

Year overview for 2021/2022

Year Group: 2

HALF TERM 1	HALF TERM 2	HALF TERM 3	HALF TERM 4	HALF TERM 5	HALF TERM 6
7 weeks	7 weeks	7 weeks	6 weeks	4 weeks	7 weeks
<p>Amazing me</p> <p>What if? Samantha Berger (English focus)</p> <p>‘A ticket around the world’</p> <p>What makes me a me? Ben Faulks</p> <p>Amazing by Steve Antony</p> <p>Only one you by Linda Kranz</p> <p>Incredible you by Rhys Brisenden</p>	<p>‘Poles apart’</p> <p>Poles Apart</p> <p>Lost and found</p> <p>Polar Express</p> <p>David Attenborough Antarctica</p> <p>Antarctica, a continent of wonder</p> <p>Mario Cuesta</p>	<p>The Big Smoke</p> <p>The great fire of London</p> <p>London Calls – gabby dawnay</p> <p>London for children – matteo</p> <p>Pop up London</p> <p>Paddington Bear</p> <p>London Folk Tales By Johnson</p>	<p>‘Heroes and Villains’</p> <p>Women in Science</p> <p>Fantastically great women who changed the world</p> <p>How to save a superhero</p> <p>Highway Rat</p> <p>Superworm</p>	<p>The Ugly Five</p> <p>Where the wild things are</p> <p>Supermarket zoo</p> <p>All the wild wonders (poems)</p> <p>Jungle Jamboree</p>	<p>Ready, steady, grow!</p> <p>T-Veg</p> <p>Your body is awesome</p> <p>Eat your peas</p> <p>The very hungry caterpillar (change the story) foods they know they should eat</p>
<p><u>Trips and visitors</u></p> <p>Big Start</p>	<p><u>Trips and visitors</u></p> <p>Yorkshire wildlife park</p>	<p><u>Trips and visitors</u></p> <p>London Bus, afternoon tea on the bus, look at the ‘sights’.</p>	<p><u>Trips and visitors</u></p> <p>Fire service visit / Nurses in to visit</p>	<p><u>Trips and visitors</u></p> <p>Nell Bank? Second week in June – overnight stay?</p>	<p><u>Trips and visitors</u></p>
<p><u>English</u></p> <p>Hot: Colourful semantics</p> <p>Sentence structure – consolidate and. Noun phrases, capital letter, full stops and finger spaces.</p> <p>BYSO – Use because</p> <p>Mini showcases and WABOLLS around the story What if?</p> <p>Descriptive sentences from the pictures in the book.</p> <p>Postcard from one of the continents from the book ‘a ticket around the world’?</p>	<p><u>English</u></p> <p>Fiction & Non-Fictions</p> <p>Based on lost and found</p> <p>Concentrate on setting and describing a setting, expanded noun phrases etc</p> <p>Character description of the penguin / boy</p> <p>POCA</p> <p>READING – VIPERS and Reciprocal reading</p>	<p><u>English</u></p> <p>Non-Fiction</p> <p>Newspaper reports of the fire</p> <p>Information on landmarks etc</p> <p>Recounts</p> <p>Diary entry</p> <p>READING - VIPERS</p>	<p><u>English</u></p> <p>Fictions – Super worm</p> <p>Story writing, beginning, middle, end.</p> <p>READING - VIPERS</p>	<p><u>English</u></p> <p>Fiction</p> <p>Poetry & Riddles</p> <p>READING - VIPERS</p>	<p><u>English</u></p> <p>Persuasive letter</p> <p>Story writing</p> <p>READING - VIPERS</p>
<p><u>Maths</u></p> <p>Place value Launchpad</p> <p>Number and place value</p> <p>Odds evens, sequencing, ordering</p>	<p><u>Maths</u></p> <p>Addition and subtraction</p> <p>Last week 2 weeks shape?</p>	<p><u>Maths</u></p> <p>Multiplication and division</p>	<p><u>Maths</u></p> <p>Time, money, data handling</p>	<p><u>Maths</u></p> <p>Fractions</p>	<p><u>Maths</u></p> <p>Greater depth of four operations</p>
<p><u>Science Materials</u></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 	<p><u>Science Animals including humans</u></p> <ul style="list-style-type: none"> notice that animals, including humans, have offspring which grow into adults find out about and describe the 	<p><u>Science Living things and their habitats</u></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 	<p><u>Science Living things and their habitats</u></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 	<p><u>Science</u></p> <p>‘Mop up’ anything missed from previous terms.</p>	<p><u>Science Plants</u></p> <ul style="list-style-type: none"> observe and describe how seeds and bulbs grow into mature plants

<div>cardboard for particular uses</div> <ul style="list-style-type: none">find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching	<div>basic needs of animals, including humans, for survival (water, food and air)</div>	<ul style="list-style-type: none">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 otheridentify and name a variety of plants and animals in their habitats, including micro-habitats<ul style="list-style-type: none">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	<ul style="list-style-type: none">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 otheridentify and name a variety of plants and animals in their habitats, including micro-habitats<ul style="list-style-type: none">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		<ul style="list-style-type: none">find out and describe how plants need water, light and a suitable temperature to grow and stay healthydescribe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene																							
<div>Art/ DT</div> <div>To use a range of materials creatively to design and make products</div>	<div>Art/ DT</div> <div>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</div>	<div>Art/ DT</div> <div>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</div> <div>To use a range of materials creatively to design and make products</div>	<div>Art/ DT</div> <div>To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</div> <div>Become proficient in drawing, painting, sculpture and other art, craft and design techniques</div>	<div>Art/ DT</div> <div>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</div> <div>Henri Rousseau - To use a range of materials creatively to design and make products</div> <div>To use sculpting to develop and share their ideas, experiences and imagination.</div>	<div>Art/ DT</div> <div>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</div>																							
<div>Geography</div> <div>Location Knowledge</div> <div>Name and locate the world’s seven continents and five oceans</div> <div>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</div> <div>Name and the world’s seven continents</div> <table><tr><td>A1</td><td>A2</td><td>Sp1</td><td>Sp2</td><td>Su1</td><td>Su2</td></tr></table> <div>Name and the world’s five oceans.</div> <table><tr><td>A1</td><td>A2</td><td>Sp1</td><td>Sp2</td><td>Su1</td><td>Su2</td></tr></table> <div>Identify characteristics of the 4 UK countries.</div> <table><tr><td>A1</td><td>A2</td><td>Sp1</td><td>Sp2</td><td>Su1</td><td>Su2</td></tr></table>	A1	A2	Sp1	Sp2	Su1	Su2	A1	A2	Sp1	Sp2	Su1	Su2	A1	A2	Sp1	Sp2	Su1	Su2	<div>Geography</div> <div>Place Knowledge</div> <div>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</div> <div>Understand the human and physical geography of a small area of the UK (e.g. the City of Bradford and compare to the small town of ‘Hawes’)</div> <table><tr><td>A1</td><td>A2</td><td>Sp1</td><td>Sp2</td><td>Su1</td><td>Su2</td></tr></table> <div>Understand the human and physical geography of a small area of a contrasting Non-European country</div>	A1	A2	Sp1	Sp2	Su1	Su2	<div>Geography</div>	<div>Geography</div> <div>Human and Physical</div> <div>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</div> <div>Use basic geographical vocabulary to refer to:<ul style="list-style-type: none">key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weatherkey human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</div>	<div>Geography</div> <div>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</div> <div>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 of features and routes on a map.</div> <div>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a</div>
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<p>Understand the meaning of ‘equator’.</p> <table><tr><td>A1</td><td>A2</td><td>Sp1</td><td>Sp2</td><td>Su1</td><td>Su2</td></tr></table>	A1	A2	Sp1	Sp2	Su1	Su2	<p>(e.g. the Serengeti in Tanzania).</p> <table><tr><td>A1</td><td>A2</td><td>Sp1</td><td>Sp2</td><td>Su1</td><td>Su2</td></tr></table>	A1	A2	Sp1	Sp2	Su1	Su2		<p>Recognise human and physical features of non-European countries studied (e.g. Tanzania)</p> <table><tr><td>A1</td><td>A2</td><td>Sp1</td><td>Sp2</td><td>Su1</td><td>Su2</td></tr></table> <p>Use geographical vocabulary to refer to features including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <table><tr><td>A1</td><td>A2</td><td>Sp1</td><td>Sp2</td><td>Su1</td><td>Su2</td></tr></table> <p>Use geographical vocabulary to refer to features including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <table><tr><td>A1</td><td>A2</td><td>Sp1</td><td>Sp2</td><td>Su1</td><td>Su2</td></tr></table> <p>Identify hot and cold areas of the world in relation to the equator and the North and South Poles</p> <table><tr><td>A1</td><td>A2</td><td>Sp1</td><td>Sp2</td><td>Su1</td><td>Su2</td></tr></table>	A1	A2	Sp1	Sp2	Su1	Su2	A1	A2	Sp1	Sp2	Su1	Su2	A1	A2	Sp1	Sp2	Su1	Su2	A1	A2	Sp1	Sp2	Su1	Su2		<p>key.</p> <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>Use atlases and globes to locate the continents of the world.</p> <table><tr><td>A1</td><td>A2</td><td>Sp1</td><td>Sp2</td><td>Su1</td><td>Su2</td></tr></table> <p>Use simple atlases and globes to locate places that are being studied (e.g. Tanzania).</p> <table><tr><td>A1</td><td>A2</td><td>Sp1</td><td>Sp2</td><td>Su1</td><td>Su2</td></tr></table> <p>Locate the equator on a map.</p> <table><tr><td>A1</td><td>A2</td><td>Sp1</td><td>Sp2</td><td>Su1</td><td>Su2</td></tr></table> <p>Locate the five oceans of the world on a map.</p> <table><tr><td>A1</td><td>A2</td><td>Sp1</td><td>Sp2</td><td>Su1</td><td>Su2</td></tr></table> <p>Use a key on a map.</p> <table><tr><td>A1</td><td>A2</td><td>Sp1</td><td>Sp2</td><td>Su1</td><td>Su2</td></tr></table> <p>Follow a route on a map using N,S,E,W to develop understanding of compass points.</p> <table><tr><td>A1</td><td>A2</td><td>Sp1</td><td>Sp2</td><td>Su1</td><td>Su2</td></tr></table> <p>Use locational and directional language (e.g. near and far, left and right to describe a route on a map).</p> <table><tr><td>A1</td><td>A2</td><td>Sp1</td><td>Sp2</td><td>Su1</td><td>Su2</td></tr></table> <p>Label features on plans, maps and photographs.</p> <table><tr><td>A1</td><td>A2</td><td>Sp1</td><td>Sp2</td><td>Su1</td><td>Su2</td></tr></table> <p>Use aerial photographs and plan views to locate features of the United Kingdom.</p> <table><tr><td>A1</td><td>A2</td><td>Sp1</td><td>Sp2</td><td>Su1</td><td>Su2</td></tr></table> <p>Use field work and observation to study the area that surrounds our school.</p>	A1	A2	Sp1	Sp2	Su1	Su2	A1	A2	Sp1	Sp2	Su1	Su2	A1	A2	Sp1	Sp2	Su1	Su2	A1	A2	Sp1	Sp2	Su1	Su2	A1	A2	Sp1	Sp2	Su1	Su2	A1	A2	Sp1	Sp2	Su1	Su2	A1	A2	Sp1	Sp2	Su1	Su2	A1	A2	Sp1	Sp2	Su1	Su2	A1	A2	Sp1	Sp2	Su1	Su2
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<u>History</u>	<u>History</u> Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. (falcon scott and felicity ashton) The lives of significant individuals in the past who have contributed to national and international achievements.	<u>History</u> Events beyond living memory that are significant nationally or globally. Significant historical events, people and places in their own locality.	<u>History</u>	<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.	<u>History</u>
<u>ICT</u> Logging on Media – typing skills/using a mouse Word skills – changing the font/text size/colour Saving work and opening a document	<u>ICT</u> Using a web page/ recognising the layout Using a search engine Computer Science (Beebots/Scratch Junior/J2E) E Safety	<u>ICT</u> Computer Science (Beebots/Scratch Junior/J2E) E Safety	<u>ICT</u> Computer Science (Beebots/Scratch Junior/J2E)	<u>ICT</u> Data Handling (J2E) Creating a graph	<u>ICT</u> Data Handling
<u>RE</u> 1. How is new life welcomed?	<u>RE</u> 2. How can we make good choices?	<u>RE</u> 3. How and why do people pray?	<u>RE</u> 4. How can we look after the planet?	<u>RE</u> 5. What did Jesus teach and how did he live?	<u>RE</u> Consolidation + touch on Judaism and Sikhism in preparation for KS2
<u>Music</u> To begin to understand how pulse, rhythm and pitch work together to create music through warm up games. Garage band?	<u>Music</u> To begin to learn that improvisation is when you make your own tune or rhythm. An improvisation is not written own or notated, if recorded, it becomes a composition.	<u>Music</u> Use glockenspiels, recorders or band instruments.	<u>Music</u> To start and learn to play in a band or ensemble.	<u>Music</u> To start and sing songs and raps together in a group.	<u>Music</u>
<u>PSHCE</u> Mental health and well-being	<u>PSHCE</u> Mental health and well-being Sarah Asuquo - Shine (book)	<u>PSHCE</u>	<u>PSHCE</u>	<u>PSHCE</u>	<u>PSHCE</u>
<u>Safeguarding</u> Keeping yourself safe	<u>Safeguarding</u> Respect	<u>Safeguarding</u> Values	<u>Safeguarding</u> Communication – social media	<u>Safeguarding</u> Consequences and managing risks	<u>Safeguarding</u> E-safety
<u>British Values</u> Democracy	<u>British Values</u> Respect	<u>British Values</u> Rule of Law	<u>British Values</u> Equality	<u>British Values</u> Citizenship	<u>British Values</u> Tolerance and harmony
<u>ESafety</u> Understanding the internet	<u>ESafety</u> Passwords and confidentiality	<u>ESafety</u> Social media	<u>ESafety</u> Online gaming	<u>ESafety</u> Email	<u>ESafety</u> Parental controls