



THE HOLY FAMILY SCHOOL Yearly Overview

Year: 2

Teacher: Miss Clifford

	AUTUMN		SPRING		SUMMER	
Topic	Seasons	Fire! Fire!	Heroes	Wonderful World	Journeys / Space	Pirates
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 Promoting peace – show love and understanding to others. Stewardship – all living things are connected.</p> <p>SIGNS AND SYMBOLS - Signs and symbols in Baptism Symbol of water – CAFOD water in Uganda</p>	<p>Judaism Week – Shabbat</p> <p>PREPARATIONS - Advent: preparing to celebrate Christmas</p> <p>Participation – how can Christmas bring families / communities together?</p>	<p>BOOKS - The books used in Church</p> <p>THANKSGIVING - Mass, a special time to thank God</p>	<p>THANKSGIVING - Mass, a special time to thank God (Cont)</p> <p>OPPORTUNITIES - Lent: an opportunity to start anew</p> <p>Preferential option for the poor Helping others during lent.</p>	<p>SPREAD THE WORD - Pentecost: a time to spread the Good News</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 Subsidiarity</p> <p>Year 2 - TREASURES - God’s treasure; the world</p>
English	<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 Poetry – List Poems <u>Type of writing produced:</u> List poem</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 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 Text:</u> How to make friends with a ghost by Rebecca Green</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 Unit ‘Love that book’ various Genres (2 weeks) <u>Type of writing produced:</u> Instruction</p> <p><u>Key text:</u> 15 things not to do with a puppy by Margaret McAllister</p> <p>Stewardship – protecting endangered animals and the rainforest.</p>	<p>HFL Reprioritised : Sharks <u>Type of writing produced:</u> Non-chronological report <u>Key text:</u> Find out! Sharks by Sarah Fowler (Dorling Kindersley)</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>HFL – Explanation Monster: an owners guide <u>Type of writing produced:</u> Explanation text</p>

Phonics/ Spelling	Phase 5 Revision of phonemes Ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au Split diagraph a-e, i-e, oe, u-e	Phase 6 Teach rules for adding the ed suffix to verbs ending in e. Teach children long and short vowel sounds. Teach how to use the suffix ing. Teach how to add the er suffix. Teach how to add the y suffix. Teach irregular comparative adjectives	Phase 6 Teach how to add the est suffix. Teach how to add the s/es suffix as plurals. Teach how to add the s/es suffix to the third person singular. Teach children the homophones there/ their/ they're. Alternative spellings for the or and s sounds. Teach alternative spellings of the n, r and m sounds. Teach alternative spellings of the igh ee and ai sounds.	Phase 6 Teach alternative spellings of the j sound. Teach alternative spellings of the j sound. Alternative spelling for the sh sound including words ending in tion. Teach how to add the ness suffix. Teach how to add the ment suffix. Homophones	Phase 6 Teach how to add the ful suffix. Teach children how to add the less suffix. Homophones.	SPAG revision
Maths	2LS1 Securing Fluency to Twenty 2LS2 Place Value – Making Tens and Some More 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	2LS8 Finding Complements of 10 and 100 Including Measures 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	2LS14 Statistics – Totalling and Comparing Amounts in Block Graphs, Pictograms, Tables and Tally Charts 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	2LS21 Double and Halve One and Two-digit Numbers and Amounts of Money 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 Division – 2LS27 Sharing and Grouping Problems including Remainders	2LS30 Fractions – Finding Halves, Quarters and Thirds of Amounts 2LS31 Fractions – 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	2LS38 Multiplication and Division – Equality and Balance 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>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. 			<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>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. 	<ul style="list-style-type: none"> - To be able to use symbol to read simple maps. - To design an make simple maps using keys and symbols.

	<ul style="list-style-type: none"> Use and construct basic symbols in a key. <p>Distributive justice – how are governments working to protect the climate?</p> <p>Participation Climate change – how are people having an impact? What can we do?</p>			<p>To understand the location of hot and cold areas of the world in relation to the equator and North and South Pole.</p> <ul style="list-style-type: none"> Understand and locate simple climate zones using key terms. <p>Distributive justice – how are we sharing the world’s resources?</p>	<ul style="list-style-type: none"> 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>	
<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?</p> <p>Reasons for the gunpowder plot.</p> <p>Distributive justice Great fire- compare the rich and poor and how they were impacted by the fire.</p> <p>SMSC:</p> <p>Showing an awareness of the moral implications of the actions of historical figures.</p> <p>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>			<ul style="list-style-type: none"> To know about some key historical figures e.g Blackbeard and Elizabeth 1 To know facts about daily life on a pirate ship and investigate the Golden Hind..
<p>Outdoor Learning</p>	<p>Autumn treasure hunt.</p> <p>Leaf and bark rubbings.</p> <p>Sketching of trees and plants.</p> <p>Collage with natural materials.</p> <p>Autumn poem – use of senses.</p> <p>Making and comparing 1 and 2 digit numbers.</p>	<p>Camp fire - songs</p> <p>Dangers and hazards.</p> <p>Maths – estimating and measuring trees and objects.</p> <p>Natural and man -made materials</p>	<p>Look for living things (minibeasts and plants)</p> <p>Habitats – build shelters</p>	<p>Maths – dividing using natural objects.</p> <p>Look for patterns and symmetry in nature.</p> <p>Photograph natural objects.</p>	<p>Identifying plants and food grown from plants (science link)</p> <p>Identifying and sketching parts of the plant.</p> <p>Maths – fractions of amounts.</p> <p>Class poem - trees</p>	<p>Maths problems using natural object.</p>
<p>Computing</p> <p>Purple Mash Planning</p>	<p>Coding</p>	<p>Online Safety</p> <p>Spreadsheets</p>	<p>Questioning</p> <p>Effective Searching</p>	<p>Creating Pictures</p>	<p>Making Music</p>	<p>Presenting Ideas</p>

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	<p>Sketching, drawing and painting linked to the season topic including still life and observational drawing.</p> <p>To introduce techniques to create a range of tones using graded drawing pencils.</p> <p>To develop an awareness of textures and tones in made and natural objects</p> <p>To produce recognisable observational drawings of simple objects, begin to incorporate tone and texture to drawings.</p> <p>To be able to mix useable paint in a range of colours and be able to describe these colours using appropriate vocabulary (dark, light, pale).</p>	<p>Use different materials to create a collage of the fire of London. Include the Tudor houses too.</p> <p>Look at Tudor house and the patterns that were created with beams. Get the children to draw, in pastels, their own Tudor houses.</p> <p>Explore colour mixing and how to create different oranges, reds and yellows. Then create a whole class Great Fire scene using handprints.</p> <p>Use black card to create silhouetted buildings to put in the foreground of a Great Fire display, with tissue paper flames creeping from doors and windows that can be folded back to open.</p> <p>Each child makes a 3D model of a building so a whole model city can be created. Use grasses or matchsticks for the thatched roofs.</p> <p>Design an emergency superhero uniform - design purposeful, functional, appealing products for themselves and other users based on design criteria.</p>	<p>Puppets Investigate a range of different puppets. Investigate a range of materials. -Design and make a finger puppet and glove puppet using a range of materials. -Evaluate their puppet.</p>	<p>Sketching, drawing and painting linked to the wonderful world topic including still life of flowers, trees</p> <p>To introduce techniques to create a range of tones using graded drawing pencils.</p> <p>To develop an awareness of textures and tones in made and natural objects</p> <p>To produce recognisable observational drawings of simple objects, begin to incorporate tone and texture to drawings.</p> <p>To be able to mix useable paint in a range of colours and be able to describe these colours using appropriate vocabulary (dark, light, pale).</p> <p>To be able to make various tints of a primary colour.</p>	<p>Making a perfect Pizza -Investigate favourite pizza ingredients and toppings. -How to have a balanced diet. -Design and make a pizza. -Evaluate their pizza.</p>	

		-generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.				
PE British Values: -Democracy. -The rule of law. -Individual liberty. -Mutual respect. -Tolerance	Fundamentals Pupils will develop the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. Pupils will be given opportunities to work with a range of different equipment. Pupils will be asked to observe and recognise improvements for their own and others' skills and identify areas of strength. Pupils will be given the opportunity to work collaboratively with others, taking turns and sharing ideas.	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.	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.	Fitness Pupils will take part in a range of fitness activities to develop components of fitness. Pupils will begin to explore and develop agility, balance, co-ordination, speed and stamina. Pupils will be given the opportunity to work independently and with others. Pupils will develop perseverance and show determination to work for longer periods of time.	Net and Wall Pupils will be introduced to the basic skills required in Net and Wall games. Pupils will learn the importance of the ready position. They will develop throwing, catching and racket skills, learning to track and hit a ball. They will learn to play against an opponent and over a net. They will begin to use rules and simple tactics when playing against a partner. They will be encouraged to demonstrate good sportsmanship and show respect towards others.	Athletics In this unit, pupils will develop skills required in athletic activities such as running at different speeds, changing direction, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently. They learn how to improve by identifying areas of strength as well as areas to develop.
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.