



Year 2 Yearly Overview

History year 2

Skills

- *Develop an awareness of the past, using common words and phrases relating to the passing of time*
- *Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.*
- Use a wide vocabulary of everyday historical terms.
- *Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events*
- Understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Content

- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- 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 [Amelia Aearhart and Scott of the Antarctic]
- significant historical events, people and places in their own locality.

English

(Suggested text or links)

Fiction

- A story with a familiar setting (The Tiger who came to tea)
- Space writing (The Man on the Moon: A Day in the Life of Bob PoR)
- A story set in a fantasy world (Beegu (PoR))
- Folk tale (Lila and the secret rain (PoR))
- Story from another culture (Zahra – Literacy Shed video)

Non Fiction

- Fact Files (The Emperor's Egg)
- Persuasive Writing (The Tiger who came to tea)
- Diary Writing (Samuel Pepys– Great Fire of London)
- Recount (Great Fire of London)
- Communication texts (Water aid letters)
- Information Texts (Africa)
- Non-Chronological report
- **Poetry** – Poems (Crackle, Crackle), Poems (When the wind blows), Poems (Acrostic) Poems (Riddles) Poems (Yes That's me) Poems (Aliens have landed)

Design Technology

Technical knowledge

- build structures, exploring how they can be made stronger, stiffer and more stable
- explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. (e.g. moving pictures)

Design

- design purposeful, functional, appealing products for themselves and other users based on design criteria
- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

Make

- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Evaluate

- explore and evaluate a range of existing products
- evaluate their ideas and products against design criteria

Geography

(bold statements must be taught in your year)

Locational knowledge

- **name and locate the world's seven continents and five oceans**

Place knowledge

- 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.**

Human and physical geography

- **identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.**
- use basic geographical vocabulary to refer to:
 - key physical features, including: beach, cliff, coast, **forest, hill, mountain**, sea, **ocean, river**, soil, **valley, vegetation**, season and weather
 - key human features, including: city, town, village, **factory, farm**, house, **office**, port, harbour and shop.

Geographical skills and fieldwork

- **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**
- **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.**
- **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**

Art and design

Exploring and developing ideas.

- Respond to ideas and starting points (stories, rhymes, objects, the natural world, artist's work).
- Explore ideas and collect visual information
- Explore different methods and materials as ideas develop.

Using the work of artist

- Use specific artists as a starting point for some work.
- Describe the work of notable artists, artisans and designers.
- Use some of the ideas of artists studied to create pieces.

Evaluate and developing work

- I can describe what I think about my own and others' work.
- I can suggest ways of improving my own work and the work of others.

Collage **Media – Photographs** **Artist – Picasso**

- Use a combination of materials that are cut, torn and glued.
- Sort and arrange materials.
- Mix materials to create texture.

Digital Media:

- Use a wide range of tools to create different textures, lines, tones, colours and shapes (e.g. cut out animation, animating a real-life backdrop)

Painting: **Media – Watercolour, powder/poster paint** **Artist – Holbein**

- Use thick and thin brushes.
- Mix primary colours to make secondary.
- Add white to colours to make tints and black to colours to make tones.
- Create colour wheels.

Drawing: **Media- coloured pencils , oil pastels.**

- Draw lines of different sizes and thickness.
- Colour (own work) neatly following the lines.
- Show pattern and texture by adding dots and lines.
- Show different tones by using coloured pencils.

Print:

- Use repeating or overlapping shapes.
- Mimic print from the environment (e.g. wallpapers).
- Use objects to create prints (e.g. fruit, vegetables or sponges).
- Press, roll, rub and stamp to make prints.

Science

To work scientifically (LO in bold must be covered and clearly taught)

- Ask simple questions.
- Observe closely, using simple equipment.
- **Perform simple tests.**
- **Identify and classify.**
- Use observations and ideas to suggest answers to questions.
- **Gather and record data to help in answering questions.**

Living things and their habitats.

- explore and compare the differences between things that are living, dead, and things that have never been alive
- 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
- identify and name a variety of plants and animals in their habitats, including micro-habitats
- 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.

Plants

- observe and describe how seeds and bulbs grow into mature plants
- find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

Animals, including humans

- notice that animals, including humans, have offspring which grow into adults
- find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Uses of everyday materials

- identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses
- find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

Physical education

Lancaster scheme of work.

NC -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. -participate in team games, developing simple tactics for attacking and defending. -They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Games:

- Underarm throw, catching and dodging.
- Underarm throw, catching and dodging.
- Net / wall – striking and catching.
- Net / wall – striking and catching.
- Striking and fielding.
- Athletics.

Gymnastics:

- Progressions 1-2
- Progressions 3-4
- Progressions 5-6

NC - perform dances using simple movement patterns.

Dance

- Use the objectives and progression of skills in scheme but use your own topic as a stimulus for the dance. (3 units following Progressions 1-6 from LSOW for year 2. Suggested themes: Fireworks, Arctic Explorers dance and Africa)

Computing

Rising Stars units for year 2- change order of units where appropriate to fit in with topics.

Unit SU – Creating a PowerPoint presentation.

Unit 2.2 – Exploring how computer games work.

Unit 2.3 – Taking, selecting and editing digital images.

Unit SU – programming on screen.

Unit 2.5 – Communicating clues (emails.)

Unit 2.6 – Recording bug hunt data.

*SU is a School developed unit to meet the needs of our pupils so that they are digitally literate at a suitable level for future workplace and as active participants in a digital world.

PSHCE (PINK Curriculum)

Health and Wellbeing > Healthy Lifestyles

[My day](#)

[Harold's bathroom](#)

[Harold's postcard - helping us to keep clean and healthy](#)

[My body needs...](#) ✖

[What does my body do?](#) ✖

Health and Wellbeing > Keeping Safe

[How safe would you feel?](#)

[What should Harold say?](#)

[Harold's picnic](#) ✖

Health and Wellbeing > Growing and Changing

[You can do it!](#)

[Sam moves house](#)

[Haven't you grown!](#)

Relationships > Healthy Relationships

[Should I tell?](#)

[Solve the problem](#)

[A helping hand](#)

[I don't like that!](#)

[Bullying or teasing?](#)

[Don't do that!](#)

[Types of bullying](#) ✖

Relationships > Feelings and Emotions

[How are you feeling today?](#)

[How do we make others feel?](#)

[My special people](#)

[Being a good friend](#) ✖

[Let's all be happy!](#) ✖

[Fun or not?](#)

Relationships > Valuing Difference

[An act of kindness](#)

[What makes us who we are?](#)

Living in the Wider World > Rules, Rights and Responsibilities

[Our ideal classroom \(1\)](#)

[Our ideal classroom \(2\)](#)

[When I feel like erupting](#)

[When someone is feeling left out](#)

[Getting on with others](#)

Living in the Wider World > Caring for the Environment

[How can we look after our environment?](#)

Living in the Wider World > Money

[Harold saves for something special](#)

[Harold goes camping](#)

Music

Music express – scheme

Unit 1 – exploring sounds

Unit 2 – beat

Unit 3 – exploring sounds

Unit 4 - beat

Unit 5 - pitch

Unit 6 - beat

Unit 7 – exploring sounds

Unit 8 - pitch

Unit 9 – exploring sounds

Unit 10 - beat

Unit 11 - pitch

Unit 12- performance

***Each unit is 3 lessons long**

RE

Follow Gloucestershire agreed syllabus.

Unit-1.6 Who is Muslim and how do they live? Part 1

Unit-1.3 Why does Christmas matter to Christians?

(INCARNATION)

Unit-1.6 Who is Muslim and how do they live? Part 2

Unit-1.5 Why does Easter matter to Christians?

(SALVATION)

Unit- 1.4 What is the 'good news' Christians believe Jesus brings?

(GOSPEL)

Unit- 1.8 What makes some places sacred to believers? (C, M)