



# Year Two

## Programmes of Study

## Monitoring and Assessment

### Coverage

As each skill/objective is taught within a subject unit (key objective), they must be highlighted to show coverage. Different colours will be used to represent each term.

Key:

Autumn	Blue
Spring	Green
Summer	Orange

### Assessment

At the end of each unit, teachers must highlight the key objective (*Overall title at the top of the unit, which encompasses all of the skills/objectives covered and is written in bold*), to show the following:

**Green** – 85% or above have achieved skills/objectives

**Orange** – 65-84%

**Red** – below 65%

Teachers must also record the names of children who are working above or below age-related in the left hand box.

Any children that are working above or below, should be taught the appropriate skills/objectives (i.e. teachers must plan from a range of year group programmes of study), and referenced within weekly planning.

## Year Two

Subject	Skills and Objectives	
<b>Art &amp; Design</b>  <i>*Art is split into different art forms. For each form of Art there are four processes and then the appropriate skills and objectives for the year group. These can be taught at any point in the year, but try not to repeat the art form more than once per year, unless there is clear progression.</i>		
<b>Drawing</b>  Working above:     Working below	Create	<b>To use a range of materials creatively to design and make products.</b> <ul style="list-style-type: none"> <li>To respond to ideas and starting points (stories, rhymes, objects, the natural world).</li> </ul>
	Communicate	<ul style="list-style-type: none"> <li>To use drawing to develop and share ideas, experiences and imagination.</li> </ul>
	Using techniques to create effect	<b>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</b> <ul style="list-style-type: none"> <li>To draw lines of different shapes and thicknesses.</li> <li>To draw with a wider range of materials, eg. Pastels, coloured and sketching, pencils, charcoals.</li> <li>To show patterns and textures in drawings by adding dots and lines.</li> <li>To show different tones using coloured pencils.</li> </ul>
	Appreciate artists who inspire and influence us	<ul style="list-style-type: none"> <li>About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>
<b>Painting</b>  Working above:     Working below	Create	<b>To use a range of materials creatively to design and make products.</b> <ul style="list-style-type: none"> <li>To respond to ideas and starting points (stories, rhymes, objects, the natural world).</li> </ul>
	Communicate	<ul style="list-style-type: none"> <li>To use painting to develop and share ideas, experiences and imagination.</li> </ul>
	Using techniques to create effect	<ul style="list-style-type: none"> <li>To mix primary colours to make secondary colours.</li> <li>To add white to colours to make tones.</li> <li>To add black to colours to make tones.</li> </ul>
	Appreciate artists who inspire and influence us	<ul style="list-style-type: none"> <li>About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own</li> </ul>
	Create	<b>To use a range of materials creatively to design and make products.</b>

<b>Collage</b>		<ul style="list-style-type: none"> <li>To respond to ideas and starting points (stories, rhymes, objects, the natural world).</li> </ul>
	Working above:	<p>Communicate</p> <ul style="list-style-type: none"> <li>To use collage to develop and share ideas, experiences and imagination.</li> </ul>
	Working below	<p>Using techniques to create effect</p> <ul style="list-style-type: none"> <li>To create collages sometimes in a group and sometimes independently.</li> <li>To mix paper and other materials with different textures and appearances.</li> </ul>
		<p>Appreciate artists who inspire and influence us</p> <ul style="list-style-type: none"> <li>About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own</li> </ul>
<b>3D</b>	Working above:	<p>Create</p> <p><b>To use a range of materials creatively to design and make products.</b></p> <ul style="list-style-type: none"> <li>To respond to ideas and starting points (stories, rhymes, objects, the natural world).</li> </ul>
	Working below	<p>Communicate</p> <ul style="list-style-type: none"> <li>To use 3D art to develop and share ideas, experiences and imagination.</li> </ul>
		<p>Using techniques to create effect</p> <ul style="list-style-type: none"> <li>To make a 3D sculpture from clay (eg clay pot).</li> <li>To make a carving using dry clay.</li> </ul>
		<p>Appreciate artists who inspire and influence us</p> <ul style="list-style-type: none"> <li>About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>
<b>Printing</b>	Working above:	<p>Create</p> <p><b>To use a range of materials creatively to design and make products.</b></p> <ul style="list-style-type: none"> <li>To respond to ideas and starting points (stories, rhymes, objects, the natural world).</li> </ul>
	Working below	<p>Communicate</p> <ul style="list-style-type: none"> <li>To use printing to develop and share ideas, experiences and imagination.</li> </ul>
		<p>Using techniques to create effect</p> <ul style="list-style-type: none"> <li>To have printed by pressing, rolling, rubbing and stamping.</li> <li>To look at print making in the environment (eg wallpapers, fabrics, etc).</li> </ul>
		<p>Appreciate artists who inspire and influence us</p> <ul style="list-style-type: none"> <li>About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>
<b>Textiles</b>	Working above:	<p>Create</p> <p><b>To use a range of materials creatively to design and make products.</b></p> <ul style="list-style-type: none"> <li>To respond to ideas and starting points (stories, rhymes, objects, the natural world).</li> </ul>
	Working below	<p>Communicate</p> <ul style="list-style-type: none"> <li>To use textiles to develop and share ideas, experiences and imagination.</li> </ul>
		<p>Using techniques to create effect</p> <ul style="list-style-type: none"> <li>To use glue to join fabrics.</li> <li>To use running stitch to join fabrics.</li> </ul>

		<ul style="list-style-type: none"> <li>To explore plaiting and understand the basic method.</li> </ul>
	Appreciate artists who inspire and influence us	<ul style="list-style-type: none"> <li>About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>

<b>Music</b>	<p><i>Music runs throughout the year. It is up to the teacher to plan out how this is to be taught progressively throughout each year group.</i></p> <p><u>Key Vocabulary is to be taught in Key Stage One:</u></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Word</th> <th>Definition</th> </tr> </thead> <tbody> <tr> <td>pitch</td> <td>recognise and respond to high and low sounds</td> </tr> <tr> <td>duration</td> <td>recognise and respond to steady beat in music heard and performed, and long and short sound patterns</td> </tr> <tr> <td>dynamix</td> <td>identify and respond to loud, quiet and silence</td> </tr> <tr> <td>tempo</td> <td>identify and respond to fast and slow</td> </tr> <tr> <td>texture</td> <td>recognise and respond to one sound and to many sounds combined</td> </tr> <tr> <td>timbre</td> <td>identify wooden, metal, skinned and electronic instruments and their properties by sound</td> </tr> <tr> <td>structure</td> <td>understand and identify musical echoes, repeating patterns, and beginning, middle, end</td> </tr> </tbody> </table>	Word	Definition	pitch	recognise and respond to high and low sounds	duration	recognise and respond to steady beat in music heard and performed, and long and short sound patterns	dynamix	identify and respond to loud, quiet and silence	tempo	identify and respond to fast and slow	texture	recognise and respond to one sound and to many sounds combined	timbre	identify wooden, metal, skinned and electronic instruments and their properties by sound	structure	understand and identify musical echoes, repeating patterns, and beginning, middle, end
Word	Definition																
pitch	recognise and respond to high and low sounds																
duration	recognise and respond to steady beat in music heard and performed, and long and short sound patterns																
dynamix	identify and respond to loud, quiet and silence																
tempo	identify and respond to fast and slow																
texture	recognise and respond to one sound and to many sounds combined																
timbre	identify wooden, metal, skinned and electronic instruments and their properties by sound																
structure	understand and identify musical echoes, repeating patterns, and beginning, middle, end																

<b>Year 2</b>		
Working above:	<b>Controlling sounds through singing and playing (Performing)</b>	<ul style="list-style-type: none"> <li>Take part in singing songs, following the tune (melody) well.</li> <li>Use voice to good effect.</li> <li>Play untuned instruments musically.</li> <li>Have the opportunity to learn a musical instrument.</li> <li>Perform with others, taking instructions from the leader.</li> <li>Make and control long and short sounds using voices and instruments.</li> <li>Perform, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of great composers and musicians.</li> </ul>
Working below:		



D&T	<p><i>D&amp;T is taught once per term. It is up to the teacher to take these objectives/skills below and plan out what will be designed and made, in accordance with your topics, following the process below each time. Remember to ensure teaching of, application of and consolidation of skills, as well as progression from unit to unit. (Remember some more able chn will progress to the level 2 skills, which can be obtained from the Year 2 PoS.)</i></p>		
<p><b>To know, understand and use the skills needed to design and make in a range of relevant contexts, including the home, school, industry and local environment.</b></p>			
Assessment / Evaluation	<p>Unit 1:.....</p> <p>Working above:</p> <p>Working below:</p>	<p>Unit 1:.....</p> <p>Working above:</p> <p>Working below:</p>	<p>Unit 1:.....</p> <p>Working above:</p> <p>Working below:</p>
Level 2	<p><u>Design:</u></p> <ul style="list-style-type: none"> <li>• Design purposeful, functional appealing products for themselves <b>and other users</b> based on design criteria.</li> <li>• Generate, develop, model and communicate their ideas through talking, drawing templates, <b>mock-ups</b> and, where appropriate ICT.</li> </ul>		
	<p><u>Make:</u></p> <ul style="list-style-type: none"> <li>• <b>Select from</b> and use a range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing).</li> <li>• <b>Select from</b> and use a wide range of materials and components, including construction materials, textiles and food ingredients according to their characteristics.</li> </ul>		
	<p><u>Evaluate:</u></p> <ul style="list-style-type: none"> <li>• Explore and evaluate a range of existing products.</li> <li>• Evaluate their ideas against design criteria.</li> </ul>		
	<p><u>Technical knowledge:</u></p> <ul style="list-style-type: none"> <li>• Build structures, exploring how they can be made stronger, stiffer and more stable.</li> <li>• <b>Explore and use mechanisms (e.g. levers, sliders, wheels and axles) in their products.</b></li> </ul>		

<b>Geography</b>	*Geography must be taught in order, i.e. a first, then b...
	<p>Throughout Geography topics:</p> <p>use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> <li>• key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>• key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul>
<b>Year 2, a</b>	<b>Develop Knowledge about the World</b>
<p>Working above:</p> <p>Working below:</p>	<ul style="list-style-type: none"> <li>• name, locate and identify characteristics of the four countries and their capital cities.</li> <li>• name and locate surrounding seas of the United Kingdom.</li> <li>• name and locate the World's seven continents</li> <li>• name and locate the World five oceans</li> <li>• use world maps, atlases and globes to identify countries, continents and oceans.</li> </ul>
<b>Year 2, b</b>	<b>Understand geographical similarities and differences through studying the Human and Physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</b>
<p>Working above:</p> <p>Working below:</p>	<ul style="list-style-type: none"> <li>• To compare and contrast two places, by identifying the similarities and differences.</li> <li>• Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</li> <li>• Use aerial photographs to recognise landmarks and basic human and physical features.</li> <li>• To say what type of buildings are in a place (houses, shops, offices, flats, farm buildings, etc) and use this to decide whether a place is a city, town, village, coastal or rural.</li> <li>• To say why places have become as they are, (ie. Lots of shops bring lots of people. Countryside, farmland is quiet because people don't have reasons to go there).</li> <li>• To create a perspective plan, including landmarks and basic human and physical features.</li> <li>• To construct basic symbols in a key.</li> <li>• Use simple compass directions (North, South, East and West) and include on a map/perspective plan.</li> </ul>

<b>History</b>	*History must be taught in order, i.e. a first, then b...
<b>Year 2, a</b>	<b>The lives of significant men or women in the past who have contributed to national and international achievement.</b>
Working above:          Working below:	<ul style="list-style-type: none"> <li>• To identify people from the present and past who are famous.</li> <li>• To use the terms which refer to the 'past' or 'present' when retelling an event.</li> <li>• Identify and describe differences between the past and present and begin to understand reasons for these differences.</li> <li>• Understand and use a simple time line.</li> <li>• To use a range of resources to find out and infer information about the past; e.g. books, posters, TV programmes, video clips, talking to people.</li> <li>• Communicate my understanding through talking, writing, and drawing what I have found out.</li> </ul>
<b>Year 2, b</b>	<b>Significant historical events and places in their own locality</b>
Working above:          Working below:	<ul style="list-style-type: none"> <li>• Know and use the terms which refer to the 'past' and 'present' when retelling an event.</li> <li>• Understand and use a simple time line.</li> <li>• Identify and describe differences between the past and the present and begin to understand reasons for these differences.</li> <li>• To use a range of resources to find out about the past e.g., books, posters, TV programmes, talking to people.</li> <li>• Communicate my understanding through talking, writing and drawing what I have found out.</li> </ul>
<b>Science</b>	*Science topics can be taught in any order.
<b>Year 2</b>	<b>Working Scientifically</b>
Working above:          Working below:	<p>During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> <li>• asking simple questions and recognising that they can be answered in different ways</li> <li>• observing closely, using simple equipment</li> <li>• performing simple tests</li> <li>• identifying and classifying</li> <li>• using their observations and ideas to suggest answers to questions</li> <li>• gathering and recording data to help in answering questions</li> </ul>







Acquiring and developing skills

Evaluating and improving performance

Knowledge and understanding of fitness and health

Selecting and applying skills, tactics and compositional ideas

<b>Year 2</b>	<b>To master basic movements including running, jumping, as well as developing balance, agility and co-ordination, and begin to build these in a range of activities.</b>
<b>Level 2</b>	<ul style="list-style-type: none"><li>• To copy and remember actions.</li><li>• To repeat and explore skills.</li><li>• To move with careful control, co-ordination and care.</li><li>• To talk about the differences between my own and others' performances and suggesting how it could be improved.</li><li>• To say what has gone well and why.</li><li>• To describe how the body feels during different activities, using parts of the body to describe the effects.</li><li>• To know how to exercise safely by looking for space, others' and by warming up properly.</li><li>• To plan sequences of movements with control.</li><li>• To show contrasts such as small/tall, straight/curved and wide/narrow.</li><li>• To balance on different points of the body.</li></ul>
<b>Year 2</b>	<b>To master basic movements as well as developing balance, agility and co-ordination in order to perform dances using simple movements.</b>
<b>Level 2</b>	<ul style="list-style-type: none"><li>• To copy and remember actions.</li><li>• To repeat and explore skills.</li><li>• To move with careful control, co-ordination and care.</li><li>• To talk about the differences between my own and others' performances and suggesting how it could be improved.</li><li>• To say what has gone well and why.</li><li>• To describe how the body feels during different activities, using parts of the body to describe the effects.</li><li>• To know how to exercise safely by looking for space, others' and by warming up properly.</li><li>• To develop some tactics for the game being played.</li><li>• To perform dance actions with control and co-ordination, linking two or more actions together to make a sequence.</li><li>• To remember and repeat dance movements choosing the best to communicate a mood or feeling.</li></ul>

<b>Year 2</b>	<b>To participate in team games, developing simple tactics for attacking and defending as well as developing basic movement in running, jumping, throwing and catching</b>
<b>Level 2</b>	<ul style="list-style-type: none"><li>• To copy and remember actions.</li><li>• To repeat and explore skills.</li><li>• To move with careful control, co-ordination and care.</li><li>• To talk about the differences between my own and others' performances and suggesting how it could be improved.</li><li>• To say what has gone well and why.</li><li>• To describe how the body feels during different activities, using parts of the body to describe the effects.</li><li>• To know how to exercise safely by looking for space, others' and by warming up properly.</li><li>• To use the terms 'opponent' and 'team mate' when playing games.</li><li>• To use rolling, hitting and kicking skills in games.</li><li>• To decide on the best position to be in during a game.</li><li>• To develop some tactics for the game being played.</li></ul>

## Year 2 - Computing

### Using a computer

- Work on developing typing speed, aiming for a minimum speed of 13wpm by the end of the year.
- Continue exposure to and increasingly independently use a range of technology, including cameras, tablets, microphones/recording devices and computers

### Using the internet

- Recognise that not all information is useful some information is more useful
- Use web based resources to find answers to questions
- Develop questions about a specific topic and use information to answer those questions
- Begin to navigate within a website using hyperlinks and menu buttons to locate information
- Begin to manipulate information using copy and paste for a specific purpose
- Enter given text into a search engine to find specific given web sites
- Understand that web sites have a specific address e.g. www.bbc.co.uk/
- Locate links to web sites from Favourites or saved hyperlinks, intranet or from the Learning Platform
- Use basic information from the internet.

Communicating and collaborating online	Creating and Publishing	Digital media	Programming and control	Modelling and simulation	Using Data
<ul style="list-style-type: none"> <li>• Look at the different ways that messages can be sent, letters, telephone, email, text, instant messaging etc</li> <li>• Continue to contribute ideas to a class or group email and together respond to messages- this can be to real life of 'fictitious' characters.</li> </ul>	<ul style="list-style-type: none"> <li>• Word process work, changing the font, font size, colour and adding images and using text boxes, word art, and cut, copy and paste ensuring they can save and load their work.</li> <li>• Create basic presentations (for example using Microsoft PowerPoint) changing the layout of slides and adding images and sound.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a computer to compose and record basic rhythms. (only if not covered in Y1)</li> <li>• Record video for a range of purposes.</li> <li>• Use a computer to create basic images.</li> <li>• Continue to take photographs for a range of different purposes, developing independence.</li> <li>• Independently record sounds using a range of different tools.</li> </ul>	<ul style="list-style-type: none"> <li>• Further develop their understanding of computational thinking.</li> <li>• Continue to explore floor turtles, combining sequences of instructions to follow a pattern or create a shape.</li> <li>• Explore an on screen turtle navigate it around a course or grid and/or draw shapes by inputting a sequence of instructions.</li> <li>• Begin to understand that the on screen turtle can be directed through the use of text.</li> </ul>	<ul style="list-style-type: none"> <li>• Enter information into a basic computer simulation and explore the effects of changing the variables in simulations and discuss the benefits of using these simulations.</li> <li>• Discuss their use of simulations and compare with reality.</li> </ul>	<ul style="list-style-type: none"> <li>• Use technology to create graphs and pictograms, adding labels and amending the charts as appropriate.</li> <li>• Begin to create their own branching database using ICT, identifying objects using yes or no questions.</li> </ul>