

Yearly Overview Year 2 2022-23

Term	1 (8wk)	2 (7wk)	3 (6wk)	4 (6 wk)	5 SATS (6wk)	6 (6.5wk)
Topic:	Once Upon A Time		Our Wonderful World		Past, Present and Future	
English quality text	Little Red The Gunpowder Plot Peace Lily, the battlefield nurse.	The Owl who is Afraid of the Dark	Dear Earth	Chocolate (n/p)	Mrs Armitage's Bicycle	Sally and the Limpet
Assessment writing	The Gunpowder Plot	Christmas story	Letter	Story N/F report	Recount Instructions	N/F report Recount
Focus elements for assessments	Cap letters, full stops and question marks. Sentence types - question, exclamation		Cap letters, full stops and question marks. Sentence types - question, exclamation Contractions, apostrophe for possession.	Co-ordination (or, and, but) Subordination (when, if, that, because) Sentence types - statement Tense	CEW, Co-ordination (or, and, but) Subordination (when, if, that, because) Sentence types - command Suffixes - ment, ness, ful, less, ly	Tense
Science	<p>Uses of everyday materials</p> <p>This unit is at the beginning of the year and recapped in Term 6 and moves on from the Materials and their uses in Year 1. They begin by hunting for different materials used around the school and we discuss their uses and suitability of choice. They have a look at different types of housing (including thatched roofs) and label the materials used and why this is a good choice or not a good choice of material. They then go</p>	<p>Animals, including humans</p> <p>This unit links closely with Living things and their habitats so leads on nicely to next term. We will show lifecycles and how some animals change from baby to adult. They will be taught that animals including humans have offspring which grow into adults. They will find out about and describe the basic needs of animals, including humans, for survival (which are water, food and air). They will look at how animals change as they grow up and how their needs change. They will describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. We link this topic with healthy eating and designing a balanced diet. We also teach them about being hygienic and linking it to the germ experiment with glitter to show how important hand washing is. Children talk about the needs of animals and link to their own pets. They describe what pets need to grow and thrive.</p>	<p>Living things and their habitats</p> <p>In this unit they start by classifying whether objects are alive, dead or never been alive. They look at how to tell if something is alive and what it needs to keep it alive. We talk about what human and animals need to stay alive. The children will learn about a variety of habitats and will look at some of them within the school grounds. They will chose an animal and the habitat it lives in and they will explain why it is best suited to that habitat and how it sustains life within it. They will also look at plants that grow in certain habitats and the conditions needed for growth and survival. Children will use the magnifying glasses to look for minbeasts in some of the microhabitats in the playground. They will also be looking at food chains and learning what a producer, consumer and predator are in a food chain.</p>	<p>Plants</p> <p>This topic begins with the children going out in the school grounds to find flowering plants. They will identify what they have in common. We will dig up a flower (dandelion or similar) and they can have a look at it through the magnifying glasses. They will then draw a picture of it and label the different parts explaining what each part of the plant is for. We will also look at pollination and seed dispersal.</p>		

	<p>to the forest and collect up loose natural materials to make their own collage picture. They have to describe how the materials feel and why they chose that particular thing for that part.</p> <p>This leads on to looking at various everyday and household objects and things that are made out of different materials but for the same use eg. Wooden, metal spoons etc.</p> <p>At the end of the topic they have to write a nonsense poem about objects and materials that would be funny but certainly not suitable.</p> <p>Recycling materials is covered in Term 3 when the topic is Our Wonderful World.</p>			<p>What does a seed need to make it germinate and grow in to a mature plant? They will have the opportunity to look closely at plants that have already grown and then what happens if we remove one of the factors that they believe they need for growth. We may also have a look at what happens to a seed if we water it with different liquids. They will devise these experiments. They will also need to record and measure the results as we go along.</p> <p>We will touch upon plants that we can eat and where we get them from. In geography we will look at where these plants have travelled from to get to our supermarkets.</p>		
<p>History</p>		<p>Events beyond living memory Remembrance day: Children will gain an understanding of what Remembrance day is and why we celebrate it every year. Through the story</p>	<p>Lives of significant individuals Throughout this topic children will investigate the lives of significant people and will use a variety</p>		<p>Significant events, people and places in own locality Children will have the opportunity to explore a significant person from their own locality and learn about his life. They</p>	

		<p>'Peace Lily' they will have the opportunity to compare similarities and differences between nursing then and now. They will have an opportunity to explore why the poppy is significant.</p> <p>The Gunpowder Plot: Children will gain an understanding of chronology by exploring the timeline of The Plot. They will be able to compare similarities and differences between bonfire night in the past and how they celebrate in the present. They will be able to explore how Guy Fawkes felt through asking and answering questions.</p>	<p>ways to find out about the past.</p> <p>They will explore how each of the significant individuals have impacted our lives today.</p> <p>They will have the opportunity to compare similarities and differences between the significant women.</p> <p>They will be taught what the key features are that made these women significant and why what they did is still important today.</p>		<p>will learn how Brunel contributed to engineering and inventing. They will be visiting the SS Great Britain in Bristol and learning about life at that time.</p> <p>They will be learning about why and how the suspension bridge was built and Brunel's part in that.</p> <p>They will explore and gain an understanding of how life was in schools when Brunel was alive (Victorian Era) and compare similarities and differences with their own experiences.</p>	
Geography	<p>Geographical skills & fieldwork Human & physical geography</p> <p>Through the key text 'Little Red', children will consolidate their understanding of maps by creating their own map of the Little Red's journey and will</p>			<p>Locational knowledge Place knowledge - comparison</p> <p>The children follows the story of the world's most popular treat from its origins in the rainforests of Central America to shops and factories</p>		<p>Locational knowledge Human & physical geography</p> <p>This topic focuses on the different sea sides. The children learn the different features of a seaside town and why beaches are formed on a coastline. They</p>

	<p>be introduced the idea of using a simple key.</p> <p>Using a simple map of the school and its surrounding grounds, the children will consolidating their knowledge of physical and human features. This will lead on to using aerial photos and developing the knowledge and skills required to use a compass.</p>			<p>everywhere, through the book <i>The Story of Chocolate</i>. The children will understand how chocolate is grown, recognising the different elements in production (field to fork). In understanding where chocolate comes from, the children will need to recognise locations around the world where ingredients are grown. They will explore the climate zones of key locations such as in Brazil and appreciate why these places are such as key factors in the production of chocolate. They will begin to explore the environmental impact farming has on areas such as the Amazon rainforests.</p>		<p>research seaside town and compare them to Yate. The children will learn about the basic human geography and physical geography of a seaside using maps and locational language. Children will think about why people might visit Yate and why people might visit a seaside town and compare the differences. The children will also consider the human and physical development of seaside towns and how they have grown and changed over time to adapt. They will make comparisons between holidays at the seaside in the UK and holidays abroad, including travel.</p>
DT		<p>Design an owl with moving parts.</p> <p>Children learn about how to make a toy owl with moving wings. Children explore using split pins and hole punches. They use a template to draw and</p>		<p>Cooking and Nutrition & Sewing - Making chocolate bars/treats. They will design, make and evaluate chocolate wrapper design and packaging. They will explore logos, slogans and nets to create their products.</p>	<p>Wheels and axels – making vehicles or other inventions</p> <p>Children explore moving vehicles with wheels and axles. They experiment with how to make wheels move smoothly. They design a vehicle or other invention that</p>	

		cut out shapes for their owl.		They will make their own chocolate by grinding the cocoa nibs to mixing in other ingredients to make an edible chocolate bar/treat. The children will evaluate, design and make an Easter egg /card. They will learn about Binka, a sewing technique using cross stitch and embroidery to decorate their card.	uses a wheel and axle, noting the purpose and materials needed. They will evaluate their creations against their design criteria and share their work with others.	
Art	<p>Explore and Draw (Access Art Pathway) – Drawing</p> <p>Children learn that artists are collectors and they explore and collect for objects to use of be inspired by.</p> <p>Children collect objects and represent them through drawing. They develop their drawing skills by doing continuous line drawings and taking part in floor drawings.</p> <p>Children photograph their work</p> <p>Stick Transformation (Art Access Pathway) – making, sculpture, drawing, sketchbooks</p> <p>Children transform a familiar object (a stick) into new forms.</p>	<p>Children take part in a variety of drawing and craft activities to celebrate historical, cultural and religious events.</p> <p>Children use collage to create a picture to commemorate Remembrance day.</p> <p>Children learn about Lebkuchen Style Drawing to decorate houses for Christmas cards and biscuits</p> <p>Children plan and create moving owls using split pins and drawing skills focusing on line to create texture.</p> <p>Children develop their drawing skills focusing on shape, position, space and line to draw a picture of a historical</p>	<p>Expressive Painting (Access Art Pathway) - painting, drawing, range of artists</p> <p>They explore artists who use paint and colour to create exciting gestural and abstract work.</p> <p>Children explore primary colours and secondary colours through expressive mark making, connecting colour, mark making, and texture (of paint) through abstract work.</p> <p>Pupils then explore types of brush work and on details of paintings to understand how they can build layers of paint to create artwork.</p> <p>Children draw from still life, and then make expressive and gestural</p>	<p>DT focus for this term</p> <p>Drawing Journey Children continue with simple drawing exercises through the half terms when there is a focus on DT. Weekly 10 min exercises help ensure the continuation of sketchbook and drawing skill development. These may be done within other lessons/sessions such as history, DT, science or geography or as an explicit taught drawing session</p> <p>Children develop sewing (linked to DT)</p>	<p>DT focus for this term</p> <p>Drawing Journey Children continue with simple drawing exercises through the half terms when there is a focus on DT. Weekly 10 min exercises help ensure the continuation of sketchbook and drawing skill development. These may be done within other lessons/sessions such as history, DT, science or geography or as an explicit taught drawing session</p>	<p>Music and art (Access Art Pathways)– drawing, painting, using imagination, art techniques, design and make projects</p> <p>Children are introduced to the idea that artists often work in partnership and are often inspired by other art forms – in this case music and the visual arts.</p> <p>Children explore how other artists have used sound to inspire their artwork, and then go on to experiment with how they can use their mark making skills to both be influenced by, and to capture, the expression in music.</p> <p>Children explore making skills to collage or make inventive instruments,</p>

	They think creatively and laterally about how they can use materials to create a small sculpture.	figure using a photo for reference.	paintings with acrylic paint. Sketchbooks are used throughout to record, experiment and reflect.			creating a class "orchestra"
PSHE - Jigsaw	Being me in My World	Celebrating Differences	Dreams and Goals	Heathy Me	Relationships	Changing Me
No outsiders in our school	The Odd Egg	Blown Away	The Great Big Book of Families	The First Slodge	Just Because	
RE	1.8 How should we care for others and the world, and why does it matter?	1.6 How and why do we celebrate special and sacred times?	1.2 Who is Muslim and what do they believe?	1.3 Who is Jewish and what do they believe? 1.6 How and why do we celebrate special and sacred times? (<i>different festival focus</i>)- Pesach	1.4 What can we learn from sacred books? <i>The Torah, The Quran, the Bible</i>	1.5 What makes some places sacred?- <i>Synagogue, Mosque</i>
Music	Singing, Listening Musicianship & Performing, Untuned instruments	Singing, Listening Musicianship & Performing	Singing, Listening, Musicianship & Performing Tuned instruments	Singing, Composing Musicianship & Performing	Singing, Listening Musicianship & Performing	Singing, Listening Musicianship & Performing
Computing	Online safety Children will learn to stay safe online by choosing websites that are safe and unsafe. They learn how to use safe search engines and that their online activity leaves a digital footprint. They begin to learn how to behave respectfully online and what online bullying looks like and what they can do if they feel this is happening.	Data Handling Within data handling children will learn to create a branching database. This is completed in conjunction with our science planning. Children also learn about different ways data is presented such as sorting, tables, pictograms, and bar charts.	Media - AR/VR and video creation, photography, and digital art Children will explore a range of media under the above headings creatively, to create, organise, store, manipulate and retrieve digital content.	Programming, coding Animation Children learn to program and control a device using a sequence of directions and debug. They will edit an algorithm to achieve different outcomes. The children will use the programming website 'Code for Life' to practise skills of increasing difficulty.	Media - Word-processing, Animation Children will explore a range of media under the above headings creatively to create, organise, store, manipulate and retrieve digital content.	Media - Digital Media - video and sound Impact of Technology Children will explore a range of media under the above headings creatively, to create, organise, store, manipulate and retrieve digital content. Children will learn ways in which computers and technology are used outside of school in real life to help us.
PE	Teacher -Ball skills Swift Sports -Ball skills - football/rugby	Teacher -dance Swift Sports -Small apparatus	Teacher -gymnastics Swift Sports -large apparatus	Teacher -Rackets, bats and balls Swift Sports -bat and ball - tennis/hockey	Teacher -dance Swift Sports -track and field	Teacher -locomotion - running/jumping Swift Sports -striking and fielding
Trips and other experiences		Church		SS Great Britain		Wild Place