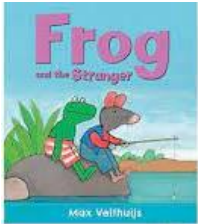
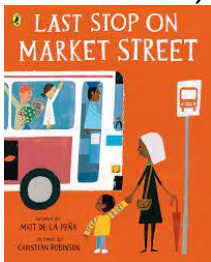
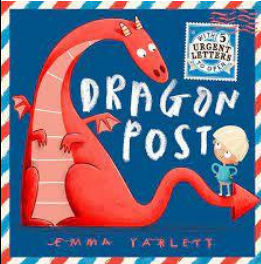
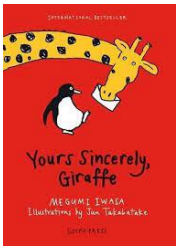
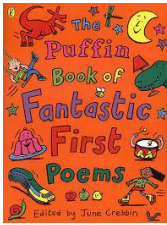
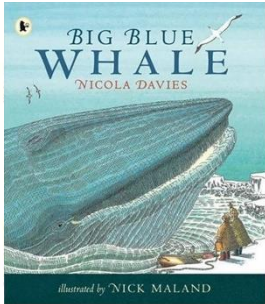
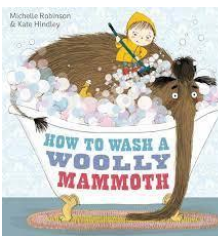
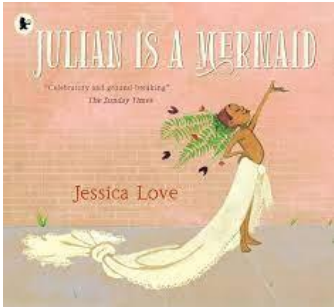
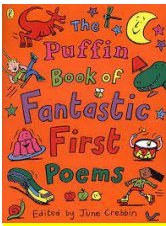
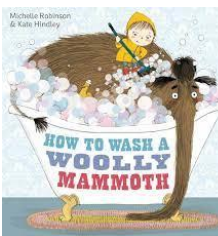
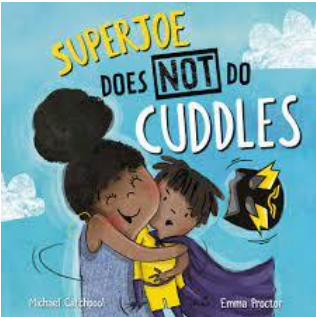


Year 2 Yearly Overview

	AUTUMN		SPRING		SUMMER	
						H O
RE	Branch One: Creation and covenant (Noah) 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) 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) 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) 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) 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) 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 Velthuis  Main focus Instructions: How to Make Friends with a Ghost by Rebecca Green 	Main Focus Narrative: Last Stop on Market Street by Matt De La Pena  Main Focus Letters, postcards, emails: Dragon Post by Emma Yarlett and Yours Sincerely, Giraffe by Megumi Iwasa and Jun Takabatake   Main Focus List Poems: The Puffin Book of Fantastic First Poems 	Main Focus Narrative: Rapunzel by Bethan Woolvin  Main Focus Non-Chronological Report: ‘Big Blue Whale’ by Nicola Davies  Main Focus Instructions: A Beginner’s Guide to Bear Spotting & How to Wash a Woolly Mammoth (both written by Michelle Robinson)  	Main Focus Narrative (based on real experiences): Julian is a Mermaid by Jessica Love  (supplementary text: Manolo and the Unicorn by Jackie Azua Kramer) 	Main Focus Simile Poems: The Puffin Book of Fantastic First Poems  Main Focus Instructions: A Beginner’s Guide to Bear Spotting & How to Wash a Woolly Mammoth (both written by Michelle Robinson)  	Main Focus Narrative: The Lost Homework by Richard O’Neill  Main focus Narrative: Super Joe Does not do Cuddles by Michael Catchpool 
Reciprocal Reading	Guided Reading	Guided Reading	Reading using past SATs papers	Reading using past SATs papers	Guided Reading	Guided Reading

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

	recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.					
Science	Materials 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 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 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 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 they 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 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 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	Prefer hot or cold? Knowledge: To name the seven continents. To know the Equator is an imaginary line around the middle of the Earth. To know some human and physical features of the UK and Kenya. To know the difference between weather and climate. Skills: To locate the seven continents. Locate the Equator, North Pole and South Pole on a world map and globe.			Why is our world wonderful? Knowledge: To know the names of the five oceans. Skills: Locate the four capital cities on a map of the UK. Use locational language and the compass points (N, S, E, W) to describe the location of features on a map. To locate the five oceans on a map. To use an aerial photograph to draw a simple sketch map.		What's it like to live by the coast? Knowledge: To know the names and locations of the seas and oceans surrounding the UK using compass directions. Identify some features of Jurassic Coast. To describe how people use the coast. Skills: Locate some coasts in the UK

History			How is school different in the past? (including Sacred Heart)			
Computing	We are astronauts To create a simple program to move a friend robot To create a simple program To begin to use Scratch to create simple programs To use logical reasoning to predict the behavior of simple programs	We are Game testers To work out the rules (algorithms) for a simple arithmetic game. To work out the rules (algorithms) for a simple chase game. To work out the rules (algorithms) for a two-player sports game. To investigate the rules (algorithms) for a simple shooting game. To practise some programming skills using a game. To work out winning strategies for the game of Nim.	We are photographers To consider the technical and artistic merits of photographs To use a digital camera or camera app To take digital photographs To review and reject or pick the images they take To edit and enhance their photographs	We are animators How animation works To use storyboards to plan an animation To create their own original characters, props and backgrounds for an animation To film, review and edit a stop-motion animation To record audio to accompany their animation To provide constructively critical feedback to their peers.	We are researchers To develop research skills through searching for information on the internet. To improve note-taking skills through the use of mind mapping. I can choose a research topic related to our studies. To know the terms: Google, mind map, presentation, search, search engine, Safari, Wikipedia. To identify advertising on Google. To use Google to access information about topic. To use a Bitly Bundle to access information about topic. To develop presentation skills through creating and delivering a short multimedia presentation.	We are Zoologists To collect data using tick charts or tally charts To use simple charting software to produce pictograms and other basic charts To take, edit and enhance photographs To use simple charting software to produce pictograms and other basic charts To record information on a digital map. To use PowerPoint to produce a presentation showing what they have learned this year
Music	Kapow Call and Response (Animals)	Nativity	Kapow Instruments (Musical Storytelling)	Kapow Structure (Myths and Legends)		Kapow Pitch (Musical me)

	Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Experiment with, create, select and combine sounds using the inter-related dimensions of music. Play tuned and untuned instruments musically.		Listen with concentration and understanding to a range of high-quality live and recorded music. Experiment with, create, select and combine sounds using the inter-related dimensions of music. Play tuned and untuned instruments musically. Use their voices expressively and creatively by singing songs and speaking chants and rhymes.	Create rhythms and arrange them in a particular order or structure. Identify the structure of a piece of music and write it down. Describe whether a musical texture is thick or thin. Explore ways of writing down different textural layers. Follow a given structure for a composition. Write a structure score accurately. Compose music with several layers. Perform their composition accurately, following the structure score.		Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. experiment with, create, select and combine sounds using the inter-related dimensions of music. Play appropriate dynamics and timbres for a piece of music.
Art	Tone and Texture			Life and colour		Clay houses
Design Technology			Balanced Diet		Bear's chair	
PE	Ball Skills : Feet : Feet 1 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. Dance : Explorers : Explorers 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 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.	KS1 Gymnastics Competition Gymnastics : Pathways : Pathways 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 Locomotion : Dodging : Dodging 1 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 Ball Skills : Hands : Hands 1 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. Ball Skills : Rackets Bats and Balls : Rackets Bats and Balls 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.	St Edmunds Tag Rugby Completion Team Building : Team Building : Team Building 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. Ball Skills : Sticks : Sticks 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 Games for Understanding The unit of work will challenge pupils to create simple defending and attacking tactics, while continuing to develop an understanding of the transition from defence to attack. Pupils will apply these tactics as a team into games. Health and Wellbeing The unit of work will consolidate pupils' understanding of agility, balance and co-ordination, applying these elements of fitness in a variety of activities. Pupils will perform circuits, understanding how motivation can enhance performance.
PSHE/RSE	JIGSAW PLANNING 1. Being Me in my World	JIGSAW PLANNING 2. Celebrating Difference RSE:	JIGSAW PLANNING 3. Dreams and Goals RSE:	JIGSAW PLANNING 4. Healthy Me RSE:	JIGSAW PLANNING 5. Relationships RSE:	JIGSAW PLANNING 6. Changing Me RSE:

			I am unique, girls and boy and clean & healthy	Feeling, likes and dislikes, feeling inside out, Super Susie gets angry and the cycle of life		God loves you, special people, treat others well and say sorry	Being safe, good secrets and bad secrets, physical contact, harmful substances and can you help me?		Three in one, who is my neighbour and the communities we live in.
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