

Year 2 Overview

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Context Title	Royal	Victorians	Tragedy in London!		Green Fingers	Intrepid Explorers
Text	Paddington at the Palace <i>Michael Bond</i> Katie in London James Mayhew	Daisy saves the day <i>Shirley Hughes</i> Queen Victoria's Bathing Machine Gloria Whelan	Vlad and the Great Fire of London Kate Cunningham The Baker's boy and the Great Fire of London Tom and Toby Bradman		The Boy who Grew Dragons Andy Shepherd	Pugs of the Frozen North Philip Reeve and Sarah McIntyre
Poetry	n/a	From a railway carriage Robert Louis Stevenson	The Great Fire of London Paul Perro	A Tiny Burning Flame	The dragon who ate our school Nick Toczek	n/a
English	-Character description of Paddington. -Thought bubbles for Paddington. -Recount in role of Paddington's day. -Setting descriptions. -Recount in role as Katie of her day.	-Thought bubbles -Rewrite story of Queen Victoria's bathing machine in more detail - Description of scene in picture -Diary in role as Daisy	- Recount of the visit to Staircase house - Character description. -Recount of the fire	- Description of the fire scene - Write a recount diary in role as Will	- -Shape poem - -Instructions - how to look after a dragon - -Diary - -Recount	- Recount - -New event on the journey - -Retell of the story from Shen or Sikas point of view.
Reading Fluency (Autumn) / Comprehension (Spring- Summer)	The True story of the three little pigs <i>Jon Scieszka</i> Not Like the Others <i>Jana Broecker</i> Winnie- the- Pooh goes to London <i>Jane Riordon</i> The Proudest Blue <i>Ibtihaj Muhammad</i> Coming to England <i>Floella Benjamin</i> The Magic Paintbrush <i>Julia Donaldson</i>	You Wouldn't Want to be A Victorian School child <i>John Malam</i> Peter & the Wolf <i>Ian Beck</i> Orion and the Dark <i>Emma Yarlett</i> Bringing the Rain to Kapiti Plain <i>Verna Aardema</i> Man on the Moon <i>Simon Bartram</i>	Burglar Bill <i>Janet and Allan Ahlberg</i> Alice in Wonderland <i>Emma Chichester Clark</i> The Wizard of Oz <i>Rosie Dickens</i> <i>Comprehension skills</i>	<i>Comprehension skills</i>	The Accidental Prime Minister (Just Read)	Leonora Bolt- The Secret Inventor (Just Read)
Sounds Write	<u>Extended Code</u> <u>Unit 23-29</u>	<u>Extended Code</u> <u>Unit 30-37</u>	<u>Extended Code</u> <u>Unit 38-43</u>	<u>Extended Code</u> <u>Unit 44-48</u>	<u>Extended Code</u> <u>Unit 49-50</u>	

	Wk 1- Unit 23 /oy/ Wk 2- Unit 24 /ar/ Wk 3- Unit 25 /o/ Wk 4- Unit 26 spelling <a> Wk 5- Unit 27 /ae/ more spellings Wk 6- Unit 28 /d/ Wk 7- Unit 29 /ee/ more spellings	Wk 1- Unit 30 /i/ Wk 2- Unit 31 spelling <y> Wk 3- Unit 32 /oe/ more spellings Wk 4- Unit 33 /n/ Wk 5- Unit 34 /er/ more spellings Wk 6- Unit 35 /v/ Wk 7- Unit 36 /oo/ (moon) more spellings Wk 8- Unit 37 spelling <j>	Wk 1- Unit 38 /g/ Wk 2- Unit 39 spellings /g/ Wk 3- Unit 40 /f/ Wk 4- Unit 41 spelling <gh> Wk 5- Unit 42 /m/ Wk 6- Unit 43 /or/ more spellings	Wk 1- Unit 44 /h/ Wk 2- Unit 45 /k/ Wk 3- Unit 46 /r/ Wk 4- Unit 47 /t/ Wk 5- Unit 48 <z>	Wk 1- Unit 49 /eer/ Wk 2- Unit 50 sound schwa /ə/	
Maths	Number- Place value Number- Addition and subtraction Geometry- Shape		Measurement- Money Number- Multiplication and Division Measurement- Length and Height Measurement- Mass, Capacity and temperature		Number- Fractions Measurement- Time Statistics Geometry- Position and Direction	
Science	Animals (including humans) Working scientifically: What do you need to do to look after a pet dog and keep it healthy?		Living things & their habitats Working scientifically: How does the habitat of the desert compare with the habitat of a woodland?		Plants Working scientifically: What do seeds need in order to grow best?	Materials Working scientifically: How can we change the shape of a material? <i>Scientists- Charles Macintosh and Ole Kirk Christiansen</i>
Cross curricular books	Little People Big Dreams David Attenborough Growing frogs Vivian French			Pond Circle Betsy Franco	It starts with a seed <i>Laura Knowles</i>	
Computing	Digital Literacy Taking and editing photos		Role model Ebook Who is Bill Gates and how has he shaped the way we use computers?	Programming Maze game (Scratch)	Digital Literacy Word skills Combining text and graphics	
Digital Citizenship	INTRODUCTORY SONG <u>Pause & Think Online</u> How can we be safe, responsible and respectful online?		MEDIA BALANCE & WELL-BEING <u>How Technology Makes You Feel</u> Why is it important to listen to your feelings when using technology?		PRIVACY & SECURITY <u>Internet Traffic Light</u> How do you stay safe when visiting a website or app?	
Geography	Map skills Locating capital cities of UK, the surrounding waters and the location of London.	Settlement & Cities. Understand different settlement types. <u>Focus Study: London</u>			Comparison of London and Cape Town- South Africa Determine the human and physical features of Cape Town and compare them with London. <u>Focus Study: Cape Town</u>	

History	The lives of significant individuals in the past who have contributed to national and international achievements (Queen Elizabeth II & Royal Family)		The Great Fire of London- Events beyond living memory that are significant nationally or globally -The Plague & The Great Fire of London- Samuel Pepys			The lives of significant individuals in the past who have contributed to national and international achievements. (Neil Armstrong, Mae Jemison and Matthew Henson)
Cross-curricular books	Discover and Learn: Geography; The United Kingdom	A Walk in London <i>Salvatore Rubbino</i>	Big Cat Tragedy in London: plague and Fire. How do we know about: The Great Fire of London The Great fire of London: Anniversary edition <i>Emma Adams and James Weston Lewis</i> . You wouldn't want to be in the Great fire of London. Jim Pipe		The big book of Blooms <i>Yuval Zommer</i>	Big Cat - Great explorers Christopher Columbus and Neil Armstrong Info Buzz: Neil Armstrong Trailblazers: Neil Armstrong Counting on Katherine Johnson <i>Helaine Becker</i>
DT	<u>Textiles</u> Design and make a bag for Paddington to take his marmalade sandwiches to London.		<u>Food</u> Design and bake a cake.			<u>Structures & Mechanisms</u> Design and make a toy that can be pushed or pulled.
Art and Design		<u>Drawing</u> - Sketch London landmarks Artist: Stephen Wiltshire <u>Printing (craft)</u> - London landmarks on bunting. Designer: Cath Kidston		<u>Collage:</u> Great Fire of London scene Artist: Kurt Schwitters Dada Art Movement	<u>Painting:</u> Self-portraits. <i>Cubism</i> Artist: Pablo Picasso	
PSHE	<u>Living in the Wider World (Citizenship)</u> To know what the British Values are. To distinguish between right and wrong and to respect the law. To understand the rule of law. To appreciate the value and reason for laws and understand that they are to govern and protect us.	<u>Celebrating Diversity</u> To explore differences and similarities I have from others in my class, school, community and country. To recognise that differences make the world a vibrant and exciting place to live. To gain an understanding of respect and tolerance. To understand that sometimes people make	<u>Economic Wellbeing</u> To know that there are different sources that money can come from. To identify some methods of payment. To revisit why it is important to keep money safe. To discuss the role of banks and building societies.	<u>Community Project</u> The children will work with the local gardening group 'Busy Bees' to sow annual flowers for the community gardens.	<u>Relationships</u> To identify the different members of my family and understand my relationship with each of them. To recognise and respect that there are different types of families. To describe some differences between families. To know which types of physical contact I like	<u>Healthy Me</u> To know what I need to keep my body healthy. To know which foods to eat to give my body energy. Recognise how medicines work in my body and how important it is to use them safely. Be able to identify helpful and harmful substances in the home.

		assumptions about boys and girls.	To discuss ways that we can keep track of the money we spend.		and don't like and can talk about this. To understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret.	To demonstrate an understanding of risk prevention strategies including storage and handling.
PE	FMS- Throwing & Catching Underarm and Overarm End of Unit Task: Over or Under	FMS- Hopping & Jumping End of Unit Task: Rob the Nest	FMS- Gymnastics Core Task: Sequences	Dance The Great Fire of London	FMS-Kicking End of Unit Task: Kick Rounders	FMS-Sports Day Practise
PE	FMS- Running and Dodging End of Unit Task: Treasure Island	FMS- Gymnastics End of Unit Task: Travel-Jump-Balance	FMS- Rolling a ball Core Task: Rolling Rounders	FMS- Catching End of Unit Task: Catchathon	FMS-Athletics End of Unit Task: Mini Olympics	FMS- Football End of Unit Task: 3v1
RE	Christianity-God Does how we treat the world matter? Explore Christian beliefs about God as creator and sustainer, and consider how these beliefs might influence Christian attitudes towards the planet. Consider their own ideas and values in regards to the importance of caring for the planet. They should consider this as a human value, not just a religious one.	Christianity-Jesus Why do Christians say Jesus is the 'Light of the World'? Explore the use of light to and how it might be used in religious communities to indicate the presence of God and as a description for Jesus as God incarnate and make links between the imagery and symbolism of light in the Christian context and significant events in their own lives.	Hindu Dharma How might people express their devotion? Explore the purpose of and practices associated with Hindu worship. The focus includes beliefs about Brahman, family, community and Worship. Consider the concept of being devoted to something/someone - and the various ways in which human beings might show their devotion.	Islam Why do Muslims believe it is important to obey God? Examine Islamic beliefs and practices linked to prayer. Reflect on the value of making time for those things that are important to us - for religious people this may be God, but for others it may be the family and friends.	Christianity-Church What unites the Christian community? Explore the core beliefs and symbols of Christianity and learn about the importance of the church as a place to bring together the community for worship and Christian fellowship. Consider why people might want to be part of a community and the shared values and interests that bring people together.	Judaism What aspects of life really matter? Examine Jewish beliefs and practices linked to the Sabbath (Shabbat). Explore the significance of the Sabbath and why Jewish people keep the day holy. Reflect on the value of making time for those things that are important to us
Music	<u>I wanna play in a band</u> Rock music and playing together in a band (Charanga)	<u>Weather</u> Exploring sounds (Music Express) Christmas play	<u>Recorders</u> Learning an Instrument (Charanga)	<u>Hands, feet, heart</u> South African music (Charanga)	<u>Recorders</u> Learning an Instrument (Charanga)	<u>Reflect, rewind and replay</u> (Charanga)

Forest School Projects			Creating 'Wood Fold Wild Garden'- planting and growing a natural environment for our school community.			
VR experiences		London tourist attractions (360 degree video) London at night			Cheetah on safari Discovering Africa (VR lesson plan)	Walking on the moon (VR lesson plan)
Trips			Staircase House			Neil Armstrong - Freshwater Theatre Company