

OVERVIEW FOR THE YEAR 2024-2025

YEAR GROUP: 2

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Global Citizenship (making a difference)	Diversity	Looking at plastic pollution and how we can reduce, recycle and reuse	Looking after the environment and how what we are doing has an impact on animals habitats-linking with science and micro-habitats	Looking after the environment and how what we are doing has an impact on animals habitats	What can we do to be a good citizen?	Link with our science topic and the importance of plants. Looking at the effects deforestation has.
ENGLISH Genre	<p>Place value of punctuation and grammar</p> <p>Story writing –setting, character descriptions, problem, resolution and ending.</p>	<p>Diaries – underwater</p> <p>Letters – to Santa</p>	<p>Non-chronological reports – Victorians</p> <p>Instructions – how to make a Victoria Sponge</p>	<p>Riddles – African animals</p> <p>Persuasive writing – adopt a wild animal</p>	<p>Recount– linked to The great Fire of London history topic</p> <p>Descriptive writing – setting</p>	<p>Letter Writing – writing a persuasive letter to the Head Teacher. Letter Writing.</p> <p>Recount – post cards</p>
MATHS	<p>Place value – numbers to 100.</p> <p>Addition and subtraction.</p>	<p>Addition and subtraction.</p> <p>Shape – 2D and 3D shapes.</p>	<p>Multiplication and Division – 2, 5 and 10 times tables.</p> <p>Money – recognising coins and notes and using this to solve problems.</p>	<p>Fractions. Problem Solving and Reasoning.</p>	<p>Measurement – length and height. Measurement - mass, capacity and temperature.</p>	<p>Measurement – time. Statistics and Data Handling that links with computing.</p>
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	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.

		practical investigations.				
HISTORY	<p>Significant People: Famous Explorers</p> <p>To develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements.</p>		<p>Victorians:</p> <p>To know when the Victoria era was, and compare the life of children during this time. To be able to answer what impact the Victorians had on life today.</p> <p>To know who Florence Nightingale is.</p>		<p>The Plague and The Great Fire of London.</p> <p>To know and understand key features of an event beyond living memory that are nationally significant.</p>	
GEOGRAPHY		<p>Oceans and Continents</p> <p>Name and locate the seven continents and five oceans, using maps, globes and atlases.</p> <p>Know the importance of the oceans and differences between them.</p> <p>Use compass directions to locate oceans and continents.</p>	.	<p>Africa</p> <p>To know the human and physical features of England and Kenya and locate these places on a map. To compare life in Manchester to life in Masai Mara. To know about national parks and game reserves in England and Kenya and why they are important. Use mapping skills to draw a map and use a key to label it.</p>		<p>The Seaside (focus on Blackpool)</p> <p>Describe simple human and physical features about seaside resorts – visit Blackpool to carry out fieldwork</p> <p>Learn how seaside resorts have changed over time</p> <p>Use compass directions (NESW), locational and directional language</p> <p>Make comparisons between features of different places.</p>
ART + DESIGN			<p>Craft and design: Map it out</p> <p>Work inspired by William Morris</p>	<p>Sculptures and 3D African tiles:</p> <p>Exploring clay Pinch pots</p>	<p>Be the Best Artist I can Be</p> <p>Repetitive patterns in clay</p>	

			Printing using a range of techniques and materials	Applying skills in clay Designing a tile Making a tile	Weaving Shading Painting and drawing for fun	
DESIGN + TECHNOLOGY	Cooking and nutrition: A healthy meal- Design and make a healthy meal.	Textiles: Making a Christmas pouch Running stitch Using a template Making a pouch Decorating a pouch				Mechanisms: Fairground Wheels Design and label a working wheel Learn how axles help wheels to move a vehicle. Evaluate different designs
RE (include faith visits)	Who is a Muslim and how do they live?	Why does Christmas matter to Christians? Trip to St Margaret's 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?

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
SMSC + BRITISH VALUES	Me and My Relationships CORAM SCARF	Valuing Differences CORAM SCARF	Keeping Myself Safe CORAM SCARF	Rights and Responsibilities CORAM SCARF	Being My Best CORAM SCARF	Growing and Changing CORAM SCARF
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 technology (IT) is and will begin to identify examples. They will discuss where they	Digital photography- Children will learn to recognise that different devices can be used to capture photographs and will gain experience capturing, editing,	Making music- Children will be using a computer to create music. They will listen to a variety of pieces of music and consider how music can make them think	Data and pictograms- Children will begin to understand what the term data means and how data can be collected in the	Programming A - Developing pupils' understanding of instructions in sequences and the use of logical reasoning to predict outcomes.	Programming B - Programming animations'. Children begin to understand that sequences of commands have an outcome, and

	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.	and improving photos. Finally, they will use this knowledge to recognise that images they see may not be real.	and feel. Children will compare creating music digitally and non-digitally and will look at patterns and purposefully create music.	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.	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.	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.
MFL						
MUSIC	Zoo time – Reggae song	Ho, ho, ho.... Performing, sharing and playing instruments to Christmas song Singing as part of Christmas production	I wanna play in a band Listen and appraise-singing We Will Rock You (Queen) Link with launch of Times Tables Rock Stars	Hands, Feet, Heart – A song by Joanna Mangona that celebrates African music	Friendship Song	Reflect, rewind and replay Consolidate our learning and perform.
VISITS, VISITORS, COMMUNITY LINKS	Trip to Heaton Park	Trip to St Margaret's church Visit to Sea life Centre	Road safety visit	As part of African day-Zulu tribe come into school.		Trip to the seaside