

<b>Year 2 OVERVIEW</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Title</b>	<b>Changes</b>		<b>Animals and Environments</b>		<b>London</b>	
<b>Featured authors</b>	Roger Hargreaves		Francesca Simon / Colin McNaughton		Paul Geraghty / Roald Dahl	
<b>Science</b>	<p><b>Materials</b></p> <p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</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, for survival (water, food and air).</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p>Explore and compare the differences between things that are living, dead, and things that have never been alive.</p> <p>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 other.</p> <p>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.</p>		<p><b>Plants</b></p> <p>Identify and name a variety of plants and animals in their habitats, including microhabitats.</p> <p>Observe and describe how seeds and bulbs grow into mature plants.</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>	
<b>Geography</b>	<p><b>Seven continents and five oceans</b></p> <p>Name and locate the world's seven continents and five oceans.</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>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</p>		<p><b>Orienteering skills</b></p> <p>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 Geography – key stages 1 and 2 3.</p> <p>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 key.</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the</p>		<p><b>Features of different environments: London and Sri Lanka</b></p> <p>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.</p>	

		key human and physical features of its surrounding environment.	
<b>History</b>	<p><b>Local history and Victorians</b></p> <p>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. Including Queen Victoria, Queen Elizabeth II, Florence Nightingale, Mary Seacole and Guy Fawkes.</p> <p>Significant historical events, people and places in their own locality including Remembrance Day.</p>	<p><b>Famous people related to exploring</b></p> <p>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. Including Christopher Columbus, Sir Francis Drake, Captain James Cook and Roald Amundsen.</p>	<p><b>London including Olympics</b></p> <p>Events beyond living memory that are significant nationally or globally including the Great Fire of London, plague, 17th Century,</p> <p>Significant historical events, people and places in their own locality including Olympics.</p>
<b>Computing</b>	<p><b>Word processing and Online Safety</b></p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>Recognise common uses of information technology beyond school.</p> <p>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p>	<p><b>Computer programming and Online Safety</b></p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</p> <p>Create and debug simple programs.</p> <p>Use logical reasoning to predict the behaviour of simple programs.</p> <p>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p>	<p><b>Computer programming and Online Safety</b></p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</p> <p>Create and debug simple programs.</p> <p>Use logical reasoning to predict the behaviour of simple programs.</p> <p>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p>

<p><b>DT</b></p>	<p><b>Bread Making, Stockings textiles</b></p> <p>Design purposeful, functional, appealing products for themselves and other users based on design criteria. (Stockings and bread)</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p> <p>Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing).</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. (Bread)</p> <p>Explore and evaluate a range of existing products.</p> <p>Evaluate their ideas and products against design criteria.</p>	<p><b>Pop ups</b></p> <p>Design purposeful, functional, appealing products for themselves and other users based on design criteria (Mother's Day card).</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p> <p>Explore and evaluate a range of existing products.</p> <p>Evaluate their ideas and products against design criteria.</p> <p>Explore and use mechanisms (for example, levers, sliders, wheels and axles), in their products.</p>	<p><b>Structures building a bridge</b></p> <p>Design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p> <p>Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing).</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p>Explore and evaluate a range of existing products.</p> <p>Evaluate their ideas and products against design criteria.</p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable.</p>
<p><b>Art</b></p>	<p><b>Drawing, weaving, textiles</b></p> <p>To use a range of materials creatively to design and make products.</p> <p>To use drawing and painting to develop and share their ideas, experiences and imagination.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. (William Morris)</p> <p>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. (William Morris and Georgia O Keefe)</p>	<p><b>Printing, drawing and sculpture</b></p> <p>To use a range of materials creatively to design and make products.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. (Cezanne)</p> <p>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. (Andy Warhol, Degas, Cezanne, Antony Gormley)</p>	<p>Line drawings</p> <p>To use a range of materials creatively to design and make products.</p> <p>To use drawing and painting to develop and share their ideas, experiences and imagination.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>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. (Turner and Van Gogh)</p>

<p><b>PE - Games</b></p>	<p><b>Jumping/ skipping, developing tactics, playground games</b></p> <p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p>Participate in team games, developing simple tactics for attacking and defending.</p>	<p><b>Ball Skills, hockey</b></p> <p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p>Participate in team games, developing simple tactics for attacking and defending.</p>	<p><b>Tennis skills</b></p> <p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.</p>
<p><b>PE - GYM</b></p>	<p><b>Parts high and parts low</b></p> <p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p>	<p><b>Straight- zig zag- curving</b></p> <p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p>	<p><b>Spinning and turning, linking movements turning</b></p> <p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p>
<p><b>PE - Dance</b></p>	<p><b>Toys, fireworks</b></p> <p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p>Perform dances using simple movement patterns.</p>	<p><b>Flight</b></p> <p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p>Perform dances using simple movement patterns.</p>	<p><b>Country Dance</b></p> <p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.</p> <p>Perform dances using simple movement patterns.</p>
<p><b>RE</b></p>	<p>Learn what Hindus believe about God.</p> <p>Learn about the key features of Krishna.</p> <p>Learn about where Hindus worship.</p> <p>Explore why Christians celebrate Harvest.</p> <p>Learn about a story that is special to Hindus.</p> <p>Learn how the Jewish festival of Sukkot is celebrated.</p> <p>Learn about Diwali and how it is celebrated.</p>	<p>Know why the Torah is special to Jewish people.</p> <p>Learn about why the synagogue is important to Jewish people.</p> <p>Know what book is special to Christians.</p> <p>Find out what we learn from Jesus' stories.</p> <p>Learn about stories Jesus told in the Bible.</p> <p>Find out what we learn from Jesus' stories. To learn about and from Jesus' miracles.</p>	<p>Know where Christians worship.</p> <p>Find out what a Muslim believes about Allah.</p> <p>Find out about Muhammad 'peace be upon him'</p> <p>Find out why the Qur'an is important to Muslims?</p> <p>Find out who the Imam is.</p> <p>Find what is inside a mosque and what happens there. To understand why a mosque is special to Muslims.</p> <p>Learn about Eid-ul-Fitr and how Muslims celebrate it.</p>

	<p>Learn how the Jewish festival of Chanukah is celebrated.</p> <p>Know how Christians celebrate Christmas.</p>	<p>Learn how the Passover is celebrated by Jewish people and why it is of importance.</p> <p>Find out where Christians worship.</p> <p>Know how Christians celebrate Easter.</p>	
<p><b>PSHE</b></p>	<p>Identify and respect the similarities and differences between people.</p> <p>Share their opinions on things that matter through discussions.</p> <p>Make a choice via a class vote.</p> <p>Explore different options and learn to forgive after a disagreement.</p> <p>Maintain relationships with our family and friends.</p> <p>Understand the qualities needed for a friend.</p> <p>Understand that family and friends should care for each other.</p> <p>Be part of the class community and to respect their classmates by behaving in a responsible manner.</p> <p>Understand that there are different types of teasing and bullying, these are wrong and unacceptable.</p> <p>Recognise risks in different situations and decide how to behave responsibly.</p> <p>Understand the need for safety when attending fireworks displays</p> <p>Recognise and celebrate their differences make them special.</p> <p>Recognise there are good and not so good feelings.</p> <p>Talk about and name their feelings.</p> <p>British values</p>	<p>Think about themselves and learn from their experiences. To agree and follow rules for their group and classroom.</p> <p>Learn about the people who help them to stay safe.</p> <p>Understand ways of keeping safe including road safety</p> <p>Discuss personal likes/dislikes</p> <p>Listen to and appreciate others' likes/dislikes.</p> <p>Discuss personal likes/dislikes</p> <p>Listen to and appreciate others' likes/dislikes</p> <p>Understand the importance of close family relationships.</p> <p>Explore feelings of injustice in their lives.</p> <p>Recognise what is fair and unfair.</p> <p>Think about and recognise changes in themselves. To learn from their experiences.</p> <p>British Values</p>	<p>Contribute to the life of the class and the school.</p> <p>Take part in discussion about topics of global concern. To know what can harm and improve the environment.</p> <p>Create and sustain roles individually and when working with others.</p> <p>Take part in discussion about topics of global concern. To know what can harm and improve the environment.</p> <p>Understand what improves/ harms their local, natural and built environment.</p> <p>British Values</p>

<p><b>Writing year objectives</b></p>	<p>Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</p> <p>Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones.</p> <p>Learning to spell common exception words.</p> <p>Learning to spell more words with contracted forms.</p> <p>Learning the possessive apostrophe (singular) (for example, the girl's book).</p> <p>Distinguishing between homophones and near-homophones.</p> <p>Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly.</p> <p>Apply spelling rules and guidance, as listed in English Appendix 1.</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p> <p>Learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular).</p> <p>Sentences with different forms: statement, question, exclamation, command.</p> <p>Expanded noun phrases to describe and specify (for example, the blue butterfly).</p> <p>The present and past tenses correctly and consistently including the progressive form.</p> <p>Subordination (using when, if, that, or because) and co-ordination (using or, and, or but).</p>
<p><b>Reading year objectives</b></p>	<p>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>Read accurately words of two or more syllables that contain the same graphemes as above.</p> <p>Read words containing common suffixes.</p> <p>Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</p> <p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>Re-read these books to build up their fluency and confidence in word reading.</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to, discussing and expressing views about a wide range of contemporary and classic texts independently.</p>

	<p>Discussing the sequence of events in books and how items of information are related.</p> <p>Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.</p> <p>Being introduced to non-fiction books that are structured in different ways.</p> <p>Recognising simple recurring literary language in stories and poetry.</p> <p>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.</p> <p>Discussing their favourite words and phrases.</p> <p>Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</p> <p>Understand both the books that they can already read accurately and fluently and those that they listen to by: drawing on what they already know or on background information.</p> <p>Checking that the text makes sense to them as they read and correcting inaccurate reading.</p> <p>Making inferences on the basis of what is being said and done.</p> <p>Answering and asking questions.</p> <p>Predicting what might happen on the basis of what has been read so far.</p> <p>Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.</p> <p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p>
<p><b>Maths year objectives</b></p>	<p>Solve problems with addition and subtraction.</p> <p>Using concrete objects and pictorial representations, including those involving numbers, quantities and measures.</p> <p>Applying their increasing knowledge of mental and written methods.</p> <p>Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.</p> <p>Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones, a two-digit number and tens, two two-digit numbers, adding three one-digit numbers.</p> <p>Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.</p> <p>Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</p> <p>Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.</p> <p>Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (<math>\times</math>), division (<math>\div</math>) and equals (=) signs.</p>

Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.

Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.

Recognise, find, name and write fractions  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{2}{4}$  and  $\frac{3}{4}$  of a length, shape, set of objects or quantity.

Write simple fractions for example,  $\frac{1}{2}$  of 6 = 3 and recognise the equivalence of  $\frac{2}{4}$  and  $\frac{1}{2}$ .

Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ( $^{\circ}$ C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels.

Compare and order lengths, mass, volume/capacity and record the results using  $>$ ,  $<$  and  $=$ .

Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.

Find different combinations of coins that equal the same amounts of money.

Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.

Compare and sequence intervals of time.

Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.

Know the number of minutes in an hour and the number of hours in a day.

Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line.

Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.

Identify 2-D shapes on the surface of 3-D shapes, (for example, a circle on a cylinder and a triangle on a pyramid).

Compare and sort common 2-D and 3-D shapes and everyday objects.

Order and arrange combinations of mathematical objects in patterns and sequences.

Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise).

Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.

Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.

Ask and answer questions about totalling and comparing categorical data.