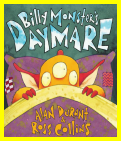
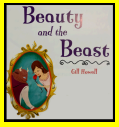
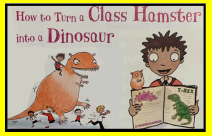
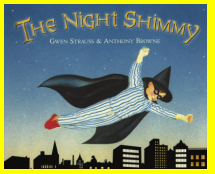
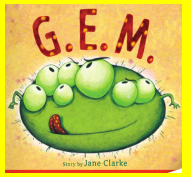
Year 2 Yearly Overview

Terms:		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Writing Text/Stimulus Genre (Fiction/ Nonfiction/ Poetry)	 **Billy Monster's Daymare** Letter Writing  **The owl who is afraid of the dark** Storytelling  **AA Milne** Poetry	 **Cotton Wool Colin** Story Writing  **Amazing Grace** Diary  **Acrostic Poem** Poetry	 **Traction man** Adventure Story  **Parents and their Young** Explanation Text	 **The Dark** Letter  **Beauty and the Beast** Traditional Tales  **How to turn a class hamster into a dinosaur** Instructions	 **The Night Shimmy** Description  **Chatterbox Ben** Diary Writing  **Thrill City** Emails	 **G.E.M** Fact File  **Chocolate Planet** Fantasy Stories  **Chocolate** Instructions
	Spelling	-or sound spelt a before l and ll -soft c -adding the suffix y 1 -adding the suffix y 2 -adding the suffix ly	-the n sound spelt kn + gn -the igh sound spelt y -adding the suffix ing 1 & 2 - the j sound	-the o sound spelt a after w and qu -adding the suffix ed parts 1, 2 and 3	-the r sound spelt wr adding the suffix er or est part 1,2,3 -the ee sound spelt ey	-adding the suffix ness 1&2 -words ending in le -words ending in el -words ending in al	-adding the suffix ful -adding the suffix less -adding the suffix ment -adding the suffix tion -adding the suffix es
	Handwriting	Letter families, high frequency words, joining practise, sequencing sentences, dictation		Dictation, high frequency words, 2, 5, 10 times tables, SPAG		Dictation exercises, writing numbers	
	Reading	**Fiction:** Ruby's Worry -Tom Percival **Non Fiction:** Fairy Cakes - Mary Berry **Poetry:** Please Mrs Butler - Alan Alhberg	**Whole text** Mr Majeika **Poetry:** Magic of the Brain	**Fiction:** Here Comes the Aliens **Non Fiction:** Why do we eat? **Poetry:** My Sister's a Monster - Gillian Floyd	**Whole Text** George's Marvellous Medicine **Non Fiction:** Night Animals	**Fiction:** Little Beauty - Anthony Browne **Non Fiction:** Welcome to Country **Poetry:** Alien Stole My Underpants	**Fiction: Whole Text** Charlie & the Chocolate Factory **Poetry:** Quick, Tomorrow has your Name on it
Mathematics		**Place Value to 100**	**Addition and Subtraction; Shape**	**Money Multiplication and Division**	**Length and Height; Mass, Capacity and Temperature**	**Fractions; Time**	**Statistics; Position and Direction; Consolidation**
Times Tables		**Consolidate 2s, 5s and 10**	**Consolidate 2s, 5s and 10**	**Consolidate 2s, 5s and 10**	**Consolidate 2s, 5s and 10**	**Consolidate 2s, 5s and 10**	**Consolidate 2s, 5s and 10**

Year 2 Yearly Overview

Terms:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
As Scientists, we will be learning about…	**Biology - Animals including Humans** Notice that animals have offspring which grow into adults Describe the basic needs of humans for survival/ Explain the importance of exercise, a healthy diet and hygiene for humans **Scientist:Jane Goodall**	**Chemistry - Uses of everyday materials** Identify and compare the suitability of everyday materials and investigate how the shape of some solid objects can be changed. **Scientist:John McAdam**	**Biology - Plants light and dark** Observe and describe how bulbs grow into mature plants. Explore seeds and bulbs to help describe how they grow into mature plants. Begin to investigate what plants need to survive and to stay healthy. **Scientist:Joseph Dalton Hooker**	**Biology - Living things and their habitats** Identify and explore things that are alive, dead or never alive. Begin to explore different habitats and understand that most living things live in a habitat which provides basic needs. Begin using a simple food chain. **Scientist : Sir David Attenborough**	**Biology -Bulbs and seeds** 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. **Scientist: Tom Hart Dyke**	**Biology -Growing up** Notice that animals, including humans, have offspring which grow into adults **Scientist: Kizzmekia Corbett**
As Geographers we will be learning about… **As Historians we will be learning about…**	**Map work and Compass skills** devising simple maps using symbols in keys compass directions	**The Great Fire of London** Finding out about the past as history detectives, how the fire started, why it spread so quickly and rebuilding London	**Around the World: Continents and Oceans** Naming and locating the world's seven continents and five oceans.	**The Stone Age** How people lived in the Stone Age and timeline of key events	**London (UK) and Mogadishu (Somalia)** Similarities and differences in human and physical geography in the UK and a non-European country	**The Iron Age** How settlements and the domestication of plants and animals began
As Theologians we will be learning about…	**Judaism** 1.3 Who is jewish and what do they believe?	**Christianity, Islam & Judaism** 1.4 What can we learn from sacred books?	**Christianity, Islam & Judaism** 1.6 How and why do we celebrate special and sacred times?		**Islam** 1.2 Who is a Muslim and what do they believe?	**Christianity & Judaism** 1.8 How should we care for others and the world, and why does it matter?
As Artists and Designers Technologists we will be learning about…	**Art: Drawing** Mark making In response to words, music, stories, on different surfaces; Direct observation drawing and drawing from different view-points. *Art through Story*	**DT: Mechanisms** 'Fire Engines' Explore wheels, axles and chassis to design, make and evaluate a vehicle	**Art: Painting** Responding to the work of artists; Responding visually to a story; Exploring the imagination through mark making. *Artists - Wassily Kadinsky and Anthony Frost*	**DT: Textiles** 'Puppets' Explore fabrics and learn basic sewing skills including as running stitch and over stitch, to design, make and evaluate glove puppets	**Art: 3D Art- Clay** Using sculpture to develop ideas to create a piece of Aboriginal Art *Art work- Aboriginal art*	**DT: Food Technology** 'Teddy Bears' Picnic' Explore different foods and where they come from, to design, prepare and evaluate nutritious picnic dishes
As Computer Scientists we will be learning about…	**IT around us** Identifying IT and how its responsible use improves our world in school and beyond.	**Digital Photography** Capturing and changing digital photographs for different purposes	**Robot Algorithms** Creating and debugging programs, and using logical reasoning to make predictions	**Pictograms** Collecting data in tally charts and using attributes to organise and present data on a computer.	**Digital Music** Using a computer as a tool to explore rhythms and melodies, before creating a musical composition.	**Programming Quizzes** Designing algorithms and programs that use events to trigger sequences of code to make an interactive quiz.
As good citizens we will be learning about PSHE and SMSC	**Being Me in My World** How my behaviour can impact other people in my class.	**Celebrating Differences** Understand that sometimes people get bullied because they are seen to be different; this might include people who do not conform to gender stereotypes.	**Dreams and Goals** How I play my part in a group and the parts other people play to create an end product. Recognising how our skills complement each other.	**Healthy Me** Why foods and medicines can be good for my body. Comparing my ideas with less healthy/ unsafe choices.	**Relationships** Understand why some things might make me feel uncomfortable in a relationship, and compare this with what makes me feel safe and special in relationships.	**Changing Me** Life cycles in nature and growing from young to old.

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As Sports people we will be learning about…	**Games- Dribbling** Dribble a variety of balls in different ways. Explore and practice using feet, hands, and equipment like hockey sticks, bats or small rackets	**Gymnastics- Balance** Explore a variety of ways of balancing on different body parts both on the floor and using apparatus	**Dance- Communicating moods, feelings and ideas** Choose movements with different dynamic qualities to make a dance phrase that expresses an idea, mood or feeling; link actions	**Gymnastics- Jump and landing** Create sequences of at least four actions on the floor; show control and coordination when balancing and linking movements	**Dance** **Performing different styles of cultural dance** Learning and performing a particular dance style using expression to communicate appropriate meaning, mood and feelings. e.g. 'Salsa Fever!'	**Games- Throwing and catching** Catch and throw in simple movement games
As Musicians we will be learning about…	**Animals: Call and response** Developing rhythm and pulse through chanting call-and-response sound patterns and performing with untuned percussion instruments.		**Musical storytelling: Instruments** Exploring longer pieces of music, and how music can tell a story through a variety of instruments. Consider how sounds can represent characters, actions and emotions when creating a soundscape to tell a story.		**Musical me: Pitch** Developing pitch awareness by recreating a melody using tuned instruments. Connect sounds to specific pitches and begin with simple notation.	