



THE HOLY FAMILY SCHOOL Yearly Overview

Year: 2

Teacher: MissParnley

	AUTUMN		SPRING		SUMMER	
Topic	Homes	Fire! Fire!	Heroes	Wonderful World	Journeys / Space	Seaside Holidays
Big Question	How are the climate and seasons different around the world?	Did the fire have the same impact on rich and poor?	What make someone hero ? What qualities does a hero have?	Who is responsible for caring for our world? What can we do to protect the world for children in the future?	Where does the food we eat come from? Is food shared equally around the world?	Why do we need rules? What things do we treasure?
RE	<p>BEGINNINGS - God is present in every beginning Prior learning: God’s love and care for every family. Jesus was born and lived in a human family. This Topic: learning outcomes Know and understand:</p> <ul style="list-style-type: none"> The many beginnings each day offers – Explore God is present in every beginning – Reveal <p>Acquire the skills of assimilation, celebration and application of the above – Respond Promoting peace – show love and understanding to others. Stewardship – all living things are connected.</p> <p>SIGNS AND SYMBOLS - Signs and symbols in Baptism Prior learning: that Baptism is an invitation to belong to God’s family This Topic: learning outcomes Know and understand:</p> <ul style="list-style-type: none"> Experience of signs and symbols – Explore Signs and symbols used in Baptism – Reveal <p>Acquire the skills of assimilation, celebration and application of the above – Respond Symbol of water – CAFOD water in Uganda</p>	<p>Judaism Week – Shabbat</p> <p>PREPARATIONS - Advent: preparing to celebrate Christmas Prior learning: that Advent is a time of waiting to celebrate Jesus’ coming at Christmas This Topic: learning outcomes Know and understand:</p> <ul style="list-style-type: none"> Preparing for special times – Explore Advent four weeks of preparation for the celebration of Jesus at Christmas – Reveal Acquire the skills of assimilation, celebration and application of the above – Respond <p>Participation – how can Christmas be families / communities together?</p>	<p>BOOKS - The books used in Church Prior learning: that on Sunday in church, we meet people who do special jobs as we gather to celebrate the Good News of Jesus This Topic: learning outcomes Know and understand:</p> <ul style="list-style-type: none"> About the different books used at home and in school – Explore The books used in Church on Sunday by the parish family – Reveal <p>Acquire the skills of assimilation, celebration and application of the above – Respond</p> <p>THANKSGIVING - Mass, a special time to thank God Prior learning: Mass as Jesus’ special meal This Topic: learning outcomes Know and understand:</p> <ul style="list-style-type: none"> Different ways to say thank you – Explore The Eucharist: the parish family thanks God for Jesus – Reveal <p>Acquire the skills of assimilation celebration and application of the above – Respond</p>	<p>THANKSGIVING - Mass, a special time to thank God (Cont)</p> <p>OPPORTUNITIES - Lent: an opportunity to start anew Prior learning: a time to change in preparation for the celebration of Easter This Topic: learning outcomes Know and understand:</p> <ul style="list-style-type: none"> Each day offers opportunities for good – Explore Lent, the opportunity to turn towards what is good in preparation for Easter – Reveal <p>Acquire the skills of assimilation celebration and application of the above – Respond</p> <p>Preferential option for the poor Helping others during lent.</p>	<p>SPREAD THE WORD - Pentecost: a time to spread the Good News Prior learning: Pentecost; a holy day – the feast of the Holy Spirit This Topic: learning outcomes Know and understand:</p> <ul style="list-style-type: none"> Passing on messages – Explore Pentecost, spreading the Gospel message through the gift of the Holy Spirit – Reveal <p>Acquire the skills of assimilation celebration and application of the above – Respond</p> <p>Islam - Prayer/home</p> <p>Promoting peace –respect and understanding of different faiths.</p>	<p>RULES - Reasons for rules in the Christian family Prior learning: God helps us to choose well and to be sorry. God forgives us. This topic: learning outcomes Know and understand:</p> <ul style="list-style-type: none"> How rules can help at home and in school – Explore The reasons for rules in the Christian family – Reveal <p>Acquire the skills of assimilation, celebration and application of the above – Respond Subsidiarity</p> <p>Year 2 - TREASURES - God’s treasure; the world</p> <p>Prior learning: everyone is our neighbour and is loved by God This Topic: learning outcomes Know and understand:</p> <ul style="list-style-type: none"> What we treasure – Explore The world is God’s treasure given to us – Reveal <p>Acquire the skills of assimilation celebration and application of the above – Respond</p>

<p>English</p> <p>British Values: -Individual liberty. -Mutual respect. -Tolerance</p>	<p>Class book:</p> <p>2 WEEK WHOLE SCHOOL PROJECT</p> <p>HFL Focused English Plan (FEP) 1 – Frog and the Stranger by Max Velthuijs <u>Type of writing produced:</u> Narrative / story Solidarity – treating people equally even if they are different. Common Good – respect the rights of everyone</p> <p>HFL Focused English Plan Y2 (FEP) 2 How to make friends with a ghost by Rebecca Green <u>Type of writing produced:</u> Instructions</p> <p><u>Key texts:</u> Frog and the Stranger by Max Velthuijs</p>	<p>HFL Focused English Plan Y2 (FEP) 2 – Scaredy Squirrel makes a friend by Melanie Watt <u>Type of writing produced:</u> instructions</p> <p>HFL Poetry – List Poems (Autumn) <u>Type of writing produced:</u> List poem</p>	<p>HFL Reprioritised unit. Traditional tales : Rapunzel <u>Type of writing produced:</u> Narrative / Story Common Good – rights of children / living standards_</p> <p>HFL Narrative Unit Super Joe Doesn't do cuddles by Michael Catchpool <u>Type of writing produced:</u> Narrative / Story</p> <p>Stewardship – protecting endangered animals and the rainforest.</p>	<p>HFL Reprioritised : Sharks Type of writing produced: Non-chronological report <u>Key text: Find out! Sharks by Sarah Fowler (Dorling Kindersley)</u></p> <p>HFL Explanation text <u>Type of writing produced:</u> Explanation text</p> <p>HFL – Shape Poems <u>Type of writing produced:</u> Poetry</p>	<p>HFL Detailed English Plan: How to catch a star by Oliver Jeffers <u>Type of writing produced:</u> Narrative / story Stewardship – we are connected across the whole world</p> <p>CLPE – Bob The Man on the Moon <u>Type of writing produced:</u> Narrative / diary</p>	<p>TES Unit The Night Pirates <u>Type of writing produced:</u> Narrative / story</p> <p>The Storm Whale CLPE Unit Storm Whale by Benji Davies <u>Type of writing produced:</u> Narrative / story</p>
<p>Phonics/essential Spelling</p>	<p>Review single-syllable words ending with consonant digraphs Review adding -ing with no change to the root word Review adding -ed with no change to the root word Review the /dʒ/ sound spelt j or g Teach the /dʒ/ sound spelt -dge at the end of words or syllables Review of plurals adding -s or -es with no changes to the root Word Teach the /s/ sound spelt c before e, i and y Review the /eɪ/ sound spelt ai or ay or a-e Review the /i:/ sound spelt ee or ea or ie</p>	<p>Review the /aɪ/ sound spelt igh or i or i-e Teach adding -ing to words with i-e: removing the e before adding -ing Review the /aʊ/ sound spelt ow or ou Review the /ɔɪ/ sound spelt oy or oi Review the /əʊ/ sound spelt ow or oe Review the /u:/ sound spelt oo or u-e or ew Teach homophones Review /ɜ:/ sound spelt er, ir or ur</p>	<p>Review the /v/ sound spelt ve at the end of words Review the /ɔ:/ sound spelt aw or au Review adding the suffix -est with no change to the root word Teach irregular plurals Teach plurals of words ending in y Teach adding -ing to words ending in e Teach adding -ed, er or -est to words ending in y Teach adding the suffix -ly Teach adding the prefix un- to words with suffixes</p>	<p>Teach adding -ed, er or -est to words ending in y Teach adding the suffix -ly Teach adding the prefix un- to words with suffixes</p>	<p>Teach the past tense of irregular verbs Teach apostrophes for contraction Teach adding -ing and -ed to words and doubling the final consonant Teach adding the suffix -ful and -less</p>	<p>Teach the /ɒ/ sound spelt a after w and q Teach words ending in en and -tion Review creating plurals of words Teach the apostrophe for possession</p>
<p>Maths</p>	<p>2LS1 Securing Fluency to Twenty 2LS2 Place Value – Making Tens and Some More</p>	<p>2LS8 Finding Complements of 10 and 100 Including Measures</p>	<p>2LS14 Statistics – Totalling and Comparing Amounts in Block Graphs, Pictograms, Tables and Tally Charts</p>	<p>2LS21 Double and Halve One and Two-digit Numbers and Amounts of Money</p>	<p>2LS30 Fractions – Finding Halves, Quarters and Thirds of Amounts 2LS31 Fractions</p>	<p>2LS38 Multiplication and Division – Equality and Balance</p>

	<p>2LS3 Place Value and Regrouping Two-Digit Numbers 2LS 4 Counting On and Back in Ones and Tens from any Number 2LS5 Representing, Ordering and Comparing Numbers to 100 and Quantities for Measures 2LS6 Estimation and Magnitude 2LS7 Numbers to 20 – Mental Addition and Subtraction</p>	<p>2LS9 Add and Subtract Numbers Mentally Using 1- and 2-Digit Numbers 2LS10 Finding Part or Whole Unknown 2LS11 Money – Making Combinations and Finding Change 2LS 12 Comparison (difference, more, less, fewer) 2LS13 Measures – Estimation and Measure Using Different Scales</p>	<p>2LS15 Written Addition Method 2LS16 Commutativity in Addition but not in Subtraction 2LS17 Written Subtraction Method 2LS18 Problem Solving with Addition and Subtraction in a Range of Contexts 2019 Time – Telling the Time: O'clock, Half Past, Quarter Past and Quarter To Time – 2LS20 Estimating, Ordering and Comparing Time</p>	<p>2LS22 Times Tables – 2s, 5s and 10s. Patterns and Strategy (counting in 3s) 2LS23 Multiplication – Multiples and Repeated Addition 2LS24 Multiplication – Number of Groups, Group Size and Product 2LS25 Multiplication Problem Solving 2LS26 Division – Sharing and Grouping 2LS27 Sharing and Grouping Problems including Remainders</p>	<p>– Finding Halves, Quarters and Thirds of Shapes 2LS32 Fractions – Finding Three-quarters of Shapes and Quantities 2LS33 Fractions – Equivalence 2LS34 Fractions – of Continuous 2LS35 Quantities Time – Telling the Time to the Nearest 5 Minutes 2LS36 Multiplication, Division and Fractions – Scaling 2LS37 Multiplication, Division and Fractions – Problem Solving</p>	<p>2LS39 Geometry – Properties of 2-D and 3-D Shape, Classifying and Sorting 2LS40 Geometry – Symmetry 2LS41 Mental Calculation Review 2LS42 Geometry – Sequencing 2LS43 Geometry – Rotation and Right Angles 2LS44 Place Value and Written Calculation Review</p>
<p>Science</p>	<p>Living Things and their Habitats</p> <ul style="list-style-type: none"> - 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. <p>Stewardship – looking after the planet for future generation. Climate change – how habitats are being destroyed and animals adapt.</p>	<p>Materials</p> <ul style="list-style-type: none"> - 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. <p>Friction Experiment: How far can a car go carrying Santa? Children compare how things move on different surfaces (Testing)</p> <p>What types of materials caused the Great Fire of London to spread so quickly? What types of materials were the buildings made from and what was stored in the buildings? What types of materials are used for houses today? How can we make buildings safer?</p>	<p>Animals including Humans</p> <ul style="list-style-type: none"> - describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. <p>Human focus this half term</p> <p>Human dignity – all created by God. Respect for all living things.</p>	<p>Plants</p> <ul style="list-style-type: none"> - 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. <p>Stewardship – all living things are connected and we must use God's gifts responsibly.</p>	<p>Animals including Humans</p> <ul style="list-style-type: none"> - 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) <p>Animal focus this half term</p> <p>Human dignity – all created by God. Respect for all living things</p>	<p>Living Things and their Habitats</p> <ul style="list-style-type: none"> - identify and name a variety of plants and animals in their habitats, including micro-habitats - 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. <p>Stewardship – looking after the planet for future generation. Climate change – how habitats are being destroyed and animals adapt.</p>

<p>Geography</p>	<p>Rising Star Unit - The Seasons</p> <ul style="list-style-type: none"> - To develop knowledge about their locality in the UK. - To begin to use geographical skills including first hand observation, to enhance awareness of their location. - To identify seasons and weather patterns in the UK. - Use and construct basic symbols in a key. <p>Distributive justice – how are governments working to protect the climate? Participation Climate change – how are people having an impact? What can we do?</p>			<p>Rising Stars Unit – Our Wonderful World. To name and locate the world’s seven continents and five oceans;</p> <ul style="list-style-type: none"> - To use world maps, atlas and globes to identify the UK and its countries, as well as the countries, continents and oceans at this key stage. - Name and begin to locate countries of the world using an atlas or globe. - - Identify locations of hot and cold areas around the world. <p>To understand the location of hot and cold areas of the world in relation to the equator and North and South Pole. - Understand and locate simple climate zones using key terms.</p> <p>Distributive justice – how are we sharing the world’s resources?</p>	<p>Rising Stars Unit: Journeys - Where Does our Food Come from?</p> <ul style="list-style-type: none"> - To understand geographical similarities and differences through studying nearby food growing or production. - Name, locate and identify characteristics of the four countries of the UK. - Use a map and atlas to identify countries, continents and oceans. - Look at fresh fruit and vegetables – how many are grown locally? Can we use a map of the United Kingdom <p>Preferred option for the poor – do people living in poorer countries have enough food?</p>	<ul style="list-style-type: none"> - To be able to use symbol to read simple maps. - To design and make simple maps using keys and symbols.
<p>History</p> <p>British Values:</p> <ul style="list-style-type: none"> - Democracy -The rule of law. -Individual liberty. -Mutual respect. -Tolerance 	<p>Rising Stars Unit: Bonfire Night and The Great Fire of London</p> <ul style="list-style-type: none"> - To know about events beyond living memory that are significant nationally or globally. -To understand some of the ways in which we find out about the past. -To know when events fit within a chronological framework. <p>Guy Fawkes – villain or hero? Reasons for the gunpowder plot. Distributive justice Great fire- compare the rich and poor and how they were impacted by the fire.</p> <p>SMSC: Showing an awareness of the moral implications of the actions of historical figures. Understanding the significance of not forgetting what has happened in our history.</p>	<p>Rising Stars Unit: Local Heroes</p> <ul style="list-style-type: none"> - To know where people they study fit within a chronological timeline. - To study significant historical people and place sin their own locality. - To understand some of the ways we find out about the past. - To ask and answer questions.7 <p>Participation – ex pupil won gold model in Paralympics.</p> <p>Common Good - Link with supporting society / community during COVID and lockdown.</p>				<p>Rising Stars - Holidays in the Past</p> <ul style="list-style-type: none"> -learn about changes within living memory - understand historical concepts such as continuity and change, similarity and difference -ask historically valid questions - identify similarities and differences between ways of life in different periods - ask and answer questions - understand some of the ways in which we find out about the past - identify different ways in which the past is represented

Outdoor Learning	Autumn treasure hunt. Leaf and bark rubbings. Sketching of trees and plants. Collage with natural materials. Autumn poem – use of senses. Making and comparing 1 and 2 digit numbers. Making leaf monsters and describing leaves.	Fire poems. Dangers and hazards. Natural and man -made materials Exploring the sense of hearing through sounds in the outdoors. Exploring the sense of taste through making gruffalo recipes and use of potatoe peelers. Making fire sticks using leaves. Testing waterproof materials on stick houses. Great fire of London Workshop	Look for living things (minibeasts and plants) Habitats – build shelters Adjectives to describe objects in the outdoor environment. Making tally charts and block graphs using natural resources. Making Scenes from the story of Rapunzel. Telling the time using chalks on the playground. Visit from Local Historian Andy Chapman	Maths – dividing using natural objects. Look for patterns and symmetry in nature. Photograph natural objects. Identifying plants and food grown from plants (science link) Identifying and sketching parts of the plant. Exploring sense of smell through collecting natural objects and making a fire.	Photo Orienteering Fieldwork – where on the map Fieldwork – symbols on a map. Fieldwork – String trail. Fieldwork – Recognising symbols. Fieldwork – Making arrows trail map of an outdoor area. Visit to Pizza Express linked to DT topic.	Maths problems using natural object. Using the storm kettle. Using Saws Shapes outside – Making charms and journey sticks and sorting interestingly shaped objects and items. Shape trails
Computing Purple Mash Planning	Coding	Online Safety Spreadsheets	Questioning Effective Searching	Creating Pictures	Making Music	Presenting Ideas
Music	Sally Kee Planning	Sally Kee Planning	Sally Kee Planning	Sally Kee Plann	Sally Kee Planning	Sally Kee Planni
Art/DT British Values: -Individual liberty. -Tolerance	Linked to Seasons topic Georgia O’Keefe Sketching, drawing and painting linked to the wonderful world topic including still life of flowers, trees To introduce techniques to create a range of tones using graded drawing pencils. To develop an awareness of textures and tones in made and natural objects To produce recognisable observational drawings of simple objects, begin to incorporate tone and texture to drawings. To be able to mix useable paint in a range of colours and be able to describe these colours using	Linked to Fire topic Vehicles (Plan Bee) Making a fire engine, axles, wheels etc. - explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. - 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, information and communication technology - select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]	Linked to Heroes topic Artist- Roy Lichtenstein Produce a comic book for your superhero Design appealing products for them and others to use Explore and evaluate a range of existing products	Linked to Wonderful World topic Still Life & observational drawing Sketching, drawing and painting including still life and observational drawing. To introduce techniques to create a range of tones using graded drawing pencils. To develop an awareness of textures and tones in made and natural objects To produce recognisable observational drawings of simple objects, begin to incorporate tone and texture to drawings. To be able to mix useable paint in a range of colours and be able to describe these colours using	Linked to Journeys topic Making a perfect Pizza (Plan Bee) -Investigate favourite pizza ingredients and toppings. -How to have a balanced diet. -Design and make a pizza. -Evaluate their pizza. Linked to Space topic -Explore what astronauts eat in space -how they eat in space	Linked to Seaside topic Puppets (Plan Bee) Investigate a range of different puppets. Puppets old & new Investigate a range of materials. -Design and make a finger puppet and glove puppet using a range of materials. -Evaluate their puppet. Building Boats Experiment: choose appropriate materials based on their properties and test the boat on water (Testing)

	appropriate vocabulary (dark, light, pale). To be able to make various tints of a primary colour.	- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. - evaluate their ideas and products against design criteria. Lego construction sets in stockroom		appropriate vocabulary (dark, light, pale).		
PE British Values: - Democracy . - The rule of law. - Individual liberty. - Mutual respect. - Tolerance	Sending and Receiving To roll a ball towards a target To track and receive a rolling ball. To send and receive a ball with your feet To develop catching skills. To develop throwing and catching skills. To send and receive a ball using a racket.	Dance Pupils will explore space and how their body can move to express and idea, mood, character or feeling. They will expand their knowledge of travelling actions and use them in relation to a stimulus. They will build on their understanding of dynamics and expression. They will use counts of 8 consistently to keep in time with the music and a partner. Pupils will also explore pathways, levels, shapes, directions, speeds and timing. They will be given the opportunity to work independently and with others to perform and provide feedback beginning to use key terminology	Gymnastics In this unit pupils learn explore and develop basic gymnastic actions on the floor and using apparatus. They develop gymnastic skills of jumping, rolling, balancing and travelling individually and in combination to create short sequences and movement phrases. Pupils develop an awareness of compositional devices when creating sequences to include the use of shapes, levels and directions. They learn to work safely with and around others and whilst using apparatus. Pupils are given opportunities to provide feedback to others and recognise elements of high quality performance	Striking and Fielding To track a rolling ball and collect it To develop accuracy in underarm throwing and catching to field a ball. To develop accuracy with overarm throwing to limit a batter's score. To develop hitting for distance to score more points. To develop decision making to get a batter out. To develop decision making when under pressure	Invasion To understand what being in possession means and support a teammate to do this. To understand that scoring goals is an attacking skill and to explore ways to do this. To understand that stopping goals is a defending skill and explore ways to do this. To explore how to gain possession. To mark an opponent and understand that this is a defending skill. To learn to apply simple tactics for attacking and defending.	Team Building To follow instructions and work with others. To co-operate and communicate in a small group to solve challenges. To create a plan with a group to solve the challenges. To communicate effectively and develop trust To use teamwork skills to work as a group to solve problems. To work with a group to copy and create a basic map.
PHCE	Being me in my world Human dignity	Celebrating difference Human dignity	Dreams and Goals Stewardship	Healthy Me	Relationships Subsidiarity Solidarity	Changing Me
RHE Life to the full		KS1, Module 1, Unit 2 Session 1: I am unique Session 2: Girls and boys Sessions 3 NS 4: Clean and healthy	KS1 Module 1, Unit 3 and 4 Session 1: Feelings likes and dislikes Session 2: Felling inside out Session 3 SuperSusie gets angry Session 1 The cycle of life	KS1, Module 2, Unit 1 Session 1 God loves you KS1, Module 2, Unit 2 Session 1: Special people Session 2: treat others well Session 3 : -- and say sorry.	KS1, Module 2, Unit 3 Session 1 : Being safe Session 2: Good secrets and bad secrets Session 3: Physical contact Session 4 Harmful substances Session 5: Can you help me?	KS1, Module 3, Unit 1 Session 1 Three in one Session 2: Who's my neighbour? Session 3: The communities we live in.