

OVERVIEW FOR THE YEAR, Part 1 2021 - 2022

YEAR GROUP: 2

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
ENGLISH Genre	Story writing – setting, character descriptions, problem, resolution and ending. Texts – Dogger, The Teddy Robber and The Lost Teddy.	Repetitive Poetry – writing our own bonfire poetry. Publishing our story and sharing them with parents. Texts – If I had Wings (Pie Corbett).	Writing a Diary Entry. Writing a Leaflet about Ocean Pollution. Texts – Dougal’s Deep Sea Diary. Various non-fiction texts about underwater sea creatures. David Attenborough clips to source information.	Writing instructions on how to make a putrid pizza for a badger. Poetry – animal riddles. Texts – The Disgusting Sandwich, Spider Sandwiches, Children’s recipe books, non-fiction books on animals.	Non-Chronological Reports – features and use of technical vocabulary. Texts – Big Bad Owl, It Takes Two to Twit Twoo, Owl Babies. A range of non-fiction books on owls.	Consolidate learning on the features of diary-writing. Letter Writing. Texts – Samuel Pepys Diary, The Day the Crayons Quit.
MATHS	Place value – numbers to 100. Addition and subtraction.	Addition and subtraction. Money – recognising coins and notes and using this to solve problems.	Multiplication and Division – 2, 5 and 10 times tables. Shape – 2D and 3D shapes.	Statistics and Data Handling that links with computing. Fractions. Problem Solving and Reasoning.	Measurement – length and height. Geometry - position and direction. Consolidation.	Measurement – time. Measurement - mass, capacity and temperature.
SCIENCE	Animals including humans-life cycles, what humans need to survive, healthy living.	Everyday materials- Using a classification key to identify materials and their properties and testing their suitability through practical investigations.	Everyday materials- Looking at how materials change (bend and squash) and researching John McAdam and John Dunlop and Charles McIntosh	Living things and their habitats- MRS GREN and grouping things into living, dead and never alive.	Living things and their habitats- food chains, predators and prey.	Plants-What do plants need to grow? Observe how plants grow in different conditions.

HISTORY	Famous People in History including Florence Nightingale, Mary Seacole, Neil Armstrong, Christopher Columbus and Sir Robert Peel.					The Plague and The Great Fire of London.
GEOGRAPHY		To name and label the continents. To be able to locate the UK on a map and know the countries and capital cities in the UK and to know the difference between a city, a town and a village.	Identify Oceans and Seas. Exploring under the Oceans – layers, habitats and animals. Differences between North Pole and the Equator. Oceans under threat.	Looking at the human and physical features of two different places and making comparisons (Manchester compared to the Maasai people in Tanzania, Africa).	Human and Physical features of coastal locations. Map Skills - creating aerial-view maps using keys of a coastal area and our local area.	
ART + DESIGN	Draw a self-portrait and a portrait of a teddy.	Looking at the artist Piet Mondrian. Using different mediums to create Christmas, Bonfire and Halloween pictures and crafts.	Underwater pointillism artwork in the style of George Seurat and Paul Signac	African day- making African necklaces and masks looking at different African animal prints.	Looking at L.S. Lowry and recreating some of his most famous pieces.	Using charcoal and collage to create Fire of London artwork.
DESIGN + TECHNOLOGY	Design and make a teddy using sewing, felts and fabrics.			Design and make a moving bug hotel Make a putrid pizza	Design and make sculptures using natural materials in the style of Andy Goldsworthy.	Make models of houses from the Stuart Period and demonstrate how fire spreads when building are placed closely together.

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RE (include faith visits)	Who is a Muslim and how do they live?	Why does Christmas matter to Christians? Trip to St Margarets church.	Who is a Muslim and how do they live? Part 2	Why does Easter matter to Christians?	What is the 'good news' Christians believe Jesus brings?	What makes some places sacred to believers?
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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
SMSC + BRITISH VALUES	Classroom expectations- Being my best. Growth mindset-setting goals. Looking after my body-including teeth, eating healthily, exercise and rest.	Valuing differences- Being kind and helping others. Listening skills- identify examples of listening skills. Use listening skills to help solve disagreements, put forward ideas or a compromise.	Me and my relationships- Bullying and teasing. Being a good friend. Feelings and self-regulation, knowing how to express myself.	What are we grateful for?- Comparing ourselves and our lives to the Maasai people. Families from around the World. Animal Welfare - looking after pets and caring for animals in their natural environment. Encourage wildlife in our area (e.g. bird feeders).	Keeping myself safe- Safe and Unsafe Secrets. Appropriate Touch. Medicine Safety. Beach, sun and sea safety.	Growing and changing- Dealing with Loss. Being Supportive. Keeping Safe from Fire.
PE	Football and tennis	Gymnastics and basketball	Invasion games and dance	Dodgeball and netball	Cricket and hockey	Athletics and rounders
COMPUTING	IT around us- Children will develop their understanding of what information	Digital photography- Children will learn to recognise that different devices	Making music- Children will be using a computer to create music. They will listen to a	Data and pictograms- Children will begin to understand what the term data	Programming A - Developing pupils' understanding of instructions in sequences and the	Programming B - Programming animations'. Children begin to understand that

	<p>technology (IT) is and will begin to identify examples. They will discuss where they have seen IT in school and beyond, in settings such as shops, hospitals, and libraries. Learners will then investigate how IT improves our world, and they will learn about the importance of using IT responsibly.</p>	<p>can be used to capture photographs and will gain experience capturing, editing, and improving photos. Finally, they will use this knowledge to recognise that images they see may not be real.</p>	<p>variety of pieces of music and consider how music can make them think and feel. Children will compare creating music digitally and non-digitally and will look at patterns and purposefully create music.</p>	<p>means and how data can be collected in the form of a tally chart. They will learn the term 'attribute' and use this to help them organise data. They will then progress onto presenting data in the form of pictograms and finally block diagrams. Children will use the data presented to answer questions.</p>	<p>use of logical reasoning to predict outcomes. Pupils will use given commands in different orders to investigate how the order affects the outcome. Pupils will also learn about design in programming. They will develop artwork and test it for use in a program. They will design algorithms and then test those algorithms as programs and debug them.</p>	<p>sequences of commands have an outcome, and make predictions based on their learning. They use and modify designs to create their own quiz questions in ScratchJr, and realise these designs in ScratchJr using blocks of code. Finally, children evaluate their work and make improvements to their programming projects.</p>
MFL						
MUSIC	<p>Orchestral instruments- Children are introduced to instruments of the orchestra and practise identifying these within a piece of music.</p>	<p>Christmas performance- Sing songs regularly with a pitch range and do-so with increasing vocal control.</p>	<p>Making music using IT-Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (e.g.</p>	<p>African call and response song-learning a traditional African call and response song and recognize simple notation. Composing animal based call and response rhythms.</p>	<p>British songs and sounds-Creating sounds to represent three contrasting landscapes, seaside, countryside and city.</p>	<p>Musical Me-Children learn to sing the song 'Once a Man Fell in a Well' and to play it using tuned percussion. Using letter notation to write a melody.</p>

			crescendo, decrescendo, pause).			
VISITS, VISITORS, COMMUNITY LINKS e.g. King David School, Jewish museum (1 per term)	Trip to Heaton Park	Trip to St Margaret's church	Road safety visit	Owl man comes in to show his raptors. *As part of African day-Zulu tribe come into school.		Trip to the seaside