

# Yearly Overview Year 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic						
Trips						
Class Novel	<b><i>The Koala Who Could</i></b> Rachel Bright	<b><i>Charlie and the Chocolate Factory</i></b> Roald Dahl	<b><i>The Troll</i></b> by Julia Donaldson <b><i>Pirates Love Underpants</i></b> by Claire Freedman <b><i>The Jolley Rogers and the Monster's Gold</i></b> Jonny Duddle		<b><i>Malala's Magic Pencil</i></b> Malala Yousafzai	<b><i>Meerkat Mail</i></b> Emily Gravett
Purpose	<b>Inform</b> Postcard  <b>Entertain</b> Poetry	<b>Entertain</b> Descriptive setting  <b>Persuade</b> Advert	<b>Entertain</b> Character description  <b>Inform</b> Recount	<b>Entertain</b> Narrative  <b>Entertain</b> Poetry	<b>Entertain</b> Narrative	<b>Entertain</b> Descriptive setting  <b>Instruct</b> Instructions
History	Changes in Living Memory- looking at local landmarks  History of local area. National Garden festival  Significant Individual – Wedgwood		Explorers: Christopher Columbus Pirate  (linked to Geography)		Inspirational People: Malala Yousafzai (linked to Geography) <b>Local History fortnight</b>	
Geography	(linked to History)  <b>Geographical skills and fieldwork.</b>  Locating Stoke/London on a map.  Local walk- comparing rural and urban.		<b>Locational knowledge</b>  Name oceans and continents.		<b>Place Knowledge</b>  Similarities and differences between Stoke and an area of a non-European Country. (Afghanistan)	

	Use aerial photographs and plan perspectives to recognise landmarks and geographical features.	<b>Geographical skills and fieldwork.</b> Key physical features (cliff, coast, sea, ocean) Use compass directions and directional language. Devise a simple map				
Science	Plants basic structure of plant.	Animals including humans-offspring-adult, basic needs	Uses of everyday materials- suitability, shaping .	Revision Quiz of units so far	Living things and their habitats living, dead and never been alive. Different habitats and food	Living things and their habitats-living, dead and never been alive. Different habitats and food

PSHE	<p><b>Non-negotiables</b></p> <p>SPARKLE Rules and routines Risk assessments Aspirations Self-care NSPCC (PANTS) E-safety School rules</p> <p><b>New learning</b> Carpenters' 5 levers - relationships, community, transparent, metacognition, space</p> <p><b>Key dates</b> Road safety 16th- 22nd Nov Anti-bullying week 16th-20th Nov</p>	RE	<p><b>New learning</b></p> <p>Importance of keeping clean - families, oral hygiene</p> <p>Keeping safe - household products</p> <p>Debate - about topical issues</p> <p><b>Key dates</b> 3rd - 9th Feb Children's mental health week</p>	RE	RE	<p><b>New learning</b></p> <p>Right and wrong</p> <p>Fair and unfair</p> <p>People and animals have rights</p> <p>Needs of living things - Maslow, love, shelter, food etc</p> <p>Transition</p>
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R.E.	PSHE	Important people Important places Religious symbols <b>Christmas Story</b>	PSHE	Important book and texts Religious stories <b>Easter Story</b>	Rites of passage Religious festivals <b>Eid</b>	PSHE
Music	<p><b>Focus on Grieg</b></p> <p>Famous pieces of Music</p> <p>-How does it make you feel?</p> <p>Can you draw a picture to represent this?</p> <p>Can you name some of the instruments you can hear?</p>	<p><u>Body percussion– Perpetuum Jazzile</u></p> <p><u>Compose our own body percussion piece</u></p> <p><u>Split class into sections— one group to use hands, one feet, one fingers etc.</u></p>	<p><u>Gospel Music/ choir music– performing as a group– different parts– melody and harmony, scales and structure.</u></p> <p><u>Sign Language Focus– ‘True Colours’</u></p> <p><u>Performance</u></p>	<p>Group compositions– rhythm and pulse</p> <p>Connections between notations and rhythm and sounds</p>	<p><b>Music lessons delivered my Music School</b></p>	<p><u>Music lessons delivered my Music School</u></p> <p><u>Music from the Musicals- Lion King focus</u></p> <p><u>(teachers to prepare song given by RD and JD)</u></p> <p><u>Performance</u></p>
Art		<p>The Colour Monster- art linked to book</p> <p>Colour focus for chn to explore colours linked to emotions (ready for VVG)</p>	<p>Vincent Van Gogh</p> <p>Painting, mixing Colour, texture</p>		<p>Whole School Focus</p> <p>Josiah Wedgwood</p>	<p>Pop Art- Screen printing Collage</p>

DT	Food – Preparing fruit and vegetables (fruit/veg kebabs, salad)			Mechanisms – Wheels and axles		Textiles – Templates and joining techniques
PE	<p><b>Athletics</b> <b>Field/Outdoor</b></p> <p><b>Bee active</b> (To record a 12 week unit plan)  (12 weeks)</p>	<p><b>Week 2-6:</b> Use your indoor session to walk a mile/20 mins.</p> <p><b>Week 7-14:</b> <b>Dance (Fundamental movement activities)</b></p> <p><b>Indoor PE slot (12 weeks)</b></p>	<p><b>Games (Small sided/multi-skills games)</b></p> <p><b>To be taught using the 12 week CPD Bee Active training from 2020 on GD.</b></p> <p><b>Outdoor PE slot (12 weeks)</b></p>	<p><b>Gymnastics (Balance)</b></p> <p><b>Indoor PE slot (12 weeks)</b></p>	<p><b>Games (Agility activities)</b></p> <p><b>Outdoor PE slot (12 weeks)</b></p>	<p><b>Striking and fielding activities.</b></p> <p><b>Rounders and Kwik cricket.</b></p> <p><b>Use your timetabled indoor PE session - but on the field (your indoor slot is available if the weather is bad) (12 weeks)</b></p>
Computing	<p>Maze explorers 1.5 (3)</p> <p>Online safety 2.2 (3)</p> <p><i>Use remaining week to start 2.5 unit.</i></p>	<p>Effective searching 2.5 (3)</p> <p>Y2 Coding Crash course (6)</p>	<p>Y2 Spreadsheets Crash course (4)</p> <p><i>Use remaining 2 weeks to start 2.4 unit.</i></p>	<p>Questioning 2.4 (5)</p> <p>Presenting ideas 2.8 (4)</p>	<p>Animated story books 1.6 (5)</p>	<p>Creating pictures (5)</p> <p>Technology outside school 1.9 (2)</p>