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

Art & Design

Level 2

*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.

	Create	**To use a range of materials creatively to design and make products.** • To respond to ideas and starting points (stories, rhymes, objects, the natural world).
	Communicate	• To use drawing to develop and share ideas, experiences and imagination.
	Using techniques to create effect	**To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.** • To draw lines of different shapes and thicknesses. • To draw with a wider range of materials, eg. Pastels, coloured and sketching, pencils, charcoals. • To show patterns and textures in drawings by adding dots and lines. • To show different tones using coloured pencils.
	Appreciate artists who inspire and influence us	• 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.
	Create	**To use a range of materials creatively to design and make products.** • To respond to ideas and starting points (stories, rhymes, objects, the natural world).
	Communicate	• To use painting to develop and share ideas, experiences and imagination.
	Using techniques to create effect	• To mix primary colours to make secondary colours. • To add white to colours to make tones. • To add block to colours to make tones.
	Appreciate artists who inspire and influence us	• 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

Collage Working above: Working below	Create	**To use a range of materials creatively to design and make products.** • To respond to ideas and starting points (stories, rhymes, objects, the natural world).
	Communicate	• To use collage to develop and share ideas, experiences and imagination.
	Using techniques to create effect	• To create collages sometimes in a group and sometimes independnetly. • To mix paper and other materials with different textures and appearances.
	Appreciate artists who inspire and influence us	• 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
	Create	**To use a range of materials creatively to design and make products.** • To respond to ideas and starting points (stories, rhymes, objects, the natural world).
	Communicate	• To use 3D art to develop and share ideas, experiences and imagination.
	Using techniques to create effect	• To make a 3D sculpture from clay (eg clay pot). • To make a carving using dry clay.
	Appreciate artists who inspire and influence us	• 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.
	Create	**To use a range of materials creatively to design and make products.** • To respond to ideas and starting points (stories, rhymes, objects, the natural world).
	Communicate	• To use printing to develop and share ideas, experiences and imagination.
	Using techniques to create effect	• To have printed by pressing, rolling, rubbing and stamping. • To look at print making in the environment (eg wallpapers, fabrics, etc).
	Appreciate artists who inspire and influence us	• 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.
	Create	**To use a range of materials creatively to design and make products.** • To respond to ideas and starting points (stories, rhymes, objects, the natural world).
	Communicate	• To use textiles to develop and share ideas, experiences and imagination.

Working below	Using techniques to create effect	• To use glue to join fabrics. • To use running stitch to join fabrics. • To explore plaiting and understand the basic method.
	Appreciate artists who inspire and influence us	• 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.

Music	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. Key Vocabulary is to be taught in Key Stage One:

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

Year 2		
Working above: Working below:	Controlling sounds through singing and playing (Performing)	• Take part in singing songs, following the tune (melody) well. • Use voice to good effect. • Play untuned instruments musically. • Have the opportunity to learn a musical instrument. • Perform with others, taking instructions from the leader. • Make and control long and short sounds using voices and instruments. • Perform, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of great composers and musicians.

Working above: Working below:	**Create and develop musical ideas (Composing)**	• Carefully choose sounds to achieve an effect. • Create short musical patterns. • Create short rhythmic phrases. • Show control when playing a musical instrument so that they sound as they should. • Use changes in pitch to communicate an idea
Working above: Working below:	**Respond and reviewing (Appraising)**	• Choose sounds to represent different things (ideas, thoughts, feelings, moods etc) • Show that they can hear different moods in music. • Identify a beat in music • Recognise changes in timbre, dynamics and pitch.
Working above: Working below:	**Listen, understand and appreciate a range of music.** **Apply knowledge and understanding.**	• Listen carefully and recall short rhythmic and melodic patterns. • Know that music can be played or listened to for a variety of purposes (including throughout history and in different cultures) • Use voice in different ways to create different effects.

D&T	*D&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.)*
Level 2	**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.**

Assessment / Evaluation	Unit 1:……………………………………. Working above: Working below:	Unit 1:……………………………………. Working above: Working below:	Unit 1:……………………………………. Working above: Working below:

Level 2	<u>Design:</u> • Design purposeful, functional appealing products for themselves **and other users** based on design criteria. • Generate, develop, model and communicate their ideas through talking, drawing templates, **mock-ups** and, where appropriate ICT.
	<u>Make:</u> • **Select from** and use a range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing). • **Select from** and use a wide range of materials and components, including construction materials, textiles and food ingredients according to their characteristics.
	<u>Evaluate:</u> • Explore and evaluate a range of existing products. • Evaluate their ideas against design criteria.
	<u>Technical knowledge:</u> • Build structures, exploring how they can be made stronger, stiffer and more stable. • **Explore and use mechanisms (e.g. levers, sliders, wheels and axles) in their products.**

Geography	*Geography must be taught in order, i.e. a first, then b…
	Throughout Geography topics: use basic geographical vocabulary to refer to: • key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather • key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
Year 2, a	Develop Knowledge about the World
Working above: Working below:	• name, locate and identify characteristics of the four countries and their capital cities. • name and locate surrounding seas of the United Kingdom. • name and locate the World's seven continents • name and locate the World five oceans • use world maps, atlases and globes to identify countries, continents and oceans.
Year 2, 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.
Working above: Working below:	• To compare and contrast two places, by identifying the similarities and differences. • Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. • Use aerial photographs to recognise landmarks and basic human and physical features. • 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. • 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). • To create a perspective plan, including landmarks and basic human and physical features. • To construct basic symbols in a key. • Use simple compass directions (North, South, East and West) and include on a map/perspective plan.

History	*History must be taught in order, i.e. a first, then b…
Year 2, a	**The lives of significant men or women in the past who have contributed to national and international achievement.**
Working above: Working below:	• To identify people from the present and past who are famous. • To use the terms which refer to the 'past' or 'present' when retelling an event. • Identify and describe differences between the past and present and begin to understand reasons for these differences. • Understand and use a simple time line. • 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. • Communicate my understanding through talking, writing, and drawing what I have found out.
Year 2, b	**Significant historical events and places in their own locality**
Working above: Working below:	• Know and use the terms which refer to the 'past' and 'present' when retelling an event. • Understand and use a simple time line. • Identify and describe differences between the past and the present and begin to understand reasons for these differences. • To use a range of resources to find out about the past e.g., books, posters, TV programmes, talking to people. • Communicate my understanding through talking, writing and drawing what I have found out.
Science	*Science topics can be taught in any order.
Year 2	Working Scientifically
Working above: Working below:	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: • asking simple questions and recognising that they can be answered in different ways • observing closely, using simple equipment • performing simple tests • identifying and classifying • using their observations and ideas to suggest answers to questions • gathering and recording data to help in answering questions

Pupils in years 1 and 2 should explore the world around them and raise their own questions. They should experience different types of scientific enquiries, including practical activities, and begin to recognise ways in which they might answer scientific questions.

They should use simple features to compare objects, materials and living things and, with help, decide how to sort and group them, observe changes over time, and, with guidance, they should begin to notice patterns and relationships.

They should ask people questions and use simple secondary sources to find answers.

They should use simple measurements and equipment (for example, hand lenses, egg timers) to gather data, carry out simple tests, record simple data, and talk about what they have found out and how they found it out. With help, they should record and communicate their findings in a range of ways and begin to use simple scientific language.

These opportunities for working scientifically should be provided across years 1 and 2 so that the expectations in the programme of study can be met by the end of year 2. Pupils are not expected to cover each aspect for every area of study

Year 2	Living things and their habitats
Working above:	• explore and compare the differences between things that are living, dead, and things that have never been alive • identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other • identify and name a variety of plants and animals in their habitats, including microhabitats • describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food
Working below:	Pupils should be introduced to the idea that all living things have certain characteristics that are essential for keeping them alive and healthy. They should raise and answer questions that help them to become familiar with the life processes that are common to all living things. Pupils should be introduced to the terms 'habitat' (a natural environment or home of a variety of plants and

	animals) and 'microhabitat' (a very small habitat, for example for woodlice under stones, logs or leaf litter). They should raise and answer questions about the local environment that help them to identify and study a variety of plants and animals within their habitat and observe how living things depend on each other, for example, plants serving as a source of food and shelter for animals. Pupils should compare animals in familiar habitats with animals found in less familiar habitats, for example, on the seashore, in woodland, in the ocean, in the rainforest. Pupils might work scientifically by: sorting and classifying things according to whether they are living, dead or were never alive, and recording their findings using charts. They should describe how they decided where to place things, exploring questions like: 'Is a flame alive? Is a deciduous tree dead in winter?' and talk about ways of answering their questions. They could construct a simple food chain that includes humans (eg, grass, cow, human). They could describe the conditions in different habitats and microhabitats (under log, on stony path, under bushes); and find out how the conditions affect the number and type(s) of plants and animals that live there
Year 2	**Plants**
Working above: Working below:	• observe and describe how seeds and bulbs grow into mature plants • find out and describe how plants need water, light and a suitable temperature to grow and stay healthy Pupils should use the local environment throughout the year to observe how plants grow. Pupils should be introduced to the requirements of plants for germination, growth and survival, as well as the processes of reproduction and growth in plants. Note: seeds and bulbs need water to grow but most do not need light; seeds and bulbs have a store of food inside them. Pupils might work scientifically by: observing and recording, with some accuracy, the growth of a variety of plants as they change over time from a seed or bulb, or observing similar plants at different stages of growth; setting up a comparative test to show that plants need light and water to stay healthy.
Year 2	**Animals, including humans.**
Working above:	• notice that animals, including humans, have offspring which grow into adults • find out about and describe the basic needs of animals, including humans, for survival (water, food and air)

Working below:	• describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.

The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, adult.

Pupils might work scientifically by: observing, through video or first-hand observation and measurement, how different animals, including humans, grow; asking questions about what things animals need for survival and what humans need to stay healthy; and suggesting ways to find answers to their questions |
| **Year 2** | **Uses of everyday materials** |
| **Working above:**

Working below: | • identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses
• find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching

Pupils should identify and discuss the uses of different everyday materials so that they become familiar with how some materials are used for more than one thing (metal can be used for coins, cans, cars and table legs; wood can be used for matches, floors, and telegraph poles) or different materials are used for the same thing (spoons can be made from plastic, wood, metal, but not normally from glass). They should think about the properties of materials that make them suitable or unsuitable for particular purposes and they should be encouraged to think about unusual and creative uses for everyday materials. Pupils might find out about people who have developed useful new materials, for example John Dunlop, Charles Macintosh or John McAdam.

Pupils might work scientifically by: comparing the uses of everyday materials in and around the school with materials found in other places (at home, the journey to school, on visits, and in stories, rhymes and songs); observing closely, identifying and classifying the uses of different materials, and recording their observations. |

Subject	Skills and Objectives
Computing	

	Using a computer Working above: Working below:	To continue to develop typing speed and accuracy to enable independent and efficient access to a computer. To understand the purpose of, and begin to independently use a range of different technology. • 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 Working above: Working below:	To talk about the different forms of information (text, images, sound, multimodal) and understand some are more useful than others. To understand and talk about how the information can be used to answer specific questions. To begin to develop key questions and find information to answer them. To recognise the layout of a web page, recognise web addresses, menu buttons and links. To understand that the internet contains a large amount of information and recognise the need to use search tools and search engines to begin to find information. • 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	To start to understand that messages can be sent electronically over distances. To understand that email can be used to send messages electronically and people can reply to emails

	Working above: Working below:	• Look at the different ways that messages can be sent, letters, telephone, email, text, instant messaging etc • Continue to contribute ideas to a class or group email and together respond to messages- this can be to real life of 'fictitious' characters.
	Creating and Publishing Working above: Working below:	**To use technology to word process work, making a wide range of edits and using common features of word processing tools.** **To use technology to create basic presentations giving consideration to the layout of slides and combining images and sound.** **To use the skills and techniques learnt to organise, reorganise and communicate ideas for a specific purpose in different contexts.** • 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. • Create basic presentations (for example using Microsoft PowerPoint) changing the layout of slides and adding images and sound.
	Digital media Working above: Working below:	**To know they can explore sound and music in ICT using keyboards, and onscreen music software** **To know they can record sound using ICT that can be stored and played back and independently using a range of tools to record sound.** **To independently record video and sound using a range of tools. To use the computer to create basic images.** **To choose to take photographs for a range of different purposes.** • Use a computer to compose and record basic rhythms. (only if not covered in Y1) • Record video for a range of purposes. • Use a computer to create basic images. • Continue to take photographs for a range of different purposes, developing independence. • Independently record sounds using a range of different tools.
	Programming and control Working above:	**To continue to develop their understanding of how a computer processes instructions and commands.** **To understand that devices or on screen turtles are controlled by sequences of instructions or actions, and that these can be inputted using icons of by text.** **To create, edit and refine sequences of instructions for a variety of programmable devices.** • Further develop their understanding of computational thinking. • Continue to explore floor turtles, combining sequences of instructions to follow a pattern or create a shape.

	Working below:	• Explore an on screen turtle navigate it around a course or grid and/or draw shapes by inputting a sequence of instructions. • Begin to understand that the on screen turtle can be directed through the use of text.
	Modelling and simulation Working above: Working below:	**To use a range of basic simulations to represent real life situations and explore the effects of changing variable and the benefits of using the simulations.** • 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. • Discuss their use of simulations and compare with reality.
	Using Data Working above: Working below:	**To use technology to create graphs and amend created graphs.** **To begin to create their own branching databases using ICT, identifying objects and questions to classify data.** • Use technology to create graphs and pictograms, adding labels and amending the charts as appropriate. • Begin to create their own branching database using ICT, identifying objects using yes or no questions.
	E-safety	