



Yearly Overview

Year 2

A decorative graphic consisting of two parallel, curved lines. The top line is blue and the bottom line is red. They start on the left, curve downwards and then upwards to the right, framing the text below.

Achieve Believe Care

	Funky Fiction and Fabulous Facts	Little Master Chefs	Around the World in 80 days
Geography	<u>Autumn 1</u> What are Seasons? • develop locational and place knowledge about their locality, and the UK as a whole • understand basic subject-specific vocabulary relating to physical geography • begin to use geographical skills, including first-hand observation, to enhance their locational awareness • identify seasonal and daily weather patterns in the UK • use simple fieldwork and observational skills in their school, grounds and surroundings • use and construct basic symbols in a key.	<u>Spring 1</u> Where does our food come from? • understand geographical similarities and differences through studying the human geography of their local shops, and physical geography through studying nearby food growing or production • use locational and directional language (e.g. near and far) to describe the location of features and routes on a map • name, locate and identify characteristics of the four countries and capital cities of the UK, and its surrounding seas • use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage.	<u>Summer 1</u> What are the wonders of our world? • name, locate and identify characteristics of the seven continents and oceans • use world maps, atlases, and globes • understand geographical similarities and differences when studying both human and physical geography • identify the locations of hot and cold areas around the world • use basic vocabulary to refer to physical and human features • develop knowledge about the world
History	<u>Autumn 2</u> Should we still celebrate Bonfire Night? Did the Great Fire make London a better or worse place? • develop an awareness of the past, using common words and phrases relating to the passing of time • choose and use parts of stories and other sources that they know and understand key features of events • understand some of the ways in which we find out about the past • identify different ways in which it is represented • use a wide vocabulary of everyday historical terms • know where events they study fit within a chronological framework.	<u>Spring 2</u> Who are our local heroes? • use common words and phrases relating to the passing of time • know where the people they study fit within a chronological framework • ask and answer questions • study significant historical people and places in their own locality • understand some of the ways in which we find out about the past and identify different ways in which it is represented • choose parts of sources to show that they know and understand key features of events • use a wide vocabulary of everyday historical terms.	<u>Summer 2</u> Who was the greatest explorer? • know where the people they study fit within a chronological framework • develop an awareness of the past, using common words and phrases relating to the passing of time • understand some of the ways in which we find out about the past • identify different ways in which it is represented • ask and answer questions, choosing and using sources to show that they know and understand the key features of events • use parts of sources to show that they know and understand key features of events

			• compare explorers and determine who is the greatest in their opinion.
Computing	<u>Autumn 1</u> <u>We are safe researchers</u> • develop collaboration skills through working as part of a group • develop research skills through searching for information on the Internet • think through privacy implications of their use of search engines • be more discerning in evaluating online information • improve note-taking skills using mind mapping • develop presentation skills through creating and delivering a multimedia presentation. <u>Autumn 2</u> <u>We are astronauts</u> • plan a sequence of instructions to move sprites in ScratchJr • create test and debug programs for sprites in ScratchJr • work with input and output in ScratchJr • use repetition in their programs • design costumes for sprites.	<u>Spring 1</u> <u>We are games testers</u> • <i>observe and describe carefully what happens in computer games</i> • <i>use logical reasoning to make predictions of what a program will do and test these</i> • <i>think critically about computer games</i> • <i>create sequences of instructions for a virtual robot to solve a problem</i> • <i>work out strategies for playing a game well</i> • <i>be aware of how to use games safely and in balance with other activities.</i> <u>Spring 1</u> <u>We are photographers</u> • consider the technical and artistic merits of photographs • use the iPad camera app • take digital photographs • review, reject or pick the images they take • edit and enhance their photographs.	<u>Summer 1</u> <u>We are zoologists</u> • sort and classify a group of items by answering questions • collect data using tick or tally charts • take, edit and enhance photographs • use Google Sheets or Microsoft Excel to produce basic charts • record information on a digital map • summarise what they have learned in a presentation. <u>Summer2</u> <u>We are animators</u> • <i>how animation works</i> • <i>to use storyboards to plan an animation</i> • <i>to create their own original characters, props and backgrounds for an animation</i> • <i>to film, review and edit a stop-motion animation</i> • <i>to record audio to accompany their animation</i> • <i>to provide constructively critical feedback to their peers.</i>
Science	<u>Autumn 1 – a link to Yr 1 prior learning</u> <u>Squash, bend, twist and stretch</u> -Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. <u>Autumn 2</u> <u>Polar Places</u> -Identify and name a variety of animals including fish, amphibians, reptiles, birds and mammals.	<u>Spring 1</u> <u>Little Masterchefs – links to cooking</u> -Find out about and describe the basic needs of humans for survival (water, food and air). -Describe the importance for humans of eating the right amounts of different types of food, and hygiene. -Observe and describe how seeds and bulbs grow into mature plants. -Identify and compare the suitability of a variety of everyday materials, including wood, metal,	<u>Summer 1</u> <u>Our Local Environment – link to trip</u> -Explore and compare the differences between things that are living, dead, and things that have never been alive -Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other -Identify and name a variety of plants and animals in their habitats, including micro-habitats

	-Identify and name common animals that are carnivores, herbivores and omnivores. --- Describe and compare the structure of a variety of common animals. -Describe the simple properties of a variety of everyday materials. -Compare and group together a variety of everyday materials on the basis of their simple properties.	plastic, glass, brick, rock, paper and cardboard for particular uses. <u>Spring 2</u> Healthy me -Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. -Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.	-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 <u>Summer 2</u> Young Gardeners -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.
Art	<u>Autumn 1 - Craft and design: Map it out</u> Responding to a design brief, children create a piece of art that represents their local area using a map as their stimulus. They learn three techniques for working creatively with materials.	<u>Spring 1 - Painting and mixed media: Life in Colour</u> Developing colour mixing skills, learning about the work of artist Romare Bearden and creating textured papers using paint, children compose collages inspired by their exploration of colour and texture in the world around them.	<u>Summer 1 - Sculpture and 3D: Clay houses</u> Developing their ability to work with clay, children learn how to create simple thumb pots then explore the work of sculptor Rachel Whiteread and apply her ideas in a final piece that uses techniques such as cutting, shaping, joining and impressing into clay.
Artists Studied	Quentin Blake Susan Stockwell – maps Matthew Cusick - maps	Romare Bearden-	Rachel Whiteread
D.T.	<u>Autumn 2 - Structures: Baby bear's chair</u> Using the tale of Goldilocks and the Three Bears as inspiration, children help Baby Bear by making him a brand-new chair. When designing the chair, they consider his needs and what he likes and explore ways of building it so that it is strong.	<u>Autumn 2 - Mechanisms: Making a moving Ferris wheel</u> After learning the terms; axle, pivot, and linkage, children design a Ferris wheel which will move using a linkage mechanism. Children practise making axles.	<u>Autumn 2 - Mechanisms: Fire Engine - arrange fire engine visit</u> Designing and creating their own Fire Engine Model, considering how the different components fit together so that the wheels rotate and the structures stand freely. Pupils select appropriate materials and develop their cutting and joining skills
R.E	What is the good news Christians say Jesus Brings? (Part 1 and Part 2) Why are churches important to Christians and local communities?	Who is a Muslim and how do they live? (Part 1) Why does Easter matter to Christians?	Who is a Muslim and how do they live? (Part 2) What makes some places sacred to believers?

P.S.H.E.	<u>Autumn 1</u> <u>Relationships</u> <u>What makes a good friend?</u> -how to make friends with others -how to recognise when they feel lonely and what they could do about it -how people behave when they are being friendly and what makes a good friend -how to resolve arguments that can occur in friendships -how to ask for help if a friendship is making them unhappy <u>Autumn 2</u> <u>Relationships</u> <u>What is bullying?</u> -how words and actions can affect how people feel -how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe -why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable -how to respond if this happens in different situations -how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so	<u>Spring 1</u> <u>Health and Wellbeing</u> <u>What helps us to stay safe?</u> -how rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/ household products and online) -how to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them -how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets -how not everything they see online is true or trustworthy and that people can pretend to be someone they are not -how to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them <u>Spring 2</u> <u>Health and Wellbeing</u> <u>What can help us grow and stay healthy?</u> -that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest -that eating and drinking too much sugar can affect their health, including dental health -how to be physically active and how much rest and sleep they should have everyday -that there are different ways to learn and play; how to know when to take a break from screen-time -how sunshine helps bodies to grow and how to keep safe and well in the sun	<u>Summer 1</u> <u>Living in the Wider World</u> <u>What jobs do people do?</u> -how jobs help people earn money to pay for things they need and want -about a range of different jobs, including those done by people they know or people who work in their community -how people have different strengths and interests that enable them to do different jobs -how people use the internet and digital devices in their jobs and everyday life <u>Summer 2</u> <u>Health and Wellbeing</u> <u>How do we recognise our feelings?</u> -how to recognise, name and describe a range of feelings -what helps them to feel good, or better if not feeling good -how different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group) -how feelings can affect people in their bodies and their behaviour -ways to manage big feelings and the importance of sharing their feelings with someone they trust -how to recognise when they might need help with feelings and how to ask for help when they need it
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Outdoor P.E.	<u>Autumn 1 Multi Skills</u> -explore static balancing. -understand concepts of bases. - combine a number of co-ordination drills, using upper and lower body movements. - aim a variety of balls and equipment accurately. - travel in different ways, showing clear transitions between movements. - maintain balance when changing direction. - use skills learned in a game. <u>Supplementary – Multi Skills</u> <i>Using the Black Country games Multi Skills program, children complete various skills, throwing, jumping, hopping, running, dodging, side stepping and compete against the clock. Time used to improve speed and encourage team work to get the highest score, leading to school games competition.</i> <u>Autumn 2 Boot Camp</u> - understand how to prepare the body for exercise. -understand what fitness means - complete a range of circuit-based activities and understand the reason for doing them. -understand what happens to the heart rate during exercise. - complete a circuit <u>Supplementary - Team Building/Games</u> <i>Team games and activities encouraging good teamwork using basic skills and fundamental movement control. Children to complete multiple challenges and games by working together and understanding the importance of teamwork.</i>	<u>Spring 1 Mighty Movers</u> - run efficiently using the arms - demonstrate running with balance and co-ordination. - understand the purpose of a circuit and how it can improve fitness. <u>Supplementary - Football</u> <i>Focus on dribbling, use of little touches to keep ball as close to their feet as possible. Teach and understand the 5 different parts of the foot (Toes, Laces, Inside, Outside, soul) they can use to dribble the football. Set challenges, how many touches in 1 minute, how many diff parts of the foot can you use in 1 minute. Play body parts game to both encourage keeping ball close and not using hands.</i> <u>Spring 2 Brilliant Ball Skills</u> -use hand-eye co-ordination to control a ball. - catch a variety of objects - vary types of throw. - kick and move with a ball. - develop catching and dribbling skills - use ball skills in a mini festival. <u>Supplementary - Netball</u> <i>Introduction into Netball, Throw and catch with a partner, introduce chest pass and use in different games with focus on player with the ball not moving. Focus on where to pass to (Chest), position of hands to receive, when to release ball when passing. Use repetitive skill in various activities. Make competitive, how many passes without dropping can they complete with their partner, progress to groups of 4 with 2 balls.</i>	<u>Summer 1 Throwing and Catching</u> - skills for playing striking and fielding games. <u>Supplementary - Sports Day Practice</u> <i>Practice all 7 sports day events learnt in year 1 including relay. Skills include, Running, Jumping, Dribbling, Skipping, Balancing.</i> <u>Summer 2 Active Athletics</u> - run with agility and confidence - learn the best jumping techniques for distance. - throw different objects in a variety of ways. - hurdle an obstacle and maintain effective running style. - run for distance. - complete an obstacle course with control and agility. - position the body to strike a ball. -practise striking a small ball - develop catching skills - throw a ball for distance. - practise throwing skills in circuit. - play a game fairly and in a sporting manner. -use fielding skills to play a game. <u>Supplementary -Rounders</u> <i>Children introduced to striking and fielding, repetitive paired activities with tennis ball to improve catching skills before moving on to striking using tennis racket (Rounders bat for more able children). Create small sided games (groups of 5), 1 bowler, 1 batter and 3 fielders to understand the basic concepts of the game Rounders.</i>
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Indoor PE	<u>Autumn 1</u> <u>Ugly Bug Ball Dance</u> - explore different levels and speeds of movement. - compose and perform simple dance phrases. - show contrasts in simple dances with good body shape and position. - develop a range of dance movements and improve timing. - work to music, creating movements that show rhythm and control. Skip to the Beat - perform skipping moves with agility, balance and co-ordination. - explore different ways of jumping/hopping with balance and accuracy. - skip with control and balance.		<u>Spring 1</u> <u>Groovy Gymnastics</u> - remember and repeat simple gymnastic actions with control. - balance on isolated parts of the body using the floor and hold balance. - develop a range of gymnastic moves, particularly balancing. - link together a number of gymnastic actions into a sequence- explore ways of travelling around on large apparatus. - choose and use a variety of gymnastic actions to make a sequence. Gymfit Circuits - identify techniques to improve balance. - practise a range of gymnastic skills through a series of circuits. - perform a range of gymnastic skills with increased accuracy. - perform a sequence of gymnastic moves within a circuit. - perform a sequence of moves at each station within a circuit with increased accuracy. - evaluate performance of gymnastic moves within a circuit.		<u>Summer 1</u> <u>Cool Core</u> - develop and improve core strength and agility - improve core strength, balance and agility Fitness Frenzy - complete a circuit of activities. - understand the purpose of a circuit and how it can improve fitness - skip with control and balance - evaluate my performance of gymnastic moves within a circuit. - improve core strength, balance and agility. - evaluate my performance of gymnastic moves within a circuit.		
	Music	Pulse, Rhythm and Pitch How Does Music Help Us to Make Friends?	Playing in an Orchestra How Does Music Teach Us About the Past?	Inventing a Musical Story How Does Music Make the World a Better Place?	Recognising Different Sounds How Does Music Teach Us About Our Neighbourhood?	Exploring Improvisation How Does Music Make Us Happy?	Our Big Concert How Does Music Teach Us About Looking After Our Planet?
	Cooking			Bread and butter pudding			
	Trips / Visitors	Forest School: Great Fire of London Activity – Autumn 2				School Trip – WILD Zoo – Summer 1	
	Texts used	The Snow Dragon - by Vivan French The Dragon Machine – by Helen Ward		Billy and the Dragon – by Nadia Shireen Paddington – Michael Bond		Little Red and the Hungry Lion – by Alex T Smith Meerkat Mail – by Emily Gravett The Boy who Sailed the World	

	Vlad and the Great Fire of London – Kate and Sam Cunningham		
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