

Year 2 Yearly Overview

	Autumn 14 weeks		Spring 12 weeks		Summer 12 weeks	
	The Big Smoke		Land Ahoy!		Famous Queens	
Curriculum Enrichment Opportunities	<p><u>Sparkly Start</u> Puzzle Treasure Hunt to find London Landmarks</p> <p>Diwali Party R.E Link</p> <p><u>Trips</u> = Hindu Temple Mandir R.E.</p>	<p><u>Sparkly Start</u> Creating our own mini fire of London (forest school fire pit)</p> <p><u>Fantastic Finale</u> Pudding Lane Bake Off – Making bread rolls.</p> <p><u>Trips</u> = Christmas Panto trip</p> <p>Aston Hall – GfoL experience</p>	<p><u>Sparkly Start</u> Pirate Dress up Day</p> <p><u>Tips</u> = Sea Life Centre</p>	<p><u>Fantastic Finale</u> Under the Sea themed fashion show.</p>	<p><u>Sparkly Start</u> Mad Hatter’s Tea Party (link with English Text)</p>	<p><u>Fantastic Finale</u> Fashion Show – showcasing children’s made T Shirts in D.T/Art</p>
GPS	<p>Use a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’ Learning how to use both familiar and new punctuation correctly (full stops, capital letters, exclamation marks and question marks) How words can combine to make sentences. Joining words and joining clauses using ‘and’. Commas to separate items in a list. Learn how to use expanded noun phrases to describe and specify. How the grammatical patterns in a sentence indicate its function as a question. How the grammatical patterns in a sentence indicate its function as a command. Co-ordination (using or, and, or but) and Subordination (using when, if, that, or because). Classification of words – adjective, noun verb.</p>		<p>Use of –ly in Standard English to turn adjectives into adverbs. Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns. How the grammatical patterns in a sentence indicate its function as an exclamation. How the grammatical patterns in a sentence indicate its function as a statement. Learn how to use the present and past tenses correctly and consistently. Correct choice and consistent use of present tense and past tense throughout writing. Formation of nouns using suffixes such as –ness, – er and by compounding. Formation of adjectives using suffixes such as –ful, – less (and suffixes in the year 2 spelling section in English Appendix 1) . Co-ordination (using or, and, or but) and Subordination (using when, if, that, or because). Explore common homophones and homographs.</p>		<p>Use of the suffixes –er, –est in adjectives. . Co-ordination (using or, and, or but) and Subordination (using when, if, that, or because). Use of –ly in Standard English to turn adjectives into adverbs.</p> <p>How the grammatical patterns in a sentence indicate its function as a question. How the grammatical patterns in a sentence indicate its function as a command. How the grammatical patterns in a sentence indicate its function as an exclamation. How the grammatical patterns in a sentence indicate its function as a statement.</p> <p>Recap and secure Year 2 GPS</p>	
Class texts	Six Dinner Sid by Inga Moore The Queen’s Hat by	Toby and The Great Fire of London by Margaret Nash and	Pirates Next Door by Johnny Duddle	The sea monster by Chris Wormell	Little Red by David Roberts	Alice in Wonderland (Collins Big Cat version)

	Steve Antony Non-fiction books about London Landmarks	Jane Cope Vlad and the Great Fire of London by Kate Cunningham 10 things found in a wizards Pocket by Ian McMillian		Flotsam by David Weisner (poetry stimulus)	Seriously Red Riding hood was rotten by Trisha Speed Shaskan Little Red Riding Hood by Bernadette Watts	Non-fiction science books – life cycles Poetry In woods dark and deep By Brenda Williams
English	Character description of Sid Creating own story based on Queens Hat Setting description Instructions (linked to R.E)	Diary of Great Fire Narrative retell of Vlad's adventures Shape poems – Fire List poems – 10 things found in Samuel Pepys pocket. What happened in the Great Fire or Warwick? And London – Fact sheet	Complaint letter Character description of Jim lad the pirate Link to History – Who was Blackbeard? Instructions how to be a pirate/How to make pirate porridge (linked to D.T) Seaside poem – The waves come in and bring me...	Narrative – story part from different viewpoint Non-fiction – leaflet to persuade people to visit the sea life centre Report (Real event – Whale in the Thames)	Narrative – writing own twisted tales Comparison of versions Non Chronological report on wolves	Explanation text – Life cycle of a sunflower. New verses for rhyming poem – In woods dark and deep Transition piece for Y3
Maths	Number and Place Value (3 weeks) Addition and Subtraction (5 weeks) Measurement: Money (2 weeks) Geometry: properties of shapes (3 weeks)		Multiplication and Division (2 + 2 weeks) Statistics (2 weeks) Fractions (3 weeks) Time 2 (weeks) Measurement: Length and height (1 week)		REVISION (2 weeks) Measurement: Mass Capacity and Temperature (3 weeks) Position and Direction (3 weeks) Problem solving and efficient methods (2 weeks) Investigations (2 weeks)	
Science	<u>Uses of everyday materials.</u> 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	<u>Working Scientifically</u> Carry out and observe experiments linked to theme Skills: Predicting Observing Recording	<u>Animals including humans</u> Notice that animals, including humans, have offspring which grow into adults (including animal and human life cycles). Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)	<u>Living things</u> Explore and compare the differences between things that are living, dead, and things that have never been alive. Describe how animals obtain their food from plants	<u>Habitats</u> 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	<u>Plants</u> 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. Plant lifecycle (sunflower linked to English and Music)

	objects made from some materials can be changed by squashing, bending, twisting and stretching.	Testing	<u>Animals including humans</u> Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene – Linked to Pirates and D.T.	and other animals, using the idea of a simple food chain, and identify and name different sources of food.	microhabitats	Plan and carry out experiments.
History		<u>HISTORY</u> Events beyond living memory that are significant nationally or globally Great Fire of London <u>Local History Link</u> The Great Fire of Warwick Samuel Pepys Sir Christopher Wren Recognise what happened as a result of people's actions or events Understand some ways we find out about the past e.g. using artefacts, pictures, stories and websites	<u>HISTORY</u> The lives of significant individuals in the past. – BlackBeard Female Pirates. Anne Bonny Mary Read		<u>HISTORY</u> 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 Elizabeth I, Queen Victoria & Elizabeth II Life in Tudor times – Changes made to England during Elizabeth I reign – Arts, Travel, Exploration Life in Victorian times Changes made to England during Victoria's reign, wealth, railways, and Rise of British Empire Buckingham Palace Elizabeth II – Our Country's Queen what are her roles today? Who is in the Royal family today? How things have changed during Elizabeth's reign?	
Geography	<u>GEOGRAPHY</u> Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents studied at this key stage		<u>GEOGRAPHY</u> Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location	<u>GEOGRAPHY</u> Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and		

	<p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p><i>Use maps to locate the four countries and capital cities of UK and its surrounding seas</i></p> <p>Comparison of features - cities, towns and villages and location of local cities, towns and villages.</p>		<p>of features and routes on a map</p> <p>use world maps, atlases and globes to identify oceans studied at this key stage</p> <p><i>Locate and name on a world map and globe the seven continents and five oceans.</i></p>	<p>construct basic symbols in a key</p>		
Art	<p><u>Collage</u> – Creating a collage of London Landmark</p> <p><i>Develop collages, based on a simple drawing, using papers and materials</i></p> <p><i>Develop tearing, cutting and layering paper to create different effects</i></p> <p><i>Work from observation and known objects</i> <i>Use imagination to form simple images from given starting</i></p>	<p><u>Sketching</u> – Charcoal Fire of London</p> <p><i>Begin to control lines to create simple drawings from observations</i></p> <p><u><i>Looking at a range of historical pencil drawings of the time.</i></u></p> <p>Sculpture Link with R.E – Making a clay Diva Lamp or Christmas table lamp</p> <p><i>Investigate clay - pinching, rolling,</i></p>	<p><u>Clay Work</u> – Pirate Doubloun</p> <p><i>Investigate clay - pinching, rolling, twisting, scratching and coiling and add details and textures using tools</i></p>	<p><u>Printing</u> – To create Seascape</p> <p>Experiment with marbling, investigating how ink floats and changes with movement</p> <p>Finger print, sponge print, block print to form patterns, experiment with amounts of paint applied and develop control Develop controlled printing against</p>	<p><u>Artists' Study</u></p> <p><u>Work of Bernadette Watts</u> link to English traditional tales</p> <p>Chalks and oil pastels.</p> <p>Begin to control lines to create simple drawings from observations Use thick felt tip pens/chalks/charcoal/wax crayon/pastel</p> <p><u>Work of Andy Goldsworthy</u> <i>Collect natural materials to create a temporary collage (an autumn tree/ the school building using sticks/rocks/leaves etc)</i></p>	<p><u>Painting – Fabric Paint</u></p> <p>T-shirt Design based on Sunflowers - Link to science/English</p> <p>Look a Van Gogh's sunflowers painting and recreate with a twist of colour</p>

	<p><i>points or a description</i></p> <p>Hold a large paint brush correctly</p> <p>Create a wash for collage background</p>	<p><i>twisting, scratching and coiling and add details and textures using tools</i></p>		<p>outline /within cut out shapes</p>	<p><i>Look at sculptures by known artists and natural objects as starting points for own work</i></p>	
DT	<p><u>Making a clay Diva Lamp.</u></p> <p>Explore and evaluate a range of existing products</p> <p>Evaluate their ideas and products against design criteria</p> <p>Select from and use a range of tools and equipment to perform practical tasks [e.g. cutting, shaping, joining and finishing]</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristic</p> <p>explore and use mechanisms [e.g. levers, sliders, wheels and axles], in their products</p>	<p><u>Cooking – Small unit Fantastic Finale –</u></p> <p>Pudding Lane baking Bread rolls and plaits</p>	<p><u>Cooking Large Unit</u></p> <p>Improving a pirates diet</p> <p>Making a healthy Porridge for a Pirate</p> <p>Use the basic principles of a healthy and varied diet to prepare dishes</p> <p>Understand where food comes from.</p> <p>Link With Science – Healthy Eating</p>	<p><u>Making a wheeled vehicle – Beach Buggy</u></p> <p>Select from and use a range of tools and equipment to perform practical tasks [e.g. cutting, shaping, joining and finishing]</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristic</p> <p>explore and use mechanisms [e.g. levers, sliders, wheels and axles], in their products</p>	<p><u>Sewing – Linked to queens – a ladies hankie</u></p> <p>Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>select from and use a range of tools and equipment to perform practical tasks [e.g. cutting, shaping, joining and finishing]</p>	

<p>Music</p>	<p><u>Street sound effects</u></p> <p>Sequence pictures to create busy London Street scene <i>Use their voices confidently to create sound effects</i> <i>Explore different types of voices</i></p> <p><i>Talk about and devise signs/gestures/symbols for the concepts: high/low, fast/slow, long/short.</i> <i>Make two flash cards, one for long and one for short sounds</i> <i>Perform long and short sounds in response to symbols</i></p>	<p><u>Christmas Show Singing</u></p> <p>Use voices expressively and creatively by singing songs and speaking chants and rhymes</p>	<p><u>Pirate chants, rhythms and sea shanties</u></p> <p><i>Sing songs while maintaining a steady beat: tapping/walking</i> <i>Use the 'thinking voice' - ie sing the words in their head</i></p> <p><i>Chant words expressively using known songs and rhymes</i> <i>Chant and clap in time with a steady pulse</i></p>	<p><u>Sea Sound scape</u></p> <p>Play tuned and un-tuned instruments musically <i>Handle and play a variety of tuned and un-tuned instruments with control</i></p> <p><i>Follow the shape of the melody when singing songs. (Use hand/arm to gesture)</i></p> <p><i>Sing songs at different speeds</i></p>	<p><u>Glockenspiel</u></p> <p>Play tuned and un-tuned instruments musically</p> <p>Learn to play nursey rhymes and songs (twinkle, twinkle)</p> <p><i>Handle and play a variety of tuned and un-tuned instruments with control</i></p> <p><i>Add an instrument to play on the beat and one to play with the rhythm</i></p> <p><i>Play and sing phrases from dot notation using 'pitch cards' - High/Middle/Low - Interpret the pattern on the card e.g. H-H-L or L-M-H or H-L-H</i></p>	<p><u>Sound Story</u></p> <p>Create a soundscape to match the lifecycle of a sunflower (silent time lapse video) <i>Follow a conductor and be the conductor themselves, responding to a range of gestures for: start/stop, slow/fast, loud/quiet</i></p> <p><i>Make a picture label for each group of instruments</i> <i>Play together, using symbols as a support</i></p>
<p>RE</p>	<p><u>Hinduism</u></p> <p><u>What is a Hindu and how do they live?</u></p> <p>What is the Aum symbol and who is it special to? Special objects Hindu homes and Mandirs. What ideas do Hindus have about God? What do Hindus learn about the stories of their Gods and Goddesses? Who is the Goddess Lakshmi?</p>	<p><u>Incarnation</u></p> <p><u>Why does Christmas matter to Christians?</u></p> <p>Give a simple account of the story of Jesus' birth and why Jesus is important for Christians. Recognise that stories of Jesus' life come from the Gospels. Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at</p>	<p><u>Gospel</u></p> <p><u>What is the good news Jesus brings?</u></p> <p>Tell stories from the Bible and recognise a link with a concept of 'Gospel' or good news. Give simple accounts of what Bible texts mean to Christians. Recognise that Jesus gives instructions to people about how to behave. Give examples of ways in which Christians follow</p>	<p><u>Salvation</u></p> <p><u>Why does Easter matter to Christians?</u></p> <p>Recognise that Incarnation and Salvation are part of a 'big story' of the Bible. Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people). Recognise that Jesus gives</p>	<p><u>Sacred Books</u></p> <p><u>What can we learn from sacred books?</u></p> <p>Independently give reasons why a holy book is considered to be 'holy'. Re-tell The Lost Sheep; suggest the meaning(s) of this story. Ask and suggest answers to questions arising from The Lost Sheep. Recognise that sacred texts contain teachings which are special to many people). Identify and talk about the meaning of at least two teachings of Jesus, recognising that they come from the Christian tradition. Recognise that sacred texts contain stories which are special to many people and should be treated with respect. Re-tell the story of the Exodus. Talk about issues of good and bad, right and wrong arising from the story of The Exodus and the Ten Commandments. Make simple links between the messages within the Ten Commandments and the way people live. Suggest a meaning for the story of Prophet Muhammad and the Black Stone. Re-tell Jonah, a story from the Bible and other holy</p>	

	What is the festival of Diwali and how is it celebrated?	Christmas. Decide what they personally have to be thankful for at Christmas time.	the teachings of forgiveness, peace and bringing good news to the friendless. Give examples of how Christians put these beliefs into practice in the Church community and their own lives. Think and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn.	instructions about how to behave. Give examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter. Think and ask questions about whether the story of Easter has anything to say to them about sadness, hope or heaven, exploring different ideas.	texts; suggest the meaning of this story. Notice and respond sensitively to how people from different faiths still tell the story of Jonah today. Suggest answers to questions arising from the story of Jonah.	
PSHE	<u>Being Me in My World</u> <i>Hopes and fears of the year</i> <i>Rights and responsibilities</i> <i>Rewards and Consequences</i> <i>Our Learning Charter</i> <i>Owning our Learning Charter.</i>	<u>Celebrating Difference</u> <i>Boys and Girls</i> <i>Why does bullying happen?</i> <i>Standing up for myself and others</i> <i>Gender Diversity</i> <i>Celebrating difference and still being friends</i>	<u>Dreams and Goals</u> <i>Goals to success</i> <i>My Learning</i> <i>Strengths</i> <i>Learning with others</i> <i>Working well in a group</i> <i>Celebrating achievement</i>	<u>Healthy Me</u> <i>Being Healthy</i> <i>Being Relaxed</i> <i>Medicine Healthy</i> <i>Healthy Eating</i> <i>Happy Healthy Me</i>	<u>Relationships</u> <i>Families</i> <i>Keeping safe – exploring physical contact</i> <i>Friends and Conflict</i> <i>Secrets</i> <i>Trust and Appreciation</i> <i>Celebrating my special Relationships</i>	<u>Changing Me</u> <i>Life cycles in Nature</i> <i>Growing from young to Old</i> <i>The Changing Me</i> <i>Boys' and Girls' Bodies</i> <i>Assertiveness</i> <i>Looking Ahead</i>
PE	<ul style="list-style-type: none"> Gymnastics Games – Attack Defend and Shoot 	<ul style="list-style-type: none"> Forest School Games – Attack Defend and Shoot 	<ul style="list-style-type: none"> Dance Run Jump and Throw 	<ul style="list-style-type: none"> Forest School Run Jump and Throw 	<ul style="list-style-type: none"> Send Return Hit Catch Run 	<ul style="list-style-type: none"> Forest School Hit Catch Run
Computing	<u>Online Safety</u> To know how to refine searches using the Search tool. To know how to share work electronically using the display boards.	<u>Coding</u> To understand what an algorithm is. To create a computer program using simple algorithms. To know what debugging means.	<u>Effective searching</u> To understand the terminology associated with searching. To gain a better understanding of searching on the Internet.	<u>Presenting ideas</u> To explore how a story can be presented in different ways. To make a quiz about a story or class topic.	<u>Creating Pictures</u> To be introduced to 2Paint a Picture. To look at the impressionist style of art (Monet, Degas, Renoir). To recreate pointillist art and look at the work of pointillist artists such as Seurat.	<u>Making Music</u> To be introduced to making music digitally using 2Sequence. To explore, edit and combine sounds using 2Sequence. To add sounds to a tune they've already created to change it. To think about how

	<p>To use digital technology to share work on Purple Mash to communicate and connect with others locally.</p> <p>To have some knowledge and understanding about sharing more globally on the Internet.</p>	<p>To debug simple programs.</p> <p>To create programs using different kinds of objects whose behaviours are limited to specific actions.</p> <p>To predict what the objects will do in other programs, based on their knowledge of what the object is capable of.</p>	<p>To create a leaflet to help someone search for information on the Internet.</p> <p><u>Spreadsheets</u></p> <p>Reviewing prior use of spreadsheets Copying and Pasting Totalling tools Using a spreadsheet to add amounts</p> <p>Creating a table and block graph</p>	<p>To make a fact file on a non-fiction topic.</p> <p>To make a presentation to the class.</p>	<p>To look at the work of Piet Mondrian and recreate it using the Lines template</p> <p>To look at the work of William Morris and recreate it using the Patterns template.</p> <p>To explore surrealism and eCollage</p>	<p>music can be used to express feelings and create tunes which depict feelings.</p> <p>To upload a sound from a bank of sounds into the Sounds section. To record their own sound and upload it into the Sounds section. To create their own tune using the sounds which they have added to the Sounds section.</p>
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