

Year 2 Termly Overview



		Autumn 1 (7 weeks)				Autumn 2 (7 weeks)			
English	<b>Intro/Recap (1 weeks)</b>	<b>Poetry (2 weeks)</b>	<b>Narrative (4 weeks)</b>		<b>Free Writing (1 week)</b>	<b>Non-Fiction (4 weeks)</b>	<b>Free Writing (1 week)</b>	<b>Christmas (1 week)</b>	
	Recap Year 1 SPaG to develop the 'All the Time tool kit'	Model Text- Zealous Zoo Focus: Impossible ideas, adventurous word choices and Alliteration.	Warning Tale Model Text- Little Red Riding Hood Focus: Setting Description		Independent writing opportunities	Instructions Model Text- Directional instructions Focus: Geographical and Mathematical vocabulary	Independent writing opportunities	Revisit skills.	
	Phase 3 & 4 Phonics	Phase 4 & 5 Phonics	Phase 5 Phonics	Phase 5 Phonics	Phase 5 Phonics	Phase 5 Phonics	Phase 5 Phonics	Phase 5 Phonics	
Maths	<b>Number : Place Value (3 weeks)</b>		<b>Number : Addition and Subtraction (5 weeks – Aut 1&amp;2)</b>		<b>Measurement: Money (2 Weeks)</b>	<b>Number: Multiplication (3 weeks)</b>	<b>Consolidation (1 week)</b>		
	Read and write numbers to 100 Solve place value problems		Number bonds to 20 and related facts to 100 Adding and subtracting 1 and 2 digit numbers on a number line Recognising inverse Solving problems		Recognise different amounts of money Solve simple money problems	Recall of 2x, 5x, 10x tables Using arrays to solve multiplication problems Using times table facts to recognise odd and even numbers Recognise commutativity of multiplication	Based on class needs		

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Science	<b>Monster Materials</b>		<b>Move it</b>		
	Introduction to class scientist. Chemistry Suitability of materials for uses How solid objects from some materials can be changed Working Scientifically		Chemistry Suitability of materials for uses How solid objects from some materials can be changed Working Scientifically		
History/ Geography	<b>The Great Fire of London</b>		<b>The Great Fire of London</b>		
	Create a timeline of Great Fire of London events To compare differences in London, during the Great Fire and now. Ask and answer questions about the Great Fire of London. Discuss significant events and people in Britain within and beyond their living memory		Follow directions on a map using North, South, East and West. Use past and present maps of London. Use aerial photographs to compare London past and present. Name the four countries of the UK and their capital cities.		
Art	2 weeks Block Week: Great Fire of London paintings History Link- <u>Claude Monet</u> - Using different brush strokes including dab, stroke, smooth, stipple, wash and sponge to create the Great Fire of London skyline. Compare similarities and differences with Monet's work		RE/ PSHE	R.E- Link to class assembly- What we are thankful for.  Choice and compassion	PSHE- Recognise what is fair and unfair, kind and unkind and right and wrong. Money Know who are special to you
DT		2 weeks Independently cut wood and dowelling to create a stable free standing structure	Comp	Sequencing simple algorithms and programs (J2E) To understand that programmes execute by following precise and unambiguous instructions. To debug simple programs. To use logical reasoning to predict the behaviour of simple programs. Ways to present information (J2E) To use technology purposefully.	

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									To use technology safely and respectfully.
Music	Class Assembly- Singing and performing Exploring pitch and evaluating performances				PE	Invasion	Gymnastics		
Enrichment	<b>P4C</b> Continue to develop the 4C's. The Tunnel Monty the Penguin Art stimulus	<b>SMSC</b> Anti-bullying week Develop each strand through RE, PSHE and P4C	<b>SRE</b> Being Me  Celebrating Difference	<b>British Values</b> Democracy Individual Liberty Rule of Law Mutual Respect Tolerance of different religions	<b>Visits</b> Buddhist Centre	<b>Visitors</b> Fire service if available	<b>Outdoor Learning</b> Science- Materials Geography- Directional DT- Exploration of free standing structures in the local area. English – description settings Computing – algorithms around the playground (move like a robot); sunflowers outside	<b>Clubs</b> Multi-skills	
	<b>Spring 1 (7 weeks)</b>				<b>Spring 2 (5 weeks)</b>				
English	<b>Narrative (4 weeks)</b>			<b>Free Writing (3 weeks)</b>	<b>Non-Fiction (3 weeks)</b>			<b>Non-Fiction (3 weeks)</b>	
	Wishing Tale Model Text- Tiger Child Focus: Characterisation and story openings			Independent writing opportunities	Recount of Buddhist Centre trip			Discussion Falcon Lodge Vs India	
	Spelling Patterns		Spelling Patterns	Spelling Patterns	Spelling Patterns		Spelling Patterns	Spelling Patterns	
Maths	<b>Number: Division (3 weeks)</b>			<b>Statistics (1 week) Geometry – Properties of shapes (3 weeks)</b>	<b>Number: Fractions (3 weeks)</b>	<b>Measurement: Length and Height (1 week)</b>	<b>Consolidation (2 week)</b>		
	Write and calculate statements for division Recall and use division facts for 2s, 5s and 10s			Tally, block diagrams and pictograms 2D and 3D shapes	Recognise, name and write $\frac{1}{2}$ , $\frac{1}{3}$ , $\frac{1}{4}$ , $\frac{2}{4}$ and $\frac{3}{4}$ of	Recognise units of	Bases on class needs		

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	Recognising division as grouping and sharing	Patterns	quantities, shapes and numbers Equivalence of 2/4 and 1/2	measurement for length Compare and order measurements Solve problems	
Science	<b>Little Master Chefs</b>		<b>Mini Worlds</b>		
	Biology Understand simple food chains 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.		Biology Compare things that are living, dead and things that have never been alive. Understand habitats and where plants some plants and animals live. Understand simple food chains.		
History/ Geography	<b>India</b>		<b>India</b>		
	Discuss significant events and people from the wider world Discuss the impact of significant historical events, people and places in their own locality.		Study India to ask questions about places, use information books and aerial photographs to compare India to Falcon Lodge. Use geographical language to describe key human and physical features and make a comparison between the localities above. Locate the seven continents and five oceans.		
Art	2 weeks Block week: Rangoli patterns Artist- Ranbir Kaur With pastels control pressure blend and smudge to create rangoli patterns		RE/ PSHE	R.E- Compassion and community	PSHE- Dreams and Goals  Healthy Me
DT	2 weeks Block week: Sari swatch Design a sari swatch and decorate the textiles Evaluate		Comp	We are game testers. LO: I am learning that programmes are executed by precise and unambiguous instructions. LO: To use technology purposefully. Art of animation (J2E) To use technology purposefully.	

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	Music	Composer: Beethoven To explore the mood of different music Given symbols to record long and short sounds				PE	Dance	Sending and Receiving		
	Enrichment	<b>P4C</b> Continue to develop the 4C's. Art stimulus The Giving Tree Indian Homes	<b>SMSC</b> Safer Internet Day Develop each strand through RE, PSHE and P4C.		<b>British Values</b> Democracy Individual Liberty Rule of Law Mutual Respect Tolerance of different religions	Walk around our local area	<b>Visitors</b> Indian dance and music workshop	<b>Outdoor Learning</b> Walk around the local area. <b>Maths – outdoor fractions, data handling</b> <b>Science – food chains and habitats</b> <b>Art – outdoor rangoli patterns</b>	<b>Clubs</b> Fizz Pop- Science Multi-skills Whole school fun and games	
		<b>Summer 1 (6 weeks)</b>				<b>Summer 2 (8 weeks)</b>				
		<b>Poetry (2 weeks)</b>	<b>Narrative (3 weeks)</b>		<b>Free Writing Week (2 week)</b>	<b>Non-Fiction (4 weeks)</b>		<b>Consolidation (1 week)</b>		
	English	Model Text- Magic Box Tale of Fear-Model Text- The Lion and the Unicorn Focus: Description			Recount of Holdenby House trip	Persuasion – VE Day celebration poster	Evacuee persuasive letter	Address class needs		
		Spelling Patterns	Spelling Patterns	Spelling Patterns	Spelling Patterns	Spelling Patterns	Spelling Patterns	Spelling Patterns		
	Maths	<b>Position and Direction (3 weeks)</b>		<b>Problem Solving and efficient methods (2 weeks)</b>	<b>Measurement: Time, mass, capacity and temperature (5 weeks)</b>		<b>Investigations (2 weeks)</b>			
		Use a wide range of mathematical vocabulary to describe position and direction Directional and distance language used to describe linear movement of a shape		Solving problems involving four operations 1 step and 2 step problems	<b>Time</b> Read and tell the time to the nearest 5 minutes Compare and sequence time intervals <b>Mass, capacity and temperature</b> Recognise units of measurements Estimate, compare and order them		Based on needs of class			

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				Solve problems	
Science	<b>Young Gardeners</b>		<b>Healthy Me</b>		
	Biology How seeds and bulbs grow into mature flowers Describe what plants need to grow and stay healthy Understand habitats and where some plants and animals live Working scientifically		Biology Describe how humans can keep healthy Find out and describe basic needs of animals, including humans for survival		
History/ Geography	<b>The Home Front WW2</b>		<b>The Home Front WW2</b>		
	Revisit answering questions about the past using a range of sources Compare life between WW2 and today Discuss significant events and people in Britain beyond their living memory		Revisit map work and naming and locating the 4 counties and capital cities of the UK Use geographical vocabulary to describe key human and physical features to compare different areas of the UK.		
Art	2 weeks Block week: WWII paintings Artist- Clarice Cliffe WW2 Link Explore different types and sizes of brushes and a range of paint strokes to create WW2 art		RE/PSHE	R.E- Contemplation and creativity	PSHE- Relationships Changing Me (including SRE)
DT	2 weeks Block week: Sock Puppet Make a mock-up of a make do and mend sock puppet design Join and colour fabric of the sock puppet Evaluate		Comp	Create a topic based e-book (J2E) To use technology purposefully. To describe common uses of information technology beyond school. Collecting and organising information (J2E) To use technology purposefully. To describe common uses of information technology beyond school.	

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	Music	Make songs that reflect the war. Use our voice to hum, whisper and whistle				PE	Net and Wall	Athletics	
	Enrichment	<b>P4C</b> Continue to develop the 4C's. Art stimulus Silly Billy Stinky Jack and the Beanstalk	<b>SMSC</b> Develop each strand through RE, PSHE and P4C.	<b>SRE</b> Naming body parts	<b>British Values</b> Democracy Individual Liberty Rule of Law Mutual Respect Tolerance of different religions	<b>Visits</b> Holdenby House in evacuee costumes	<b>Visitors</b> WW2 Veteran	<b>Outdoor Learning</b> VE day celebration Painting the outdoors Science – plants and habitats Maths – position and direction, time Art – explore natural brushes Computing – forest school photos for ebook linked to WW2	<b>Clubs</b> Sports Clubs