

Heather Garth Primary Academy

Year 2 Programme of Study

2023-2024



Heather Garth
Primary Academy
Stars Aiming High

Reading

At Heather Garth, we teach reading through a whole class novel-based approach as well as through small group guided reading. Each class is also immersed in high quality, age-appropriate texts through daily story time.

In Year two, the texts we study include:

Fantastic Mr Fox by Roald Dahl
The Owl and the Pussycat by Edward Lear
Diary of a Killer Cat by Anne Fine
Lila and the Secret of Rain
Meerkat Mail
Vlad and the Great Fire of London
Oliver Twist by Charles Dickens
Don't by Michael Rosen
Lighthouse Keeper's Lunch
The Pirates Next Door

Writing

At Heather Garth, we teach writing using the Jane Considine Write Stuff approach. The approach provides the children with a stimulating and language rich writing environment surrounded by print in a variety of forms and contexts. Jane Considine units are based around high quality, age-appropriate texts. Units teach a full range of writing strategies, including spelling, grammar, sentence structure and composition. For more details of the elements taught, please make reference to the year group termly overviews on the writing area of the school website.

Children then apply all the taught and modelled skills to independent writing tasks. Following independent writing, children are encouraged to find and correct errors, using their purple "polishing pens" to make their amendments.

The units we cover in Year two are
Narrative – The Owl who was Afraid of the Dark
Non-Chronological Report – Hibernating Animals
Non-Chronological Report – Singapore/Kenya
Narrative – Stardust
Diary – Great Fire of London
Recount – Our trip
Letter – The Day the Crayons Quit
Instructions - George and the Dragon
Biography – Grace Darling
Narrative - The marvellous Fluffy Squishy Itty Bitty
Poetry – If I were in Charge of the World
Non-chronological Report - Pirates

We also use Spelling Shed to teach spelling. Children can also access this at home so they can practise throughout the week.

Mathematics

In Year two, the maths units we cover are:

Number: Place Value

Read and write numbers to at least 100 in numerals and in words.

Recognise the place value of each digit in a two digit number (tens, ones)

Compose and decompose two-digit numbers using standard and nonstandard partitioning.

Identify, represent and estimate numbers using different representations including the number line.

Compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs.

Use place value and number facts to solve problems.

Count in steps of 2, 3 and 5 from 0, and in tens from any number, forward and backward.

Number- addition subtraction, multiplication + division

Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up 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.

Recognise the subtraction structure of 'difference' and answer questions of the form, "How many more...?".

Show that the addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.

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.

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 times tables, including recognising odd and even numbers.

Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals ($=$) sign.

Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental

methods and multiplication and division facts, including problems in contexts.

Show that the multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.

Fractions

Recognise, find, name and write fractions $\frac{1}{2}$, $\frac{1}{4}$, $\frac{2}{4}$, $\frac{3}{4}$ of a length, shape, set of objects or quantity.

Write simple fractions e.g. $\frac{1}{2}$ of 6=3

Recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$

Geometry- Position and Direction

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).

Order and arrange combinations of mathematical objects in patterns and sequences

Geometry: Properties of Shapes

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.

Measurement: Money

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.

Measurement: Mass, Capacity and Temperature

Choose and use appropriate standard units to estimate and measure mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using scales, thermometers and measuring vessels

Compare and order mass, volume/capacity temperature and record the results using $>$, $<$ and $=$

Measurement-Length and height

Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); to the nearest appropriate unit, using rulers and measuring vessels

Compare and order lengths and record the results using $>$, $<$ and $=$

Measurement-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 the number of hours in a day.

Compare and sequence intervals of time.

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 totaling and comparing categorical data.

Problem solving and investigations

Throughout all aspects of mathematics

Art and Design

In art and design, Year 2 will focus on: drawing, painting and mixed media and sculpture and 3-D.

In drawing, the children will use storybook illustrations as a stimulus. They will develop a range of mark making techniques, explore a wider range of tools and experiment with mark making to create patterned surfaces to add texture and detail to drawings. They will also continue to develop their observational drawing skills.

In painting and mixed media, we will consolidate our knowledge of colour mixing and create textures in paint using different tools. They will create their own painted paper and use it to compose a collage, choosing and arranging materials for effect.

In sculpture and 3-D, the children will develop their ability to work with clay, learn how to cut and shape clay, how to create simple pinch pots and join clay shapes as decoration. They will use impressing and joining techniques to decorate a clay tile.

Citizenship

In citizenship, Year 2 will cover four units: VIP's, Teams, Diverse Britain and Well-being- Think positive, delivered by our Learning Mentor Mrs LeMasurier.

In the VIP unit, we will explore the Very Important Persons (VIPs) in children's lives and the ways in which they can develop positive relationships with them. It enables children to identify who are the special people in their life and what makes someone a special person. Children are also encouraged to explore why families and friendships are important and to understand that although these units are different for everyone, there are things they can do to resolve differences and build healthy and positive relationships within them. This unit also teaches children the importance of cooperation and how to show the special people in their lives that they care, and the positive impact of doing this.

The Teams theme is inspired by the idea that if a team works well together, it can have a positive impact on all of its members and what they can achieve. It aims to enable the children to develop successful collaborative working skills, such as good listening. In this unit, children learn about the importance of being kind to others, the effects of bullying and teasing what to do about it if they see it happening to others or if it happens to them. They will also think about effective learning skills and how to identify good and not-so-good choices.

In Diverse Britain, we explore the idea that individuals can have a positive impact on groups and communities to which they belong. It aims to enable the children to identify that they belong to various groups and communities and ways in which they contribute positively to these. In this unit, children learn about community, being good neighbours and looking after the environment. They will also learn about Britain, what it means to be British, about diversity and the importance of celebrating and being respectful of our differences.

Our final unit, Well-being- Think positive, is designed to help children recognise, talk about and accept their feelings, both positive and negative, as well as how to manage certain emotions. The lessons support themes of thinking positively and calmly, making good decisions and developing resilience. It also encourages the children to explore the positive feelings associated with being thankful, grateful and mindful.

Computing

In computing, Year 2 will cover six areas: two computing systems and networks units, two programming units, creating media and data handling.

In computing systems and networks, the children will explore what a computer is by identifying how inputs and outputs work and how computers are used in the wider world to then design their own computerised invention.

We will also be developing touch typing skills, learning keyboard shortcuts and using simple editing tools.

In programming, we will be developing an understanding of what algorithms are, how to program them and how they can be developed to be more efficient and an introduction to loops.

The children will be exploring what 'blocks' do' by carrying out an informative cycle of predict > test > Review as well as programming a familiar story and making a musical instrument.

In creating media, the children will be learning how to create simple animations from storyboarding creative ideas.

In data handling unit, we will learn how data is collected, used and displayed and the scientific learning of the conditions needed for plants and humans to survive in space.

Design and Technology

In design and technology, Year 2 will focus on: Mechanisms, food technology and textiles

In Mechanisms, the children will continue to learn about simple mechanisms. They will look at everyday objects to explore levers, linkages and pivots. They will experiment with making linkages that could be used to create a moving monster. They will design and construct a moving monster following design criteria. Once they have completed their moving monster, they will evaluate how successful their design has been.

In food technology, the children will continue to learn about different cooking methods and nutrition. They will explore what makes a healthy diet by exploring the Eatwell Plate. They will investigate a range of food combinations to find the best flavour for a healthy wrap. They will then prepare the ingredients safely and hygienically before evaluating their wrap to see if it could be improved and what they would do differently next time.

In textiles the children will continue to develop their sewing skills. They will explore joining techniques and how to use each of these safely and sensibly. They will design a puppet and then use a simple template to cut out their felt. They will then join their pieces of fabric using their preferred technique of pinning, stapling or gluing. The children will then decorate their puppet using a variety of materials. Once they have completed their puppet, they will evaluate their puppet.

Geography

In geography, Year 2 will cover two units: Comparing the UK and Kenya and 'Oh, I do like to be beside the seaside'.

In our Autumn unit, Comparing the UK and Kenya, you will begin by exploring your local area of Bolton upon Dearne. You will undertake fieldwork in the area, recognising its human and physical features. You will use aerial photographs, as well as your fieldwork experience, to draw maps of the local area using a key.

Following this, you will broaden your place knowledge of the world by exploring the seven continents and five oceans. You will use maps and globes to locate the continent of Africa and describe the location of Kenya in relation to other countries and the equator. You will then zoom in to a deeper study of Kenya: its climate and varied landscape. You will then compare Kenya with Bolton upon Dearne, recognising similarities and differences.

During the summer term, our unit is 'Oh I do like to be beside the seaside'. In this unit, you will learn about the oceans and seas that surround our island home – the United Kingdom. You will learn about seaside environments; finding out where they are located in the United Kingdom and seaside resorts nearest their own locality using maps and aerial photographs. You will learn about the geographical

features of the seaside, both human and physical. You will take a trip to the beach and spend a day immersing ourselves in coastal town life (Cleethorpes). Returning to our classroom, you will use photos and maps to compare and contrast this town with our local area, looking at how resorts have changed over time. You will develop your geographical skills through fieldwork, inquiry and map-based activities throughout the lessons in this unit.

History

In history, Year 2 will cover three units: The Great Fire of London, Monarchs and 'Take to the Skies'

When studying the Great Fire of London, we will travel back in time to London in the seventeenth century. In 1665, the plague hit London, killing thousands of people. While the people were still recovering, a second disaster hit the city in 1666: the Great Fire of London. The fire started in Pudding Lane on 2 September 1666 in the bakery of Thomas Farriner, who was the King's baker. We will learn about the different reasons for the fire spreading so quickly and causing such devastation. We will also discover the lasting legacy of the fire and what makes an event that occurred more than 300 years ago so significant.

Throughout history, individuals have contributed to national and international achievements. When learning about Monarchs, children will learn about significant female Monarchs whose legacy is still remembered today: Queen Elizabeth I and Queen Victoria. Through understanding the context and lived experience of each individual, the children will develop an understanding of why and how they chose to promote change. By making comparisons between the Monarchs. Pupils will identify and explain similarities and differences in their methods and their lasting legacy.

For our final history unit, we will travel back to a time when we did not see countless planes flying above our heads. Instead, people had long been looking up at the sky and wishing to fly. We will discover that there were many futile attempts to build the first aeroplane and that the history of flight can be traced back hundreds of years to the first kites and even the drawings of Leonardo da Vinci.

Modern Foreign Language

In Spanish, Year 2 will cover three units: En la Selva - In the Jungle, Los Superhéroes - Superheroes and Las Formas – Shapes

In our first unit, pupils will learn 7 jungle animals (nouns and definite articles) via colourful and immersive lessons and recap numbers 1-5. Each lesson will be accompanied by a song that pupils will be encouraged to actively participate in.

In Los Superheroes, pupils will learn about 6 superheroes via colourful and immersive lessons. Pupils will be reintroduced to a series of colours and high frequency verbs to help describe each superhero character (I am called, I have, I live, I am and I am able to). Each lesson will be accompanied by a song that pupils will be encouraged to actively participate in.

This unit reinforces the vocabulary of colours learnt in Year 1, allowing pupils to use colours to describe superheroes as well as introducing high frequency verbs linked to the theme 'Myself.'

In our shapes unit, pupils will learn 10 common shapes and also recap the numbers 1-10. By the end of the unit pupils will be able to recognise, recall, remember **and spell** up to ten shape nouns with their indefinite article. This unit links to the pupil's maths work and the world around them, allowing them to use their Spanish knowledge across the curriculum. It also reinforces the theme of

numbers.

Music

In Music, Year 6 will cover three units: Time to Play – Exploring pulse and rhythm, Musical Moods and Pictures and Patterns with Pitch

From body percussion to disco music, our Autumn unit develops children's understanding of pulse and rhythm. The term begins with songs and activities to get children performing together rhythmically. The children will perform actions and movements to a steady pulse and play simple musical passing games. They will learn songs such as March To The Beat to explore the difference between pulse and rhythm, and investigate different ways to play rhythms, varying instrumental timbre and dynamics.

In Musical Moods, the children will learn how songs and music can communicate different moods and emotions. They will investigate different ways to express the mood of a song by adding facial expressions and changing the timbre and dynamics of their voice. They will develop their understanding of musical mood through simple songs, where they will be introduced to major and minor tonality.

Throughout the term, the children will listen and talk about a wide variety of music including Can-Can from Orpheus in the Underworld by Offenbach and Fanfarra Cabua-Le-Le by Sergio Mendes/Carlinhos Brown. They will learn to represent the sounds they hear using graphic symbols and musical doodles!

Working as a class and in small groups, they will compose and improvise music on the theme of weather. They will learn to give musical instructions, taking the role of a conductor in a small group performance. They will create descriptive sounds inspired by a song and create a simple soundscape.

In our final unit, the children will be exploring pitch and melody. From the octobass to the piccolo, they will find out about a variety of instruments and learn to describe their pitch and timbre.

They will play simple listening games and recall a pitch sequence, recognizing where the pitch gets higher, lower or stays the same. Through a range of songs, they will develop their pitch-matching skills, performing them with actions and movement.

They will learn to use their voices creatively, creating sounds to match graphic notations such as vocal story maps and pipe-cleaner notation. They will play simple melodies using tuned percussion and be introduced to the pentatonic scale with songs such as Just Five Notes.

They will finish the term by preparing songs and music for a class performance.

Physical Education

In physical education we cover a number of areas throughout the year including: Multi-skills (throwing and catching), dance, health and fitness (circuit training), multi-skills (running and jumping), animal olympics and team building games.

Children have two PE sessions per week, including one delivered by the class team and one delivered by our sports provider Grassroots.

Religious Education

In religious education, Year 2 learn about both the Christian and Jewish faiths.

For each religion we look at six key questions:

Q1- Why are these words Special? (Sacred Books)

Q2- Why are some places special? (Local places of worship, objects, artefacts, signs and symbols, sacred sites and pilgrimages)

Q3- How can faith contribute to Community Cohesion? (Beliefs, ethics, family traditions and faith in the community)

Q4 - Why are some times special? (Festivals and families)

Q5 - What can be learned from the lives of significant people of faith? (Role models)

Q6 - How do I and others feel about life and the universe around us? (Ultimate questions)

Science

In science, Year 2 will cover four units: animals including humans, living things and their habitats, uses of everyday materials and plants.

In animals including humans, pupils study life cycles and learn that animals, including humans, have offspring which grow into adults. New learning includes the basic needs of animals, including humans, for survival and the importance of exercise, eating the right amounts of different types of food, and hygiene.

In living things and their habitats, pupils will learn about the food chains of animals in varying habitats and will look at microhabitats and the animals that live there. They will also learn how to determine if something is alive, was once alive or never lived.

Our next unit is uses of everyday materials. This unit builds on pupils' knowledge of materials of properties as pupils identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for different uses.

New learning includes comparing how things move on different surfaces. This unit will help pupils understand how squashing, bending, twisting and stretching can change the shapes of some solid objects.

In our plants unit pupils will recap common plants and trees studied in year 1 before moving onto how plants grow (including germination and pollination), what they need to grow healthily and differences between bulbs and seeds. This unit includes an investigation about growing healthy plants.

Enrichment Activities

Throughout the year, Year 2 take part in a number of enrichment activities. These include educational visits, visitors into school and after school clubs.

Educational visits that Year 2 take part in include:

A local walk to observe and gather information for our autumn geography unit

National Emergency Services Museum for our Great Fire of London History unit

Cleethorpes and the RNLI for our geography and history seaside units

We also have a visit in school from The Yorkshire Owl Experience as part of our literacy work and Science work on animals and their habitats.

Year 2 have access to a range of after school activities. These can be found on the school website.

