

# Year 2 Yearly Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>READING</b> 5 plagues of reading	Complexity of the narrator	Resistant	Non-linear	Complexity of the plot	Complexity of the plot	Archaic
<b>Reciprocal read</b>	 <p>The day the crayons quit</p>	<p>The book with no pictures</p> 	<p>Voices in the park</p> 	 <p>The lotus seed</p>	<p>After the fall</p> 	 <p>The magic faraway tree</p>
<b>CURRICULUM BOOK</b>	<p>The amazing life cycle of plants</p> 	 <p>The Big book of why?</p>	 <p>The Queen's wardrobe</p>	 <p>Look inside London</p>	 <p>A picture book of Rosa Parks</p>	 <p>Atlas of Ocean adventures</p>
<b>POETRY</b>	<p>Heard it in the playground</p> 		 <p>Crazy Mayonnaisy Mum</p>		 <p>The Works Pie Corbett</p>	

<p><b>WRITING</b></p>	<p><u><b>A River</b></u></p> <p>Narrative: Circular narrative</p> <p>Recount: Letter</p>	<p><u><b>The night Gardener</b></u></p> <p>Narrative: Setting narrative</p> <p>Recount: A diary</p>	<p><u><b>The Bog Baby</b></u></p> <p>Narrative: Finding narrative</p> <p>Instructions: How to build a habitat</p>	<p><u><b>Grandads Island</b></u></p> <p>Narrative: Return Narrative</p> <p>Information: Jungle animal's</p>	<p><u><b>The King Who Banned the Dark</b></u></p> <p>Narrative: Mistake narrative</p> <p>Information: How to be a regal leader</p>	<p><u><b>Rosie Revere</b></u></p> <p>Narrative: Invention narrative</p> <p>Explanation: How a machine works</p>
<p><b>MATHS</b></p>	<p>Numbers 10 to 100</p> <p>Calculations within 20</p>	<p>Fluently add and subtract within 20</p> <p>Addition and subtraction of two-digit numbers</p> <p>Introduction to multiplication</p>	<p>Multiplication</p> <p>Introduction to division structure</p>	<p>Shape</p> <p>Addition and subtraction of two-digit numbers</p>	<p>Money</p> <p>Fractions</p> <p>Time</p> <p>Position and direction</p>	<p>Multiplication and division – doubling, halving, quotative and partitive division</p> <p>Sense of measure – capacity, volume and mass</p>
<p><b>SCIENCE</b></p>	<p><b>Uses of everyday materials</b></p> <p>Identify and compare the suitability of a variety of everyday materials for particular uses;</p> <p>find out how the shapes of solid</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;</p>	<p><b>Living things and their habitats</b></p> <p>Explore and compare the differences between things that are living, no longer alive, and that have never been alive;</p>	<p><b>Plants</b></p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy;</p>	<p><b>Plants</b></p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy;</p>	<p><b>Living things and their habitats</b></p> <p>Identify and name a variety of plants and animals in their habitats, including micro-habitats;</p>

	objects made from some materials can be changed by squashing, bending, twisting and stretching.	describe the importance for humans of exercise, eating the right amounts of different foods.	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;  identify and name a variety of plants and animals in their habitats	observe and describe how seeds and bulbs grow into mature plants.	observe and describe how seeds and bulbs grow into mature plants.  *Electricity Construct a simple circuit and identify things that run on electricity.	describe how animals obtain their food from plants and other animals using the idea of a simple food chain.
<b>HISTORY</b>	<p align="center"><b><u>Local history</u></b></p> <p align="center">Significant historical events, people and places in our own locality.</p> <p align="center">Enquiry: Why was cotton important for Lancashire and specifically where we live?</p>		<p align="center"><b><u>British history</u></b></p> <p align="center">Events beyond living memory that are significant locally or globally.</p> <p align="center">Enquiry: Why was Queen Victoria's reign important in world history?</p>		<p align="center"><b><u>Global History</u></b></p> <p align="center">The lives of significant individuals in the past who have contributed to national and international achievements</p> <p align="center">Enquiry: Compare the lives and works of two influential figures in history: Rosa Parks and Harriet Tubman</p>	
<b>GEOGRAPHY</b>	<p align="center"><b><i>Colne</i></b></p> <p align="center"><i>What makes my local area special?</i></p>		<p align="center"><b><i>The UK</i></b></p> <p align="center"><i>Where are other people in the UK?</i></p>		<p align="center"><b><i>Comparison Study – Colne and Dorchester Marylands US</i></b></p>	

	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom		Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas		<i>What are the similarities and differences between Colne and Dorchester, Maryland US</i>  Understand <b>geographical similarities and differences</b> through studying the human and physical geography of a small area of the United Kingdom and a small area in a <b>contrasting</b> non-European country: Colne (North West England) Dorchester (Maryland, North America)	
<b>PE</b>	<ul style="list-style-type: none"> <li>• Tag Rugby</li> <li>• Ball skills/circuit training</li> </ul>	<ul style="list-style-type: none"> <li>• Dance</li> <li>• Ball skills (Netball)</li> </ul>	<ul style="list-style-type: none"> <li>• Gymnastics and Skipping</li> <li>• Multi skills</li> </ul>	<ul style="list-style-type: none"> <li>• Hockey</li> <li>• Short Tennis</li> </ul>	<ul style="list-style-type: none"> <li>• Cricket</li> <li>• Athletics</li> </ul>	<ul style="list-style-type: none"> <li>• Rounders</li> <li>• Athletics</li> </ul>
<b>Art</b>	<b>Formal elements of Art:</b> Exploring the formal elements of art: pattern, texture and tone; children will create printed patterns using everyday objects; take rubbings using different media and learn how to make their drawings three dimensional.		<b>Art and design Skills:</b> Children learn and develop their skills in: design, drawing, craft, painting and art appreciation; replicating the recognisable crockery of Clarice Cliff, exploring tone through shading, developing their skills in weaving and the manipulation of clay, experimenting with brush strokes		<b>Sculpture and mixed media:</b> Children will create sculpture, pop art and learn how to draw facial features to portray different emotions, all through the topic of comic superheroes and with inspiration of the works of Roy Lichtenstein.	

DT	<p style="text-align: center;"><u>Texture</u></p> <p>Stitching – explore fabrics, pattern, applique and stitch to create a scarf. Incorporate stitching skills into a forest school setting.</p> <p style="text-align: center;">Artist – James Fox</p>		<p style="text-align: center;"><u>Form</u></p> <p>Technical knowledge – mechanisms and leavers. Explore how to make a structure with a winding mechanism.</p> <p style="text-align: center;">Artist – Leo Sewell</p>		<p style="text-align: center;"><u>Food technology</u></p> <p>Dips and crudités - explore taste, texture, colour and arrangement, including size and shape. Focus on presentation.</p> <p style="text-align: center;">Chef – Ainsley Harriott</p>	
COMPUTING	<p style="text-align: center;"><b>Computing Systems and networks</b></p> <p>IT around us</p>	<p style="text-align: center;"><b>Programming</b></p> <p>Robot Algorithms</p>	<p style="text-align: center;"><b>Creating Media</b></p> <p>Making Music (Science – Living Things and their Habitats)</p>	<p style="text-align: center;"><b>Data and information</b></p> <p>Pictograms (Science – Living things and their Habitats)</p>	<p style="text-align: center;"><b>Creating Media</b></p> <p>Digital Photography Art – Digital Art</p>	<p style="text-align: center;"><b>Programming</b></p> <p>Introduction to quizzing</p>
RE	<p style="text-align: center;">Christianity (God)</p> <p>Doers how we treat the world matter?</p>	<p style="text-align: center;">Christianity (Jesus)</p> <p>Why do Christians say that Jesus is ‘The light of the world’?</p>	<p style="text-align: center;">Hindu Dharma</p> <p>How might people express their devotion?</p>	<p style="text-align: center;">Islam</p> <p>Why do Muslims believe it is important to obey God?</p>	<p style="text-align: center;">Christianity (church)</p> <p>What unites the Christian community?</p>	<p style="text-align: center;">Judaism</p> <p>What aspects of life really matter?</p>
MUSIC	<p><b>Unit:</b> Hands, Feet, Heart <b>Style:</b> South African styles</p>	<p><b>Unit:</b> Ho Ho Ho <b>Style:</b> Christmas, Big Band, Motown, Elvis, Freedom Songs</p>	<p><b>Unit:</b> I Wanna Play In A Band <b>Style:</b> Rock</p>	<p><b>Unit:</b> Zootime <b>Style:</b> Reggae</p>	<p><b>Unit:</b> Friendship Song <b>Style:</b> Coming soon!</p>	<p><b>Unit:</b> Reflect, Rewind and Replay</p>

						<b>Style:</b> Western Classical Music
<b>PSHE</b>	<p><b>Relationships</b>  <b>Families and friendships</b> - Making friends; feeling lonely and getting help  <b>Safe relationships</b> - Managing secrets; resisting pressure and getting help; recognising hurtful behaviour  <b>Respecting ourselves and others</b> - Recognising things in common and differences; playing and working cooperatively; sharing opinions</p>		<p><b>Living in the Wider World</b>  <b>Belonging to a community</b> - Belonging to a group; roles and responsibilities; being the same and different in the community  <b>Media literacy and digital resilience</b> - The internet in everyday life; online content and information  <b>Money and work</b> - What money is; needs and wants; looking after money</p>		<p><b>Health and Wellbeing</b>  <b>Physical health and Mental wellbeing</b> - Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help  <b>Growing and changing</b> - Growing older; naming body parts; moving class or year  <b>Keeping safe</b> - Safety in different environments; risk and safety at home; emergencies</p>	