2Programming 2 – ScratchJr
- Summer 1- Creating media – Stop Motion
- Summer 2 - Data handling – International Space Station

Design Technology

Autumn
- Aspect of DT: Mechanisms
- Focus: Wheels and axles
- Making a vehicle

Spring
- Aspect of DT: Textiles
- Focus: Templates and joining techniques
- Glove puppet

Summer
- Aspect of DT: Food
- Focus: Preparing vegetables (including cooking and nutrition requirements for KS1)

Foreign Languages

A range of foreign languages will be introduced and used throughout the school day. This will be through songs and greetings (e.g. hello, goodbye, good morning, thankyou)

Music

Instrument Instruction: Ocarina

Scheme: Charanga
- Autumn 1 – Hands, feet, heart
- Autumn 2 – Ho Ho Ho
- Spring 1 – I wanna play in a band
- Spring 2 – Zootime
- Summer 1 – Friendship Song

Summer 2 – Reflect, rewind and replay

Geography

Autumn:
- Geographical skills and field work. NCKS1
- Use simple compass directions (N, S, E, W) and locational directional language, to describe the location, features and routes ona map (RGS Module 2)

Spring:
- Halesowen and small village in the Gambia

Summer:
- The 7 continents
- The 5 Oceans

History

Autumn:
- Rosa Parkes and Emily Davidson - comparisons

Spring:
- The Plague
- The Great Fire of London (historical sources and Samuel Pepys)

Summer:
- Thomas Newcomen – Invention of the steam engine (Industrial Revolution)
- Nail Making – A town of Nailers (link to industrial revolution)

Whole School Themes
- **Remembrance -** Armistice Day – What does armistice mean? Knowledge about different coloured poppies. Animals in the war.
- **Gun Powder Plot-** Remember, remember poem- discuss the poem and we should never forget the 5th November. Focus on vocabulary oftreason and plot.

Physical Education

Scheme: PE Hub
Outdoor:
- Attack and shoot unit 1
- Attack and shoot unit 2
- Hit and catch unit 1
- Hit and catch unit 2
- Run and jump unit 1
- Run and jump unit 2

Indoor:
- Gym unit 1
- Dance unit 1
- Gym unit 2
- Dance unit 2
- Send and return unit 1
- Send and return unit 2
- Swimming

Religious Education

Autumn
- Hinduism – Reincarnation

Janmashtami
Dudley Syllabus 2021-2026
Pages 38 and 39

Spring
- Christianity – Easter and God and loving kindness

Dudley Syllabus 2021-2026
Pages 26 and 27

Summer
- Islam – Significant beliefs about Muhammad

The First revelation and the origin of the Qur'an
Dudley Syllabus 2021-2026

Skills Builder

Step 0: ages 4-7 Step 1 : ages 5-8 Step 2 : ages 6-9 Step 3: ages 7-10 Step 4 : ages 8-11 Step 5 : ages 9-12 Step 6 : ages 10-14

Mastery approach underpins the Framework – that means, no steps should be skipped and only when a step is mastered should learners move onto the next one. Mastery of a step is evident when a child or young person is regularly able to demonstrate that step in different contexts.

Try New Things: Bake bread, play with fire, tie knots, build a bivouac, grow vegetables and make a lighthouse.