

Year 2 Overview Cycle A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Traditional Tales To retell a three-part story with a beginning, middle and end.	Animal Stories To retell a familiar story which includes a beginning, middle, end and details of a key character	Adventures To retell a familiar story and innovate by changing an aspect (eg setting, characters, events)	Dragons Plan and retell a familiar story using a traditional structure (opening, character, something happens, events following, ending)	Weather To retell a familiar story and innovate by changing more than one aspect.	Seaside To plan and write own story (using a familiar story as a structure).
	Non Chronological Reports		Instructions	Recounts	Letters	Poetry
Maths	Place Value 100 Counting in 2, 5, 10 and 3's. Place value chart. Part Whole partition. Addition and Subtraction Crossing 10. 2 digit and 1 digit. 10 more, 10 less.	Addition and Subtraction Measures Money Multiplication	Division Statistics Geometry Shape Property	Fractions Measurement Length and Height	Position and Direction Describing movement, turns, patterns. Efficiency of Problem solving methods	Time Mass Capacity Temperature investigations
Science	<u>Living Things and their Habitats</u> What makes something living? Can you identify living, dead and non-living things? What is a habitat? How are living things suited to their own habitat? What is a food chain?	<u>Uses of Everyday Materials</u> What are things made from? Do different materials have different properties? Can we change the shape of materials? What are solids? What are liquids? What are gases?	<u>Plants</u> How do plants grow? What conditions do plants need to grow?	<u>Animals including Humans</u> What happens to our bodies as we grow? Do other animals grow in the same way as us? What so we need to live and be healthy? Why is it important to exercise? Why is it important to keep clean?	<u>Sound</u> What can we hear with our ears? Where did that sound come from? How is sound made? How does sound travel? How can we make sounds quieter?	<u>Building Circuits</u> Where do we use electricity in our home? How do we use electricity safely? What is a circuit? What are the parts of a circuit? Can you build a circuit?

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Computing	<p><u>Online Safety</u></p> <p>What is personal information? Who can you share your personal information with? Who are the adults we can trust? How can we stay safe? Why do we need a password? Can we share passwords with others? Who can I ask for help if I am worried about something I have seen on the internet?</p>	<p><u>Digital Literacy and ICT</u></p> <p>How can you use technology to work creatively? How can you change your work? How can you improve your work? How can you save and store your work? How can technology be used beyond the classroom?</p>	<p><u>Computer Science</u></p> <p>What is an algorithm? How is an algorithm implemented on digital devices? Can you give precise and unambiguous instructions? Can you follow an algorithm? What does debug mean? How do we debug? Can you predict what will happen when you program a digital device?</p>	<p><u>Digital Literacy and ICT</u></p> <p>How can you use technology to work creatively? How can you change your work? How can you improve your work? How can you save and store your work? What types of technology have you used outside the classroom?</p>	<p><u>Digital Literacy and ICT</u></p> <p>How can you use Technology to work creatively? How can you change your work? How can you improve your work? How can you save and store your work? What types of technology have you used outside the classroom?</p> <p><u>Computer Science</u></p> <p>What is an algorithm? How is an algorithm implemented on digital devices? Can you give precise and unambiguous instructions? Can you follow an algorithm? What does debug mean? How do we debug? Can you predict what will happen when you program a digital device?</p>	<p><u>Digital Literacy and ICT</u></p> <p>How can you use technology to work creatively? How can you change your work? How can you improve your work? How can you save and store your work? What types of technology have you used outside the classroom?</p>
History		<p>Why are some places special? We are learning to discover what was here before we were born. We will look at buildings in the NE and discuss why these places are important. We will look at important places in our local area that were here before we were born. Some very old and some not so old! We will put these on a timeline.</p>		<p>What special events and inventions have changed our world?</p> <p>We will be learning about events that are of national/global importance. We will be using a timeline and looking at chronology. We will be comparing different aspects of life and focusing on the first of a range of events or inventions. We will look at the significance of these inventions and the impact they had on people's lives.</p>		<p>All Change! Holidays Now and Then</p> <p>We will look at holidays now, holidays in 1950s and holidays in Victorian times. We will consider what has changed and what has stayed the same. We will compare clothing, transport, holiday activities and places visited. We will use photographs, films and written accounts of holidays in the past.</p>
Geography	<p>Why is my world wonderful? We are learning to locate the 7 continents and 5 oceans of the world. We are learning to use atlases and learn locational terminology. We are learning the major rivers and mountains of the world. <i>Focus- to fuel children's natural curiosity of the world and the desire to know more about unfamiliar places, basic processes, habitats and landmarks.</i></p>		<p>Wherever Next? We will be beginning to develop an understanding of some of the features of the weather in hot and cold areas of the world and their effects. We will be using maps, atlases and globes.</p> <p><i>Focus- Developing knowledge of globally significant places: the Poles and Equator, looking at their location and some of the basic defining physical and human characteristics.</i></p>		<p>What might we see on a holiday? We will look at what we might find on a holiday in the UK. Physical and human features. We will use aerial photos and investigate a mystery location. We will be using compass points NESW. We will compare UK holiday places with holiday places in Kenya. <i>Focus- We will be learning about a small area of the U.K. and contrasting it with a small area of a non - European country.</i></p>	

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Art		<p>LS Lowry: Skills Focus: Drawing</p> <p>To begin to draw simple buildings and recognise matchstick figures in Lowry's paintings. To begin to draw figures that show actions. To contrast and compare paintings.</p>		<p>Landscapes and Cityscapes: Skills Focus: Painting</p> <p>To use colour and texture to paint landscapes and cityscapes. To describe the work of artists and make comparisons between their work.</p>		<p>Let's Sculpt: Skills Focus: Sculpture</p> <p>To create sculptures using different materials. To talk about the shapes that are used. To describe the work of different sculptors.</p>
Design Technology	<p><u>Dips and Dippers</u></p> <p>To find out about good food hygiene rules and using kitchen equipment to prepare food safely. To understand the importance of eating a healthy and varied diet. To make and evaluate a healthy dip and dippers.</p>		<p><u>Playgrounds</u></p> <p>To find out about the different ways materials can be joined. To recognise and identify materials and features of playground equipment. To design, make and evaluate a piece of</p>		<p><u>Vehicles</u></p> <p>To design and make a moving vehicle. To use wheels, axles and chassis to make a vehicle of own choice. To evaluate a finished product. To select appropriate materials and tools for different</p>	
Music	<p>Ourselfs & Toys—Focus—Exploring Sounds & Beat</p> <p>Creating and responding to vocal sounds and body percussion. Notating pitch shape and duration using simple line graphics. Keeping a steady beat at different speeds (tempi). Develop a sense of steady beat through chant, actions, and instruments.</p>	<p>Our Land & Our Bodies—Focus -Exploring Sounds & Beat</p> <p>Exploring timbre and texture to understand how sounds can be descriptive. Identifying ways of producing sounds. Listening to and evaluating composition. Rehearsing and refining to develop a performance.</p>	<p>Animals & Number—Focus—Beat & Pitch</p> <p>Listening to a steady beat and responding in movement. Identifying and responding to changes in pitch, upwards and downwards. Reading pitch line notation. Playing pitch lines on tuned percussion.</p>	<p>Story time & Seasons—Focus—Exploring Sounds & Pitch</p> <p>Combining sounds to create a musical effect and understanding how music, dance, and drama can combine in storytelling. Exploring voices to create descriptive musical effects. Singing with expression, paying attention to the pitch shape of the melody. Using sign language in a song.</p>	<p>Weather & Pattern—Focus— Exploring Sounds & Beat</p> <p>Listening in detail to orchestral music. Composing music to illustrate a story. Performing and creating simple rhythms using a simple score. Performing beat patterns with voices and percussion.</p>	<p>Water & Travel—Focus—Pitch & Performance</p> <p>Understanding pitch through singing, movement, and note names. Understanding and performing a melody. Using simple musical vocabulary to describe music. Using instruments expressively. Understanding notation.</p>

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PE	<p>SAQ and Fundamental Movement</p> <p>Focus- To balance, move at speed in different directions and send and receive a ball.</p>	<p>Athletics</p> <p>Focus- To develop specific Javelin throwing technique.</p>	<p>Gymnastics</p> <p>Focus- To perform a basic gymnastic routine</p>	<p>Dance</p> <p>Focus- To follow a dance routine.</p>	<p>Outdoor Adventures</p> <p>Focus- To work confidently in small teams applying basic map reading and orienteering skills.</p>	<p>Mini-Olympics</p> <p>Focus- To complete athletic movements with developing technical efficiency in javelin throwing and jumping.</p>
RE	<p>Why is the Bible special to Christians? What will you find in the Bible? How is the Bible organised? Where is it kept and how is it treated? How does having a faith help people? <i>Focus - the Bible is important for Christians.</i></p> <p>What can we learn from the story of St. Cuthbert? Who was St Cuthbert? Where did he live? What did he do? What kind of person was he? Why is he important? Where is he buried? <i>Focus - St. Cuthbert was a monk who was kind and good.</i></p>	<p>How and why is light important at Christmas?</p> <p>Why is light important? What are the symbols of light in the birth story? What is a Christingle?</p> <p><i>Focus - understanding about symbols of light at Christmas and in the Christmas story. The meaning of the Christingle symbol.</i></p>	<p>What does it mean to belong to Christianity?</p> <p>Who do we belong to? How do Christians show babies belong? What special objects and actions can we see at a Christian baptism?</p> <p>How do Christians show care for each other?</p> <p><i>Focus - to identify how Christians express beliefs and belonging through the baptism ceremony.</i></p>	<p>How do Christians celebrate Easter?</p> <p>What can we remember about the Easter story? How can objects tell us the story of Easter? How do Christians remember Good Friday and Easter Day in church?</p> <p><i>Focus - to identify some Easter practices in churches and recall the story of Good Friday and Easter Sunday.</i></p>	<p>How do Buddhists show their beliefs?</p> <p>What does a Buddhist monk wear? What is the Sangha? Where do they live and how do they live? What do they do? What is a Buddhist prayer wheel and what does it mean? What is Wesak? How does the religious community celebrate Wesak? What values are found in Buddhist stories?</p> <p><i>Focus - to recall the life of a Buddhist monk and how they live in a community.</i></p>	
PSHCE	<p><u>Relationships</u> <u>What makes a good friend?</u></p> <p>How can you make friends with others? How do you know when you feel lonely? How do others behave when they are being friendly? How can you resolve an argument? How can you ask for help if a friendship is making you unhappy?</p>	<p><u>Relationships</u> <u>What is bullying?</u></p> <p>How can words and actions affect others? How can you respond if physical contact makes you feel uncomfortable or unsafe? Why is hurtful behaviour unacceptable? How can you respond to hurtful behaviour? How can you report bullying or hurtful behaviour?</p>	<p><u>Living in the Wider World</u> <u>What jobs do people do?</u></p> <p>How do jobs help people to pay for the things they need and want? What different jobs do people do? How do people use the internet in their jobs and everyday life?</p>	<p><u>Health and Wellbeing</u> <u>What helps us to stay safe?</u></p> <p>How do rules help us to stay safe? How can you identify unsafe situations? How can you resist pressure to do something that makes you feel unsafe? Who is a trusted adult? Who can you ask for help?</p>	<p><u>Health and Wellbeing</u> <u>What can help us grow and stay healthy?</u></p> <p>What helps your body to be healthy? What affect does eating and drinking too much sugar have on your body? How can you be physically active? How much rest and sleep should you have?</p>	<p><u>Health and Wellbeing</u> <u>How do we recognise our feelings?</u></p> <p>Can you recognise and name different feelings? Can you describe each feeling? What makes you feel good? How do feelings affect your body and your behaviour? How can you manage your feelings? Why is it important to share your feelings with someone you trust? <i>(this will include gender identity)</i></p>