




Year 2 Programme of Study

English			Maths	Science																																																														
Autumn Text: The Bird Feeder Text: Little Red Reading Hood Text: Write about real events; Write simple, coherent narratives about personal experiences Text: If I were in Charge Text: My Christmas Star Text: Write about real events; Write simple, coherent narratives about personal experiences Reading Little Wandle Phonics Click here to access the phonic programme overview Poetry, Rhymes & Songs <ul style="list-style-type: none">The Night Before Christmas by Clement Clarke Moore (Archaic, Classic, Free verse)The Ning Nang Nong by Spike Milligan (Resistant poetry)I Do Not Mind You Winter Wind by Jack Prelutsky (Complexity of symbol) Class texts/ read: <i>Archaic language:</i> <ul style="list-style-type: none">The Magic Faraway Tree – Enid Blyton Non linear time sequence: <ul style="list-style-type: none">The Trouble With Trolls – Jan BrettBlack and White – David MacauleyOne Candle – Eve BuntingThe Stinky Cheese Man – John ScieskaThree Brave Women – C.L.G MartinThe Summer my Father Was Ten - Pat Brisson	Spring Text: The Owl who is Afraid of the Dark Text: The Lighthouse Keepers Lunch Text: Building Boy Text: The Day the Crayons Quit Reading Little Wandle Fluency Poetry, Rhymes & Songs <ul style="list-style-type: none">Classes to read a variety of shape poems during reading for pleasure time.Classes to explore and read a variety of poems during reading for pleasure time. Class texts/ read: <i>Complexity of Narrator:</i> <ul style="list-style-type: none">Chester – Melanie WattAnd the Dish Ran Away with the Spoon – Janet StevensThe Wolf Story – What really happened to Little Red Riding Hood – Toby ForwardThe True Story of the Three Little Pigs – John Scieska <i>Complexity of plot:</i> <ul style="list-style-type: none">Grandad’s Island – Benji DaviesDinosaurs and All That Rubbish – Michael ForemanThe Red Tree – Shaun TanThe Chickens Build a Wall – Jean- Francois DumontRed Kite, Blue Kite – Ji-Li JiangThe Building Boy – Ross Montgomery	Summer Text: The Great Fire of London Text: Big Cats Text: Write about real events; Write simple, coherent narratives about personal experiences Text: If I were in Charge Text: Stardust Text: Write about real events; Write simple, coherent narratives about personal experiences Text: If I were in Charge Reading Little Wandle Fluency Poetry, Rhymes & Songs <ul style="list-style-type: none">The Dragon Who Ate Our School by Nick Toczek (Performance Poetry, Repeating patterns)The Morning Rush by John Foster (Performance poetry)King of the Dinosaurs by Aoife Mannix Class texts/ read: <i>Resistant Texts</i> <ul style="list-style-type: none">The Book With No Pictures – B.J. NovakTadpole’s Promise – Jeanne WillisThe Colour Monster – Anna LlenasNing Nang Nong – Spike MilliganMirror – Jeannie Baker Window – Jeannie Baker <i>Diversity</i> <ul style="list-style-type: none">We All Went On Safari – Laurie KrebsMommy’s Khimar – Jamilah Thompkins-BigelowSo Much - Trish CookeComing to England – Floella BenjaminAntiracist baby – Ibram X. Kendi	Scheme: Power Maths Knowledge organisers for Power Maths units can be found on the school website. . <table><tr><th>Textbook</th><th>Strand</th><th>Unit</th><th colspan="2">Number of Lessons</th></tr><tr><td rowspan="5">Textbook A / Practice Workbook A</td><td>Number – number and place value</td><td>1</td><td>Numbers to 100</td><td>10</td></tr><tr><td>Number – addition and subtraction</td><td>2</td><td>Addition and subtraction (1)</td><td>12</td></tr><tr><td rowspan="3">Number – addition and subtraction</td><td>3</td><td>Addition and subtraction (2)</td><td>9</td></tr><tr><td>4</td><td>Money</td><td>9</td></tr><tr><td>5</td><td>Multiplication and division (1)</td><td>9</td></tr><tr><td rowspan="5">Textbook B / Practice Workbook B</td><td>Number – multiplication and division</td><td>6</td><td>Multiplication and division (2)</td><td>9</td></tr><tr><td>Statistics</td><td>7</td><td>Statistics</td><td>7</td></tr><tr><td>Measurement</td><td>8</td><td>Length and height</td><td>5</td></tr><tr><td>Geometry – properties of shape</td><td>9</td><td>Properties of shapes</td><td>12</td></tr><tr><td>Number – fractions</td><td>10</td><td>Fractions</td><td>14</td></tr><tr><td rowspan="4">Textbook C / Practice Workbook C</td><td>Geometry – position and direction</td><td>11</td><td>Position and direction</td><td>4</td></tr><tr><td>Number – addition and subtraction</td><td>12</td><td>Problem solving and efficient methods</td><td>12</td></tr><tr><td>Measurement</td><td>13</td><td>Time</td><td>9</td></tr><tr><td>Measurement</td><td>14</td><td>Weight, volume and temperature</td><td>10</td></tr></table> Times Tables: teaching and learning will be supported through the use of Times Table Rockstars	Textbook	Strand	Unit	Number of Lessons		Textbook A / Practice Workbook A	Number – number and place value	1	Numbers to 100	10	Number – addition and subtraction	2	Addition and subtraction (1)	12	Number – addition and subtraction	3	Addition and subtraction (2)	9	4	Money	9	5	Multiplication and division (1)	9	Textbook B / Practice Workbook B	Number – multiplication and division	6	Multiplication and division (2)	9	Statistics	7	Statistics	7	Measurement	8	Length and height	5	Geometry – properties of shape	9	Properties of shapes	12	Number – fractions	10	Fractions	14	Textbook C / Practice Workbook C	Geometry – position and direction	11	Position and direction	4	Number – addition and subtraction	12	Problem solving and efficient methods	12	Measurement	13	Time	9	Measurement	14	Weight, volume and temperature	10	National Curriculum <ul style="list-style-type: none">PlantsAnimals including humansLiving things and their habitatsMaterialsWorking Scientifically
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Art and Design	PSHE	Computing	Design Technology	Foreign Languages	Geography	History	Physical Education	Religious Education
Autumn Giuseppe Arcimboldo - Mannerism  Spring Mona Lisa, Leonardo Da Vinci.- Renaissance  Summer Coming Home from the Mill, L.S. Lowry - Primitivism  <ul style="list-style-type: none">SculpturePrintingSketchingPaintingCollage	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. Communicating online Strengths and interests. Jobs in 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.	Scheme: Kapow Autumn Online safety Computing systems and networks 1 – What is a computer? Spring Programming 1 Algorithms and debugging Programming 2 – Scratch Jr Summer Creating media – Stop Motion Data handling – International Space Station	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)	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, thank you) Music Instrument Instruction: Ocarina Scheme: Charanga Autumn <ul style="list-style-type: none">Hands, feet, heartHo Ho Ho Spring <ul style="list-style-type: none">I wanna play in a bandZootime Summer <ul style="list-style-type: none">Friendship SongReflect, rewind and replay	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 on a map (RGS Module 2) Spring: Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and a small area of a contrasting non-European country: Halesowen and small village in the Gambia Summer: Name and locate the world’s seven continents and five oceans. Name, locate and identify characteristics of Halesowen and the four countries of UK including capital cities of the UK and surrounding seas.	Autumn: The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. NC KS1: Rosa Parkes and Emily Davidson - comparisons Spring: Events beyond living memory that are significant nationally or globally. NC KS1: The Plague and The Great Fire of London (historical sources and Samuel Pepys) Summer: Local History Study. Significant historical events, people and places in their own locality. NC KS1: 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 5 November. Focus on vocabulary of treason and plot.	Scheme: PE Hub Outdoor: <ul style="list-style-type: none">Attack and shoot unit 1Attack and shoot unit 2Hit and catch unit 1Hit and catch unit 2Run and jump unit 1Run and jump unit 2 Indoor: <ul style="list-style-type: none">Gym unit 1Dance unit 1Gym unit 2Dance unit 2Send and return unit 1Send and return unit 2	Autumn <ul style="list-style-type: none">Hinduism – Reincarnation and Janmashtami Dudley Syllabus 2021-2026 Pages 38 and 39 Spring <ul style="list-style-type: none">Christianity – Easter and God and loving kindness Dudley Syllabus 2021-2026 Pages 26 and 27 Summer <ul style="list-style-type: none">Islam – Significant beliefs about MuhammadThe First revelation and the origin of the Qur’an Dudley Syllabus 2021-2026

Year 2 Programme of Study

Skills Builder

LISTENING

PRESENTING

PROBLEM SOLVING

CREATIVITY

STAYING POSITIVE

AIMING HIGH

LEADERSHIP

TEAMWORK

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.