

Year 2 Yearly Overview

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Creative	Great Fire of London	Into the Woods	Vikings	Vikings	Florence Nightingale	Our Local Area
Literacy	<p><b><u>Stories in familiar settings</u></b></p> <p>Tiger who came to Tea</p> <p>How the Rabbit Stole the Fire</p> <p>Guided Reading Play on The Great Fire of London</p> <p>Literacy Shed – Pudding Lane.</p> <p><b><u>Instructions</u></b></p> <p>To make Fire Buns - instructions</p> <p><b><u>Recounts – Letter</u></b></p> <p>School Trip to Blakesley Hall - why should we go again?</p> <p>London’s Burning Chant</p>	<p><b><u>Traditional tales</u></b></p> <p>Hansel and Gretel</p> <p>The Fox</p> <p><b><u>Traditional poems</u></b></p> <p>Flanders Field</p> <p><b><u>Non-chronological Reports.</u></b></p> <p>The Hodgeheg</p> <p>Information Books about hedgehogs</p> <p><b><u>Songs and repetitive poems</u></b></p> <p>‘Pleasant Sounds’ by John Clare</p> <p><b><u>Story Writing</u></b></p> <p>Mog’s Christmas</p> <p>The Night Before Christmas</p>	<p><b><u>Traditional tales from other cultures</u></b></p> <p>Baba Yaga</p> <p><b><u>Stories involving fantasy</u></b></p> <p>How to Train your Dragon</p> <p>The Clock Tower – Literacy Shed</p>	<p><b><u>Instructions</u></b></p> <p><b><u>How to make a Viking Londship.</u></b></p> <p><b><u>Recounts</u></b></p> <p>School trip to Viking Village -</p> <p><b><u>Descriptive Writing</u></b></p> <p><a href="https://www.literacyshed.com/vikingvillage.html">https://www.literacyshed.com/vikingvillage.html</a></p> <p>The senses</p> <p>Humorous poems (Michael Rosen)</p>	<p><b><u>Quest stories</u></b></p> <p>The Flower</p> <p>Adrift – Literacy Shed</p> <p><b><u>Information texts</u></b></p> <p>Victorian non-fiction books to help write a non-chronological reports.</p> <p>The Day the Crayons Left</p>	<p><b><u>Poems about nature</u></b></p> <p>(Haiku poetry)</p> <p>Traditional poems</p> <p><b><u>Stories by the same author</u></b> (Julia Donaldson)</p> <p><b><u>Recounts</u></b></p> <p>Island Life – What is it like to life on an Island.</p> <p><b><u>Postcards and Letters</u></b></p> <p>Seaside Books</p> <p>Flotsam and Jetsam</p> <p>Nimm’s Island by Wendy Orr</p>

<p><b>Maths</b></p>	<p><b>Numbers to 100 (approx. 3 weeks)</b></p> <p>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) Identify, represent and estimate numbers using different representations including the number line. Compare and order numbers from 0 up to 100; use &lt;, &gt; 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.</p> <p><b>Addition and Subtraction (approx. 5 weeks)</b></p> <p>Number – Addition and Subtraction 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. 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</p>	<p><b>Money (approx. 2 weeks)</b></p> <p>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.</p> <p><b>Multiplication and Division (approx. 2 weeks)</b></p> <p>Multiplication and Division 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 (x), division (÷) 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</p>	<p><b>Multiplication and Division (approx. 2 weeks)</b></p> <p>Multiplication and Division 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 (x), division (÷) and equals (=) signs. 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.</p> <p><b>Statistics (approx. 2 weeks) cross curricular learning opportunities</b></p> <p>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 totalling and comparing categorical data.</p> <p><b>Length and Height (approx. 3 weeks)</b></p> <p>Measurement: length and height Choose and use</p>	<p><b>Properties of Shapes (approx. 3 weeks)</b></p> <p>Geometry- properties of shape 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.</p> <p><b>Fractions (approx. 1 week)</b></p> <p>Number – fractions Recognise, find, name and write fractions 13, 14, 24 and 34 of a length, shape, set of objects or quantity. Write simple fractions for example, 12 of 6 = 3 and recognise the equivalence of 24 and 12.</p>	<p><b>Position and Direction (approx. 3 weeks)</b></p> <p>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</p> <p><b>Problem Solving and Efficient Methods (approx. 2 weeks)</b></p> <p><b>Time (approx. 2 weeks)</b></p> <p>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.</p>	<p><b>Weight, Volume and Temperature (approx. 3 weeks)</b></p> <p>Measurement: Mass, Capacity and Temperature Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels Compare and order lengths, mass, volume/capacity and record the results using &gt;, &lt; and =</p>

	<p>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.</p>	<p>division of one number by another cannot.</p>	<p>appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels Compare and order lengths, mass, volume/capacity and record the results using &gt;, &lt; and =</p>			
<p>Science</p> <p>Working Scientifically -</p>	<p><b>Animals Including Humans</b></p> <p>notice that animals, including humans, have offspring which grow into adults</p> <p>find out about and describe the basic needs of animals, including humans, for survival (water, food, air)</p> <p>describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p> <p>recognise that environments can change and that this can sometimes pose dangers to living things</p> <p>Identify that animals, including humans, need the right types and amounts of nutrition, and that they cannot make their own food: they get nutrition from what they eat</p>	<p><b>Sound – (Revision unit)</b></p> <p>To identify and explain different sound sources.</p>	<p><b>Everyday Materials</b></p> <p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> <p>find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p> <p>compare and group together different kinds of rocks on the basis of their simple physical properties</p> <p>recognise that soils are made from rocks and organic matter</p> <p>describe in simple terms how fossils are formed when things that have lived are trapped within rock</p> <p>compare and group materials together,</p>	<p><b>Living things and their Habitats</b></p> <p>explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>identify and name a variety of plants and animals in their habitats, including micro-habitats</p> <p>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> <p>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> <p>identify and name a variety of living things (plants and animals) in the local and wider environment, using classification keys to assign them to groups</p>	<p><b>Plants- whole term</b></p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p>observe and describe how seeds and bulbs grow into mature plants</p> <p>explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</p> <p>investigate the way in which water is transported within plants</p>	

			<p>according to whether they are solids, liquids or gases</p> <p>observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</p> <p>identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</p>	<p>give reasons for classifying plants and animals based on specific characteristics</p> <p>recognise that environments can change constantly changing and that this can sometimes pose dangers to specific habitats</p> <p>construct and interpret a variety of food chains, identifying producers, predators and prey</p>		
RE	<p>What can we learn from sacred books? (Christian, Jewish)</p> <p>Who is Jewish and what do they believe? (Christian, Jewish)</p>		<p>How and why do we celebrate special and sacred times? Christian, Jewish)</p>		<p>How should we care for others and the world, and why does it matter? (Christian, Jewish)</p>	
PSHE	<p>Health &amp; Well-being</p> <p>- Protective Behaviours.</p>	<p>Health &amp; Well-being</p>	<p>Living in the Wider World</p>	<p>Living in the Wider World</p>	<p>Relationships</p>	<p>Relationships</p> <p>- Sex and Relationships(All About Me)</p>
Values	<p>Courage</p>	<p>Forgiveness</p>	<p>Hope</p>	<p>Thankfulness</p>	<p>Friendship</p>	<p>Perseverance</p>
PE	<p>Basic Movement</p> <p>Move in a variety of ways in and out cones and obstacles.</p> <p>Jump with both feet leaving the group</p> <p>Hop</p> <p>Stop on command</p> <p>Sprint</p>	<p>Agility and Co-ordination</p> <p>Single balance</p> <p>Balancing on one foot</p> <p>Be able to balance on a piece of apparatus</p> <p>Side roll</p> <p>Climb</p> <p>Line walk</p>	<p>Movement Patterns</p> <p>Dance to link in with learning theme</p> <p>Copy a dance pattern</p> <p>Move to a beat</p> <p>Link a short series of dance sequences together</p>	<p>Team Games</p> <p>Be able to participate in a game with an opposing side</p> <p>Be able to control a ball within a game setting</p> <p>Play a game with a set of rules</p> <p>Play as part of a team</p> <p>Cooperate with team mates</p>	<p>Agility and Co-ordination</p> <p>Dance to link in with learning theme</p> <p>Copy a dance pattern</p> <p>Move to a beat</p> <p>Link a short series of dance sequences together</p>	<p>Agility and Co-ordination</p> <p>Swimming</p> <p>Put face in water and blow bubbles</p> <p>Fully submerge under water</p> <p>Be able to swim 20metres across the pool without support</p>

	<p>Run</p> <p>Skip without a rope</p> <p>Jump for height</p> <p>Skip with a rope</p> <p>Gallop</p> <p>Side gallop</p>	Bench walk		<p>Work as a team in order to score goals</p> <p>Control a ball accurately</p> <p>Use both hands and feet in order to control a ball</p>		To swim 10 metres front crawl and back stroke
History	<p>Great Fire of London</p> <p><b>Chronological Understanding</b></p> <p>To be able to use words and phrases like: before I was born, when I was younger.</p> <p>To be able to use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning.</p> <p>To use the words 'past' and 'present' accurately.</p> <p>To be able to use a range of appropriate words and phrases to describe the past.</p> <p>To be able to sequence a set of events in chronological order and give reasons for their order.</p> <p>To be able to recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later.</p>	<p><b>Into the Woods Knowledge and Interpretation</b></p>	<p>The Vikings</p> <p><b>Chronological Understanding</b></p> <p>To be able to use a range of appropriate words and phrases to describe the past.</p> <p>To be able to sequence a set of events in chronological order and give reasons for their order.</p> <p><b>Knowledge and Interpretation</b></p> <p>To be able to recount some interesting facts from an historical event</p>	<p>The Vikings</p> <p><b>Historical Questioning</b></p> <p>To be able to answer questions by using a specific source, such as an information book.</p>	<p>Florence Nightingale</p> <p><b>Chronological Understanding</b></p> <p>To be able to sequence a set of events in chronological order and give reasons for their order.</p> <p><b>Knowledge and Interpretation</b></p> <p>To be able to explain why Britain has a special history by naming some famous events and some famous people.</p>	<p>Community</p> <p><b>Knowledge and Interpretation</b></p> <p>To be able to explain how their local area was different in the past.</p> <p>To be able to give examples of things that are different in their life from that of their grandparents when they were young.</p> <p><b>Historical Questioning</b></p> <p>To be able to find out something about the past by talking to an older person.</p> <p>To be able to answer questions by using a</p>

	<p>To be able to recount some interesting facts from an historical event, such as where the 'Fire of London' started.</p> <p>To be able to explain what is meant by a parliament</p>					<p>specific source, such as an information book.</p> <p>To research the life of a famous Briton from the past using different resources to help them.</p> <p>To research about a famous event that happens in Britain and why it has been happening for some time.</p> <p>To research the life of someone who used to live in their area using the Internet and other sources to find out about them?</p>
<p>Geography</p>		<p>Into the Woods</p> <p>Geographical Knowledge</p> <p>To be able to name the continents of the world and find them in an atlas.</p> <p>To be able to name the world's oceans and find them in an atlas.</p> <p>To be able to name the major cities of</p>	<p>The Vikings</p> <p>Physical Geography</p> <p>To be able to describe some physical features of their own locality.</p> <p>To be able to explain what makes a locality special.</p> <p>To be able to describe some places which are not near the school.</p> <p>To be able to describe a place outside Europe using geographical words.</p>	<p>The Vikings</p> <p>Human Geography</p> <p>To be able to describe some human features of their own locality, such as the jobs people do.</p> <p>To be able to explain how the jobs people do may be different in different parts of the world.</p> <p>Can think that people ever spoil the area? How?</p> <p>To think that people try to make the area better. How?</p>		<p>My Local Area Geographical Enquiry</p> <p>To be able to label a diagram or photograph using some geographical words.</p> <p>To be able to find out about a locality by using different sources of evidence.</p> <p>To be able to find out about a locality by asking some relevant questions to someone else.</p>

		<p>England, Wales, Scotland and Ireland.</p> <p>To be able to find where they live on a map of the UK.</p>	<p>To be able to describe some of the features associated with an island.</p> <p>To be able to describe the key features of a place, using words like, beach, coast forest, hill, mountain, ocean, valley.</p>	<p>To be able to explain what facilities a town or village might need.</p>		<p>To do able to say what they like and don't like about their locality and another locality like the seaside.</p> <p>Human Geography</p> <p>To be able to describe some human features of their own locality, such as the jobs people do.</p> <p>To be able to explain how the jobs people do may be different in different parts of the world.</p> <p>Can think that people ever spoil the area? How?</p> <p>To think that people try to make the area better. How?</p> <p>To be able to explain what facilities a town or village might need.</p>
<p>Computing</p>	<p><b>E-Safety</b></p> <p>I can explain why I need to keep my password and personal information private.</p> <p>I can describe the things that happen</p>	<p><b>Technology in our lives</b></p> <p>I can tell you why I use technology in the classroom.</p> <p>I can tell you why I use technology in my home and community.</p>	<p><b>Programming</b></p> <p>I can give instructions to my friend (using forward, backward and turn) and physically follow their Instructions.</p>	<p><b>Handling Data</b></p> <p>I talk about the different ways I use technology to collect information, including a camera, microscope or sound recorder.</p>	<p><b>Multimedia</b></p> <p>I can use technology to organise and present my ideas in different ways.</p> <p>I can use the keyboard on my device to add,</p>	<p><b>Multimedia</b></p> <p>I can use technology to organise and present my ideas in different ways.</p> <p>I can use the keyboard on my device to add, delete and space text for others to read.</p>

	<p>online that I must tell an adult about.</p> <p>I can talk about why I should go online for a short amount of time.</p> <p>I can talk about why it is important to be kind and polite online and in real life.</p> <p>I know that not everyone is who they say they are on the Internet.</p>	<p>I am starting to understand that other people have created the information I use.</p> <p>I can identify benefits of using technology including finding information, creating and communicating</p>	<p>I can tell you the order I need to do things to make something happen and talk about this as an algorithm.</p> <p>I can program a robot or software to do a particular task.</p> <p>I can look at my friend's program and tell you what will happen.</p> <p>I can use programming software to make objects move.</p> <p>I can debug and solve problems within programs.</p>	<p>I can make and save a chart or graph using the data I collect.</p> <p>I can talk about the data that is shown in my chart or graph.</p> <p>I am starting to understand a branching database.</p>	<p>delete and space text for others to read.</p> <p>I can tell you about an online tool that will help me to share my ideas with other people.</p> <p>I can save and open files on the device I use</p>	<p>I can tell you about an online tool that will help me to share my ideas with other people.</p> <p>I can save and open files on the device I use</p>
Art	<p>3D</p> <p>To be able to add texture by using tools.</p> <p>To be able to make different kinds of shapes</p> <p>To begin to demonstrate their ideas through photographs</p>	<p>Printing</p> <p>To be able to create a print using pressing, rolling, rubbing and stamping.</p> <p>To be able to create a print like a designer</p> <p>Knowledge</p> <p>To be able to describe what they see and like in the work of another artist/craft maker/designer.</p>	<p>Collage</p> <p>To be able to cut and tear paper and card for their collages.</p> <p>To be able to gather and sort the materials they will need.</p> <p>To begin to demonstrate their ideas through photographs and in their sketch books.</p>	<p>Use of IT</p> <p>To be able to use a simple painting program to create a picture.</p> <p>To be able to use tools like fill and brushes in a painting package.</p> <p>To begin to demonstrate their ideas through photographs and in their sketch books.</p> <p>To be able to set out their ideas, using 'annotation' in their sketch books.</p>	<p>Drawing</p> <p>To be able to create different tones using light and dark.</p> <p>To be able to show patterns and texture in their drawings.</p> <p>To be able to use a viewfinder to focus on a specific part of an artefact before drawing it.</p> <p>To begin to demonstrate their ideas through</p>	<p>Painting</p> <p>To be able to mix paint to create all the secondary colours.</p> <p>To mix and match colours, predict outcomes. To be able to mix their own brown.</p> <p>To be able to make tints by adding white.</p> <p>To be able to make tones by adding black.</p> <p>To begin to demonstrate their ideas through</p>

	<p>and in their sketch books.</p> <p>To be able to set out their ideas, using 'annotation' in their sketch books.</p>	<p>To be able to ask a sensible questions about a piece of art.</p> <p>To begin to demonstrate their ideas through photographs and in their sketch books.</p> <p>To be able to set out their ideas, using 'annotation' in their sketch books.</p>	<p>To be able to set out their ideas, using 'annotation' in their sketch books.</p>		<p>photographs and in their sketch books.</p> <p>To be able to set out their ideas, using 'annotation' in their sketch books.</p>	<p>photographs and in their sketch books.</p> <p>To be able to set out their ideas, using 'annotation' in their sketch books.</p>
<p>Design and Technology</p>	<p>Food</p> <p>To be able to explain the properties of the ingredients which are needed.</p> <p>To be able to understand the importance of being hygienic when cooking.</p> <p>Demonstrate how they are hygienic in the kitchen.</p> <p>To use techniques such as cutting, peeling and grating</p>		<p>Textiles</p> <p>To be able to measure textiles.</p> <p>To be able to identify how a textile can be joined.</p> <p>To be able to cut textiles.</p> <p>To explain the choice for a particular textile.</p>		<p>Materials</p> <p>To be able to measure materials to use in model or structure.</p> <p>Can demonstrate how to join a material in different ways.</p> <p>To be able to use joining, folding or rolling to make it stronger.</p> <p>Mechanisms To be able to join materials together as part of a moving produc. [for example the use of levers, sliders wheels and axles]</p>	<p>. Construction</p> <p>To be able to make sensible choices as to which materials to use for their construction.</p> <p>To be able to develop their own ideas from initial starting points.</p> <p>To be able to incorporate some type of movement into models.</p> <p>To be able to consider how to improve their construction.</p>

	To know how to name and sort foods into the five main food groups and that everyone should eat at least five portions of fruit and vegetables every day				To be able to add a design to their product.	
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