**Year 2 Yearly Overview**

| | AUTUMN | | SPRING | | SUMMER | |
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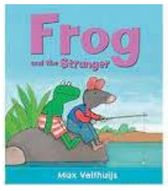
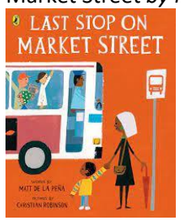
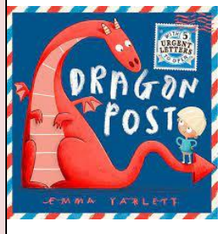
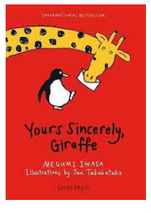
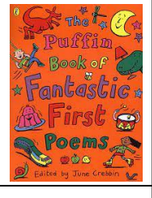
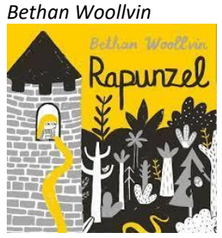
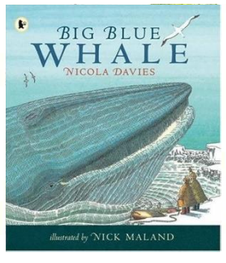
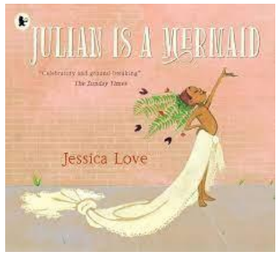
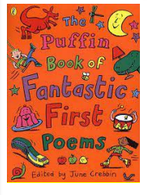
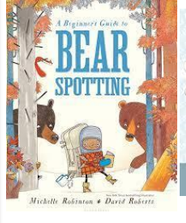
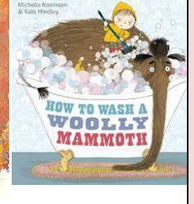
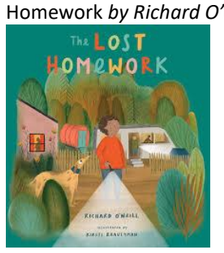
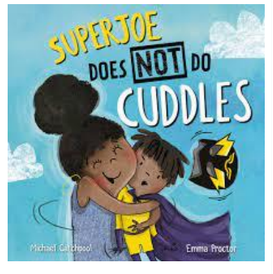
| **RE** | **Branch One: Creation and covenant (Noah)**<br><br>In this branch, pupils will learn about the story of Noah, mainly focusing on God's promise, or covenant, with Noah and with all creatures that 'nothing of flesh shall be swept away again by the waters of the flood' (Gen 9:15), a promise symbolised by the rainbow. | **Branch Two: Prophecy and promise (John the Baptist)**<br><br>Learning about the infancy of Jesus in year two of the model curriculum builds upon prior knowledge. It allows teachers and pupils to make connections with the whole infancy narrative of St Luke and introduces John the Baptist. St Luke's gospel begins in the temple in Jerusalem with Zechariah, who finds it difficult to accept the Angel Gabriel's message and cannot speak consequently. | **Branch Three: Galilee to Jerusalem (Jesus' baptism)**<br><br>In this branch, pupils will deepen their knowledge from Year One about who Jesus is and understand how he teaches about the nature of God through parables and miracles. Parables are a literary form where a comparison is made to tell a more profound truth. Jesus uses them to teach about the nature of God. | **Branch Four: Desert to garden (Holy Week)**<br><br>In this branch, pupils in Year Two will revisit scripture from the previous year to consolidate learning about the events of Holy Week. They will make links between the forgiveness Jesus shows at his Crucifixion and the ministry of Jesus studied in the previous branch. They will also explore how Lent is a time of reconciliation and forgiveness for Christians because they want to restore their relationship with God to be ready to celebrate the Resurrection. | **Branch Five: To the ends of the Earth (The Ascension)**<br><br>St Augustine describes the Holy Spirit as the 'quiet guest of our soul'. As pupils revisit the accounts of Ascension and Pentecost, the focus of learning is on how people are changed by the Holy Spirit. Welcoming the Holy Spirit into our hearts invites a conversion of the heart by receiving the gifts of the Holy Spirit and allowing these to bear fruit in our lives (CCC 1830-1832). | **Branch Six: Dialogue and encounter (Good Samaritan)**<br><br>In the dialogue dimension of this branch, pupils will begin by studying the parable of the Good Samaritan which Jesus told in answer to the question, 'Who is my neighbour?'. In his encyclical 'Fratelli Tutti' Pope Francis explains what the word neighbour meant in the time of Jesus. 'In the society of Jesus' time, [neighbour] usually meant those nearest us. |
| **English** | **Main focus Narrative:** Frog and the Stranger by Max Velthuijs<br>  <br>**Main focus Instructions**: How to Make Friends with a Ghost by Rebecca Green<br>  | **Main Focus Narrative:** Last Stop on Market Street *by Matt De La Pena*<br>  <br>**Main Focus Letters, postcards, emails:** Dragon Post *by Emma Yarlett* and Yours Sincerely, Giraffe *by Megumi Iwasa and Jun Takabatake*<br>  <br>  <br>**Main Focus List Poems:** The Puffin Book of Fantastic First Poems<br>  | **Main Focus Narrative:** Rapunzel *by Bethan Woollvin*<br>  <br>**Main Focus Non-Chronological Report:** 'Big Blue Whale' by Nicola Davies<br>  | **Main Focus Narrative (based on real experiences):** Julian is a Mermaid *by Jessica Love*<br>  <br>(supplementary text: Manolo and the Unicorn *by Jackie Azua Kramer*)<br>  | **Main Focus Simile Poems:** The Puffin Book of Fantastic First Poems<br>  <br>**Main Focus Instructions:** A Beginner's Guide to Bear Spotting & How to Wash a Woolly Mammoth (*both written by Michelle Robinson*)<br>  <br>  | **Main Focus Narrative:** The Lost Homework *by Richard O'Neill*<br>  <br>**Main focus Narrative**: Super Joe Does not do Cuddles *by Michael Catchpool*<br>  |
| **Reciprocal Reading** | **Guided Reading** | **Guided Reading** | **Reciprocal Reading George's Marvellous Medicine** | **Reciprocal Reading George's Marvellous Medicine** | **Reciprocal Reading using SATs papers** | **Reciprocal Reading using SATs papers** |

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| **Phonics/ Spelling** | **HfL Essential Spelling** | **HfL Essential Spelling** | **HfL Essential Spelling** | **HfL Essential Spelling** | **HfL Essential Spelling** | **HfL Essential Spelling** |
| **Maths** | **Number – Place Value**<br>• count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward<br>• recognise the place value of each digit in a two-digit number (tens, ones)<br>• identify, represent and estimate numbers using different representations, including the number line<br>• compare and order numbers from 0 up to 100; use <, > and = signs<br>• read and write numbers to at least 100 in numerals and in words<br>• use place value and number facts to solve problems.<br>**Number – Addition and Subtraction**<br>• using concrete objects and pictorial representations, including those involving numbers, quantities and measures<br>• applying my increasing knowledge of mental and written methods<br>• recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100<br>• add and subtract numbers using concrete objects, pictorial representations, and mentally.<br>• show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another | **Number – Addition and Subtraction**<br>(Continued from Autumn 1)<br>**Geometry – Shape**<br>• identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line<br>• identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces<br>• identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]<br>• compare and sort common 2-D and 3-D shapes and everyday objects | **Measurement – Money**<br>• recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value<br>• find different combinations of coins that equal the same amounts of money<br>• solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change<br>**Number – Multiplication and division**<br>• recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers<br>• calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs<br>• show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot<br>• solve word problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts | **Measurement – Length and height**<br>• choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels<br>• compare and order lengths, mass, volume/capacity and record the results using >, < and =<br>**measurement – Mass, capacity and temperature**<br>• choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels<br>• compare and order lengths, mass, volume/capacity and record the results using >, < and = | **Number – Fractions**<br>• recognise, find, name and write fractions 1/3, 1/4, 2/4, and 3/4 of a length, shape, set of objects or quantity<br>• write simple fractions for example, 1/2 of 6 = 3 and recognise the equivalence of 2/4 and 1/2<br>**Measurement – Time**<br>• compare and sequence intervals of time<br>• 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<br>• know the number of minutes in an hour and the number of hours in a day. | **Statistics**<br>• interpret and construct simple pictograms, tally charts, block diagrams and simple tables<br>• ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity<br>• ask and answer questions about totalling and comparing categorical data.<br>**Geometry – Position and direction**<br>• order and arrange combinations of mathematical objects in patterns and sequences<br>• 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 anti-clockwise). |

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| | cannot<br><br>• recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.<br>. | | | | | | |
| **Science** | **Materials**<br>To identify and compare the suitability of a variety of everyday materials including wood, metal, plastic, glass, brick, rock, paper, cardboard for particular uses. I can find out how the shape of solid objects made from materials can be changed by squashing, bending, twisting and stretching. | **Animals Including Humans**<br>I notice that animals including humans have offspring which grow into adults. I can find out about and describe the basic needs of animals including humans for survival. Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene | **Animals Including Humans**<br>I notice that animals including humans have offspring which grow into adults. I can find out about and describe the basic needs of animals including humans for survival. Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene | **Living Things and Habitats**<br>Explore and compare the differences between things that are living, dead and things that have never been alive. Identify most living things live in habitats to which they are suited and describe how different habitats provide for basic needs of different kinds of animals and plants and how the depend on each other. Identify and name a variety of plants and animals in their habitat, including microhabitats. Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain. | **Plants**<br>To observe and describe how seeds and bulbs grow into mature plants. Find and describe how plants need water, light and a suitable temperature to grow and stay healthy | **Plants**<br>To observe and describe how seeds and bulbs grow into mature plants. Find and describe how plants need water, light and a suitable temperature to grow and stay healthy. |
| **Geography** | | How are the countries in the United Kingdom different from each other?<br><br>• Name, locate and identify characters of the four countries and capital cities of the United Kingdom and its surrounding seas<br>• Understand geographical similarities and differences through studying human and physical geography | | Would you prefer to live in a hot or cold place?<br><br>• Name and locate the world's seven continents and five oceans<br>• Talk about hot and cold areas of the world in relation to the Equator and the North and South poles | | What is life like in Serekunda, Gambia and how is it different from where we live?<br><br>• Understand geographical similarities and differences of a small area in a contrasting non-European country<br>• Physical and human features terms including (cliff, river, coast, jobs, farm) |

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| **History** | **How have aeroplanes changed since the Wright brothers?**<br><br>• The arrival of the jet age and jet engines meant more people could travel abroad.<br>• The arrival of the jet age and jet engines meant more people could travel abroad.<br>• Aeroplanes are used to trade cargo/goods internationally.<br>• Air travel is now normal for many people around the world.<br>  • The arrival of flight has led to continued technological advancements which impact life more broadly. | | | **Which significant nurses changed our hospitals?**<br><br>• A significant person is someone who has done something important or changed something for their country or the world, good or bad.<br>• Florence Nightingale was a British nurse. She went to the war in Crimea to help treat the wounded solders. She helped stop the spread of disease and saved many lives.<br>• Edith Cavell was a British nurse. She thought everyone had the right to medical treatment, no matter which country they were from.<br>• Mary Seacole was a British-Jamaican nurse. Her leadership and courage paved the way for diversity in nursing in the UK after she cared for wounded British soldiers during the Crimean War.<br>• Mary was largely forgotten about until the last few decades when people began to rediscover her story.<br>  • Florence, Mary and Edith all worked hard to care for the ill and injured soldiers in difficult conditions. Their work is still remembered and honoured today in different ways. | | **How do we know what happened during the Great Fire of London and what were the consequences?**<br><br>• London was a large settlement in the England in 1666. The Great Fire left over 100,000 people homeless.<br>• There was huge difference between the lives of rich and poor.<br>• The poor were more likely impacted by the fire as their homes were wooden and so close together.<br>• The rich were able to use horses and carts to carry away valuables to safety. More is known about the lives of the rich due to their writings.<br>• Many of the cities churches (including St Paul's) were destroyed in the fire. They were rebuilt to reflect new design trends.<br>• There were many warehouses full of many flammable materials in London close to homes. This was because London was a key trading city.<br>• Building design was improved because of laws passed after the fire.<br>• The first fire brigade appeared because a businessman set up an insurance company.<br>• The Lord Mayor, Thomas Bludsworth, did not act when the fire had just started. This was because of problems on who owned houses in the city.<br>  • The king made decisions on how to fight the fire. | |
| **Computing** | **We are astronauts**<br><br>To create a simple program to move a friend robot<br><br>To create a simple program<br><br>To begin to use Scratch to create simple programs<br><br>To use logical reasoning to predict the behavior of simple programs | | **We are Game testers**<br><br>To work out the rules (algorithms) for a simple arithmetic game.<br><br>To work out the rules (algorithms) for a simple chase game.<br><br>To work out the rules (algorithms) for a two-player sports game.<br><br>To investigate the rules (algorithms) for a simple shooting game.<br><br>To practise some programming skills using a game.<br><br>To work out winning strategies for the game of Nim. | **We are photographers**<br><br>To consider the technical and artistic merits of photographs<br><br>To use a digital camera or camera app<br><br>To take digital photographs<br><br>To review and reject or pick the images they take<br><br>To edit and enhance their photographs | | **We are animators**<br><br>How animation works<br><br>To use storyboards to plan an animation<br>To create their own original characters, props and backgrounds for an animation<br><br>To film, review and edit a stop-motion animation<br><br>To record audio to accompany their animation<br><br>To provide constructively critical feedback to their peers. | **We are researchers**<br><br>To develop research skills through searching for information on the internet.<br><br>To improve note-taking skills through the use of mind mapping.<br><br>I can choose a research topic related to our studies.<br><br>To know the terms:<br>Google, mind map, presentation, search, search engine, Safari, Wikipedia.<br><br>To identify advertising on Google.<br>To use Google to access information about topic. | **We are Zoologists**<br><br>To collect data using tick charts or tally charts<br><br>To use simple charting software to produce pictograms and other basic charts<br><br>To take, edit and enhance photographs<br><br>To use simple charting software to produce pictograms and other basic charts<br><br>To record information on a digital map.<br><br>To use PowerPoint to produce a presentation showing what they have learned this year |

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| | | | | | To use a Bitly Bundle to access information about topic.<br><br>To develop presentation skills through creating and delivering a short multimedia presentation. | |
| **Music** | **Kapow**<br>**Call and Response (Animals)**<br>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.<br>Experiment with, create, select and combine sounds using the inter-related dimensions of music.<br>Play tuned and untuned instruments musically. | **Nativity** | **Kapow**<br>**Instruments (Musical Storytelling)**<br>Listen with concentration and understanding to a range of high-quality live and recorded music.<br>Experiment with, create, select and combine sounds using the inter-related dimensions of music.<br>Play tuned and untuned instruments musically.<br>Use their voices expressively and creatively by singing songs and speaking chants and rhymes. | **Kapow**<br>**Structure (Myths and Legends)**<br>Create rhythms and arrange them in a particular order or structure.<br>Identify the structure of a piece of music and write it down.<br>Describe whether a musical texture is thick or thin.<br>Explore ways of writing down different textural layers.<br>Follow a given structure for a composition.<br>Write a structure score accurately.<br>Compose music with several layers.<br>Perform their composition accurately, following the structure score. | | **Kapow**<br>**Pitch (Musical me)**<br>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.<br>Play tuned and untuned instruments musically.<br>experiment with, create, select and combine sounds using the inter-related dimensions of music.<br>Play appropriate dynamics and timbres for a piece of music. |
| **Art** | **Henry Moore – sculpture**<br><br>- I know what a sculpture is - I know how to recognise and describe some simple characteristics of a range of sculpture, from different histories and cultures, including contemporary. | | **Natascha Maksimovic - printing**<br><br>- I know what a print is -To look at pattern and texture in the environment -To think about how we can capture this in a visual way. | | **Sayed Haider Raza – painting**<br><br>To know that art can be abstract - To know that different paint will make different marks. - To know that primary colours can be mixed together to make secondary colours - To understand the concept of still life. - To know that ideas can develop and change, - To know that in art we can experiment and discover things for ourselves. - To know we may all have different responses in terms of our thoughts and the things we make | |
| **Design Technology** | | **Designing, making and evaluating a small wheeled car that will carry a toy teddy**<br>Design purposeful, functional, appealing products for you and other users based on design criteria.<br>Generate, develop, model and communicate ideas through talking, drawing, templates, mock-ups and | | **Designing, making and evaluating a healthy salad**<br>To investigate a range of food products and understand the principles of a varied and healthy diet.<br>To use a range of utensils correctly and safely to prepare ingredients. | | **Designing, making and evaluating playground equipment**<br>To generate ideas based on simple design criteria and their own experiences, explaining what they could make. |

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| | | information and communication technology.<br>Understand how wheels work by turning on an axel.<br>Look at how cars are designed to fit their purpose, e.g. police cars and pickup trucks look different as they have different jobs to do.<br>Design a simple car, with wheels and axels.<br>Begin to appreciate the history of cars and the internal combustion engine.<br>Evaluate the final product with reference to the design criteria and the views of others. | | To analyse existing products related to your project using sensory evaluations and record your results in a table.<br>Use annotated sketches to plan the main stages of a recipe, listing ingredients, utensils and equipment.<br>To follow my plan to create an African style salad for my snack.<br>Evaluate the final product with reference to the design criteria and the views of others. | | To develop, model and communicate their ideas through talking, mock-ups and drawing.<br>To select and use tools, skills and techniques, explaining their choices.<br>To know how to make freestanding structures stronger, stiffer and more stable.<br>To know and use technical vocabulary relevant to the project.<br>To explore a range of existing freestanding structures in the school and local environment e.g. everyday products and buildings.<br>To evaluate their product by discussing how well it works in relation to the purpose, the user and whether it meets the original design criteria. |
| **PE** | **Ball Skills : Feet : Feet 1**<br>The unit of work will challenge pupils to apply their knowledge and understanding of dribbling, passing and receiving in order to keep possession as a team and score a point.<br><br>**Dance : Explorers : Explorers**<br>The unit of work will develop pupil's ability to create and develop their characters, adding movements, expression and emotion to their performance. Pupils will be able to create a motif and will develop their motifs with a partner to include some different elements of choreography. | **Gymnastics : Linking : Linking**<br>The unit of work will challenge pupils to explore different ways that they can link movements and balances together. Pupils will apply 'champion gymnastics' and be able to perform a sequence on apparatus focused on; jumps, rolls and balances.<br><br>**Ball Skills : Rackets Bats and Balls : Rackets Bats and Balls**<br>The focus of the learning is for pupils to refine their understanding of how they can use their hitting (striking) skills to send the ball into space in order to win a game. Pupils will refine this understanding of why in certain games, hitting into space is essential in order to score points against the opposing team. | **KS1 Gymnastics Competition**<br><br>**Gymnastics : Pathways : Pathways**<br>The unit of work will challenge pupils to explore different ways that they can link movements and balances together while travelling along a variety of pathways. Pupils will apply 'champion gymnastics' and be able to perform a sequence on apparatus while travelling along a chosen pathway<br><br>**Locomotion : Dodging : Dodging 1**<br>The unit of work will challenge pupils to apply their knowledge of how, where and why to dodge. Pupils will learn the roles of attacking and defending and start to understand when we attack and when we defend while using their dodging skills. | **St Edmunds Rugby Competition**<br><br>**Swimming @ John Warner Pool External coaches.**<br><br>**Ball Skills : Hands : Hands 1**<br>The unit of work will challenge pupils to combine their developing dribbling, passing and receiving skills in order to keep possession and score a point. Pupils will apply these skills in teams in various games and activities. | **St Edmunds Tag Rugby Completion**<br><br>**Team Building : Team Building : Team Building**<br>The unit of work will develop pupils' ability to apply effective teamwork, ensuring that everyone is included and understands their role. Pupils will begin to develop and apply simple strategies to solve problems.<br><br>**Ball Skills : Sticks : Sticks**<br>The unit of work will challenge pupils to combine their dribbling, passing and receiving skills in order to keep possession, understanding when and why. Pupils will develop ways of intercepting and stopping a ball. Pupils will also develop ways of shooting towards a target. | **Rapid Fire Cricket Competition**<br><br>**Country Dancing**<br><br>**Cricket**<br>The unit of work will explore how to apply the principles of attack vs defence in a cricket context. Pupils will learn how to utilise fielding skills to keep the batter's score as low as possible. Pupils will also explore batting skills to outwit the fileders and score as many runs (points) as possible. |
| **PSHE/RSE** | **JIGSAW PLANNING**<br>1. Being Me in my World | **JIGSAW PLANNING**<br>2. Celebrating Difference<br><br>**RSE:**<br>I am unique, girls and boy and clean &healthy | **JIGSAW PLANNING**<br>3. Dreams and Goals<br><br>**RSE:**<br>Feeling, likes and dislikes, feeling inside out, Super Susie gets angry and the cycle of life | **JIGSAW PLANNING**<br>4. Healthy Me<br><br>**RSE:**<br>God loves you, special people, treat others well and say sorry | **JIGSAW PLANNING**<br>5. Relationships<br><br>**RSE:**<br>Being safe, good secrets and bad secrets, physical contact, harmful substances and can you help me? | **JIGSAW PLANNING**<br>6. Changing Me<br><br>**RSE:**<br>Three in one, who is my neighbour and the communities we live in. |