

Year Two Yearly Overview

| | Autumn Term | | Spring Term | | Summer Term | |
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| Topic Name | An Eye on London | Minibeasts | Kings and Queens | Around the World | Animals | Food |
| Literacy | <p>Paddington Bear Samuel Pepy' Diary</p> | <p>James and the Giant Peach</p> | <p>Rumpelstiltskin The Lion King</p> | <p>Lila and the Secret of Rain Grace and Family</p> <p>Katie Morag delivers the mail Katie Morag and the two grandmothers</p> | <p>This is the Reef / This is the mountain The mixed up chameleon Riddles</p> | <p>Eat your Peas Food Poems Instructions</p> |
| Maths | <p>The case of the lost marmalade sandwich</p> <p>Grid with route Paddington has taken. Write the directions need to follow this route to look for the sandwich</p> <p>Adding money- how much did it cost to get there? Adding distance travelled.</p> <p>Time/ sequencing. (he left his house after breakfast? What time would this be?)</p> <p>Making marmalade sandwiches and cut into given fractions- colour sheet to match fractions.</p> <p>Cost of buying new sandwich. (Money) Doubling and halving quantities</p> | | <p>The case of the vanishing crown</p> <p>Design a new crown. Ensuring it meets the description. (symmetrical)</p> <p>Spilt straws- how many are there, count in arrays</p> <p>Adding how many jewels left in one room. Whats missing from another. (Adding and subtracting)</p> <p>Breaking clues using number facts to figure out what numbers could be in the combination for the brief case.</p> <p>Brief case combinations</p> | | | <p>Mrs Pork Chops menu</p> <p>Venn diagrams- healthy and unhealthy food. Create a balanced meal.</p> <p>Costing of meals</p> <p>Compare and weight different fruit and veg</p> <p>Double and halve ingredients for amount of people eating.</p> <p>Make a healthy plate of food.</p> |

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| Science | <p>Scientific methods, processes and skills through the teaching of the programme of study content for years 1 and 2:</p> <ul style="list-style-type: none"> • asking simple questions and recognising that they can be answered in different ways • observing closely, using simple equipment • performing simple tests • identifying and classifying • using their observations and ideas to suggest answers to questions • gathering and recording data to help in answering questions. | | | | | |
| | <p>Uses of everyday materials</p> <ul style="list-style-type: none"> • identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses <p>Investigating what Paddington's umbrella is made up out of.</p> <ul style="list-style-type: none"> • find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. <p>Make a clay model of London, children make different landmarks to make a skyline of London.</p> <p>To investigate the properties of clay, plasticine, playdough, salt dough to see how they can be changed/manipulated. The investigation could be to see which one is the strongest.</p> | <p>Living things and their habitats</p> <ul style="list-style-type: none"> • Identify that most living things live in habitats to which they are suited and describe how different habitats provide the basic needs of different kinds of animals and plants and how they depend on each other. • identify and name a variety of plants <p>hedges, evergreens, conifers, grasses, Minibeast investigation – trip to Eco park Greenwich.</p> <p>Investigate foxes habitat, visit to Marion Wilson park(If they haven't been in yr1) or Shrewsbury Woods, Abbey Wood</p> <p>Ant homes and wormery</p> <p>Including micro-habitats visit the woods for experiences like looking under rotten logs, clump of grass,</p> | | <p>Plants</p> <p>observe and describe how seeds and bulbs grow into mature plants</p> <p>identify and name a variety of plants</p> <p>daffodil, bluebell, snowdrops, tulips, blossom</p> | <p>Living things and their habitats</p> <ul style="list-style-type: none"> • explore and compare the differences between things that are living, dead, and things that have never been alive • identify animals in their habitats <p>foxes, deers, rabbits & safari animals,</p> <ul style="list-style-type: none"> • 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. <p>Animal, including humans</p> <ul style="list-style-type: none"> • notice that animals, including humans, have offspring which grow into adults • find out about | <p>Plants</p> <ul style="list-style-type: none"> • find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. <p>Experiments: Does the plant survive without light. (only cover light as we will cover the other factors in year 3)</p> <ul style="list-style-type: none"> • Describe the importance for humans of exercise eating the right amounts of different types of food and hygiene <p>Food groups</p> |

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| | | space between rocks | | | and describe the basic needs of animals, including humans, for survival (water, food and air) Visit to London Zoo. | |
| Geography | Geographical Skills and Fieldwork | | | | | |
| | <ul style="list-style-type: none"> • 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 • 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 • use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. | | | | | |
| | | | | Locational Knowledge <ul style="list-style-type: none"> • name and locate the world's seven continents and five oceans • name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Place Knowledge <ul style="list-style-type: none"> • 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 | | |

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| History | <p>Events beyond living memory that are significant nationally or globally</p> <p>Significant historical events, people and places in their own locality.</p> <p>Great Fire of London DVD resource available</p> | | <p>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</p> <p>Henry VIII Queen Elizabeth I Visit to National Maritime Museum and Eltham Palace (childhood home of Henry VIII)</p> <ul style="list-style-type: none"> Plot the history of his reign leading to the rule of Elizabeth I Her impact on Britain and the World as arguably one of England's greatest historical leaders. <p>Contrast their reigns I.E. Whose reign was better/more successful and why?</p> | | | |

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| <p>D.T</p> | <ul style="list-style-type: none"> design purposeful, functional, appealing products for themselves and other users based on design criteria.# <p>Design Tudor Houses</p> | | <ul style="list-style-type: none"> explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. Stagecoach using wheels and axles | | <ul style="list-style-type: none"> design purposeful, functional, appealing products for themselves and other users based on design criteria. <p>Animal Puppets</p> | <p>Cooking and Nutrition</p> <ul style="list-style-type: none"> use basic principles of a healthy and varied diet to prepare dishes. <p>Pizza's, Smoothies and Bread</p> |
| <p>Art</p> | | <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. To record observations using images (pencils, introduce shading) To produce a clay sculpture, introduce sculpting tools.</p> | <p>To use a range of artists to explore the differences and similarities in the images, creating their own portrait. Use drawing (pencils, charcoal) on Kings and Queens).</p> <p>Observations from images.</p> <p>Focus on portraits, measurements between features; use the cross to demonstrate the eyes, nose, lips. Introduce proportion.</p> | <p>To develop a wide range of art and design techniques in using colour, pattern, texture.</p> <p>To gather previous knowledge of colour and mixing colours, introduce the colour wheel.</p> <p>Art from around the world.</p> | | <p>To use artist, craft makers (Archimboldo) to develop their own work.</p> <p>Use resources for observational drawings with pastels.</p> <p>Use natural resources (fruit and veg) from the local area to create 3d images and use photography as evidence. Use fruit and veg for printing and pattern.</p> |

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| Computing | <ul style="list-style-type: none"> recognise common uses of information technology beyond school. <p>We are astronauts Programming on screen Scratch/2G/A.L.E.X (iPads)</p> <p>Keyboard skills- typing speed –bbc typing</p> | <ul style="list-style-type: none"> use logical reasoning to predict the behaviour of simple programs. <p>We are games testers Exploring how computer games work Computational thinking Selection of free online games/2DIY/lpad/lpod Games (Pop Maths)</p> | <ul style="list-style-type: none"> use technology purposefully to create, organise, store, manipulate and retrieve digital content. <p>We are photographers Taking, selecting and editing digital images Picasa/Pixelr/Picasa Web/Photoshop Elements/2PublishExtra/Movie Maker</p> | <ul style="list-style-type: none"> use logical reasoning to predict the behaviour of simple programs. <p>We are researchers Researching a topic</p> <p>Computer networks FreeMind/Linkbunch /PowerPoint/ 2Investigate/National Portrait Gallery(lpads)</p> | <p>recognise common uses of information technology beyond school.</p> <p>We are detectives Communicating clues Email software/Word/ 2investigate</p> | <ul style="list-style-type: none"> use technology purposefully to create, organise, store, manipulate and retrieve digital content. <p>We are zoologists Recording bug hunt data PowerPoint/Excel/ 2Count/2Publish Extra PowerPoint</p> |
| R.E. | Celebrations | Christianity 3 | Christianity 4 | Hinduism 2 | Sikhism 1 | Sikhism 2 |
| Music | <p>Children to learn and sing National Anthem- demonstrate the importance of control with pulse and rhythm. Teach singing games that use actions and movement, eg London Bridge, London's Burning singing in a round.</p> <p>Compose and recreate sounds of the fire using voices and body.</p> | <p>Teach children how they can use their voices - Sing songs with control , using their voice expressively, and control pitch e.g. Insect Song (See Minibeast songs)</p> <p>Children in groups of untuned instruments accompany making the sounds of their insect.</p> | <p>Children learn to sing Lavenders Blue, The Royal March, The Wedding March .</p> <p>Children compose their own version of stage coach march music using tuned and untuned instruments discussing the different roles people can have within a group i.e. the base line, melody, rhythm.</p> | <p>Children learn to sing songs from other cultures such as traditional African, Caribbean Chinese songs e.g. "Follow the Leader".</p> <p>Children to listen to a variety of music from different cultures and listen for instruments that they can hear and then use when singing.</p> | <p>Children to learn the song Carnival of the Animals, Old Macdonald.</p> <p>Children in groups to compose and perform their own composition to represent an animal using tuned and untuned instruments.</p> | <p>Children to learn songs such as "Spud rap" (Sing Up).</p> <p>Children to compose their own rap in groups using ideas learnt from topic and perform and record.</p> |
| P.E. | Netball – Throwing & catching | Gymnastics | Dance | Basketball | Athletics | Tennis |
| Other | River Trip | | Castle visit Banquet – Kings and Queen's day | | London Zoo | |