

Year Two Overview 2016/17

Reading Develop phonics until decoding secure Read common suffixes Read & re-read phonic-appropriate books Read common 'exception' words Discuss & express views about fiction, non-fiction & poetry Become familiar with & retell stories Ask & answer questions; make predictions Begin to make inferences	Writing Spell by segmenting into phonemes Learn to spell common 'exception' words Spell using common suffixes, etc. Use appropriate size letters & spaces Develop positive attitude & stamina for writing Begin to plan ideas for writing Record ideas sentence-by-sentence Make simple additions & changes after proof reading	Grammar Use . ! ? , and ' Use simple conjunctions Begin to expand noun phrases Use some features of standard English Speaking & Listening Articulate & Justify answers Initiate & respond to comments Use spoken language to develop understanding
Number/Calculation Know 2, 5, 10x tables Begin to use place value (T/U) Count in 2s, 3s, 5s & 10s Identify, represent & estimate numbers Compare / order numbers, inc. < > = Write numbers to 100 Know number facts to 20 (+ related to 100) Use x and ÷ symbols Recognise commutative property of multiplication	Geometry & Measures Know and use standard measures Read scales to nearest whole unit Use symbols for £ and p and add/subtract simple sums of less than £1 or in pounds Tell time to the nearest 5 minutes Identify & sort 2-d & 3-d shapes Identify 2-d shapes on 3-d Surfaces Order and arrange mathematical objects Use terminology of position and movement	Fractions Find and write simple fractions Understand equivalence of e.g. $2/4 = 1/2$ Data Interpret simple tables & pictograms Ask & answer comparison questions Ask & answer questions about totalling
Science skills across the year: Working Scientifically (Key Stage 1) During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: <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. 		

Subject	Term 1 Is there anybody out there?	Term 2 Frozen	Term 3 Dinosaur Roar	Term 4 The Time Machine	Term 5 On your Doorstep	Term 6 In The Deep
Texts and genres	Non-Fiction: Recount, instructions, Narrative: Descriptive writing/fantasy Persuasive writing: Invite an alien to our planet Texts: Aliens Love underpants:	Non-Fiction: Letter writing: Dear Greenpeace, Labels, Lists and captions, Non chronological report Poetry Texts: Lost and Found, The Emperor's Egg, The Polar Bear Son, The Rainbow bear, Jack Frost. Polar Bear Polar Bear what do you hear?,	Narrative: Familiar stories, oral story telling Poetry Texts: Tom and the Dinosaur egg, Dinosaurs and all that rubbish, Harry and the Bucketful of dinosaurs.	Non Fiction: Non-Chronological report: Newspaper report about the coronation Diary Entry Narrative: Stories from other cultures Doctor Who	Non-Fiction: Adverts, Diary non chronological report Narrative: Traditional tales	Non-Fiction: Instructions, Letters, non chronological report Poetry Narrative: Fantasy/story Texts: The Lighthouse keepers lunch, Dougal the Deep Sea Diver, The fish who could Wish, Katie Morag

PSHCE	New Beginnings Healthy Eating School Council	Getting on and falling out Anti-Bullying Week Road Safety	Going For Goals Drugs	Good to be Me SRE-Personal Finance	Relationships	Changes My Money Week Healthy Lifestyles
Science	Humans Notice that humans, have	Living things and their habitats	Animals notice that animals, have offspring which grow into adults	Uses of everyday materials identify and compare the	Living things and their habitats	

	<p>offspring which grow into adults find out about and describe the basic needs of humans, for survival (water, food and air) describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p>Would an alien need the same things as us to survive?</p>	<p>explore and compare the differences between things that are living, dead, and things that have never been alive identify that most living things live in habitats to which they are suited and describe how different habitats provide for the 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 habitats, including microhabitats 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> <p>Study of Arctic animals and compare to warmer climates</p>	<p>find out about and describe the basic needs of animals, for survival (water, food and air)</p> <p>Plants 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.</p> <p>What would a dinosaur need to survive? Grow some food for a dinosaur</p>	<p>suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> <p>find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p>What are the buildings where I live made from? - local walk What happens at the park when a swing moves? What are the best materials to build a park? Why?</p> <p>Visit to Country Park- materials and forces survey</p>	<p>explore and compare the differences between things that are living, dead, and things that have never been alive identify that most living things live in habitats to which they are suited and describe how different habitats provide for the 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 habitats, including microhabitats 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> <p>Study of water creatures and habitats by the sea</p>
Computing	<p>Using technology effectively - iPad Book Creator - Use technology purposefully to create; organise, store, manipulate and retrieve digital content.</p> <p>E-Safety How computers work: recognise common uses of information technology beyond school</p>	<p>Programming, coding and control- Beebots - Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions. - Create and debug simple programs. - Use logical reasoning to predict the behaviour of simple programs.</p> <p>E-Safety How computers work: recognise common uses of information technology beyond school</p>	<p>Using technology effectively - Comic life - Use technology purposefully to create; organise, store, manipulate and retrieve digital content.</p> <p>E-Safety How computers work: recognise common uses of information technology beyond school</p>	<p>Using technology effectively -I can animate into iMovie - Use technology purposefully to create; organise, store, manipulate and retrieve digital content.</p> <p>E-Safety How computers work: Recognise common uses of information technology beyond school</p>	<p>Programming, coding and control- Begin to explore scratch (basics)- Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions. - Create and debug simple programs. - Use logical reasoning to predict the behaviour of simple programs.</p> <p>E-Safety How computers work: recognise common uses of information technology</p>

<p>Design & Technology</p>	<p>Cooking and nutrition use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from.</p> <p>Make your alien the perfect healthy sandwich</p>			<p>Design your own time machine based on Dr Who's TARDIS</p>	<p>Technical Knowledge Lever and Sliders Design purposeful, functional & appealing products Generate, model & communicate ideas Use range of tools & materials to complete practical tasks Build and improve structure & mechanisms</p> <p>build structures, exploring how they can be made stronger, stiffer and more stable</p>	<p>Make select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p>
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<p>History</p>	<p>Study the lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Study of 1st landing on the moon and famous astronauts e.g. Neil Armstrong, Buzz Aldrin</p>		<p>events beyond living memory that are significant nationally or globally</p> <p>Archaeological discoveries linked to dinosaurs</p>	<p>events beyond living memory that are significant nationally or globally learn about 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>What was the world like when the Queen came to the throne?</p>	<p>significant historical events, people and places in their own locality</p> <p>What was life like in Daventry 100 years ago?</p> <p>Visit to old workhouse, walk along the old railway</p>	<p>The Seaside: Investigate similarities and differences between ways of life in the past and now Changes in living memory (linked to aspects of national life where appropriate)</p>

<p>Geography</p>		<p>Human and physical geography identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Locational knowledge name and locate the world's seven continents and five oceans</p> <p>Geographical skills and fieldwork 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</p>	<p>Where in the world did dinosaurs live?</p>	<p>4 countries of the UK, capital cities and seas</p> <p>Use geographical language to make a location comparison (+ link to story settings)</p>		<p>Place knowledge 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 country Use geographical Language: weather study, investigating weather patterns</p> <p>Compare a British seaside resort to a resort somewhere in the world</p>
<p>Religious Education</p>	<p>How do Christians, Jews and Muslims say thank you to God for the natural world? KS1 RE: A1 Pupils should be taught to name different beliefs and practices, including festivals, worship,</p>	<p>Why is light important in religions? KS1 RE: A3 Pupils should be taught to recognise some different symbols and actions which express a community's way of life, appreciating some</p>	<p>What does it mean to be Muslim? KS1 RE: A1 Pupils should be taught to name different beliefs and practices, including festivals, worship, rituals and ways of life, in</p>	<p>When do we co-operate? KS1 RE: C2 Pupils should be taught to find out about and respond with ideas to examples of co-operation between people who are different.</p>	<p>Do our actions speak louder than words? KS1 RE: B1 Pupils should be taught to ask and respond to questions about what individuals and communities do, and why, so that pupils</p>	<p>What have I learned about different religions? KS1 RE: B3 Pupils should be taught to notice and respond sensitively to some similarities between different religions and worldviews.</p>

	<p>rituals and ways of life, in order to find out about the meanings behind them. WOW: Ask the children to imagine that they had no food or water for the next day. When do we say 'thank you' and why? Where does our food and water come from? Why do many Christians celebrate Harvest Festival?</p> <p>What happens at Sukkot and what is a Sukkah?</p> <p>Why do many Muslims believe that Allah has made them guardians of creation? How do we share with others? Can we perform an assembly to show our friends how different religions say 'Thank you' for the natural world? Seven New Kittens-Gill Vaisey, Sammy Spider's First Sukkot-Silvia Rouss</p>	<p>similarities between communities. WOW: Watch a film clip of a Divali Festival of Lights celebration How does a candle in a dark room make us feel? Why did Jesus say he was "The light of the world"? What is 'Advent' and why is it important to Christians? Why do Christians use candles in their celebrations? Who were Rama and Sita? Why is light used in the Hindu festival of Divali? Why is light important to Hindus and to Christians? A Row of lights-Broadbent and Logan, Can't you sleep little bear?- M.Waddell</p>	<p>order to find out about the meanings behind them. WOW: Invite a Muslim to talk to the children about their faith and way of life. Why is Muhammad so important to Muslims? What is the Qu'ran and why is it so special to Muslims? What do I do every day, every week and every year? What are Muslim daily rituals? What is Ramadan and Eid-ALFitr? Can we interview each other about life as a Muslim? Greatest stories from the Quran- Saniyas-nain Khan, Islam for children- Ahmad Von Denffer</p>	<p>WOW: The whole class plays team building games based on cooperation.</p> <p>When do we cooperate and why? Which charities are linked to religions? When do these different charities work together? When do people of different religions come together and why? Can we write a cooperation charter for our school?</p>	<p>can identify what difference belonging to a community might make. WOW: Invite a member of a religion represented in the local community to visit the school and speak with the children about their faith and how it impacts on their actions. How can we tell that someone is good? What are our values in school and how do we show them each day? What are the main values of the faith represented by our visitor and how are they similar to our school values? What are the main Christian values and how are they similar to the faith represented by our visitor if not Christian. Can I write a guide to Christian (or other religion) values? The Good SamaritanChildren's bible</p>	<p>WOW: Children to watch a montage of their RE work over the course of KS1 Can I sort these photos of different religious items? Can I explain what these key RE words mean? Can I identify these symbols and explain their meaning? Can I retell a story that is important to more than one religion? What do Christianity, Islam and Judaism have in common and what is different? Books created by children during the year</p>
<p>Art and Design</p>	<p>to use painting and to develop and share their ideas, experiences and imagination</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>learn about the work of a range of artists, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>Michael C Turner-study of paintings and photos from space</p>		<p>To Master collage techniques · Use a combination of materials that are cut, torn and glued. · Sort and arrange materials. · Mix materials to create texture</p> <p>Collage large class dinosaur</p>	<p>Study of Historical buildings-Lowry Purpose:</p> <p>Investigate ideas.</p> <p>Looking at work of artists and relating to own work. Develop and practice skills.</p> <p>Task: Paint a picture with buildings.</p> <p>Activity: Look at pictures of L.S. Lowry and discuss. Paint a picture with overlapping buildings using different colours for each building. Bring together to form class display</p>	<p><i>To Master drawing techniques · Draw lines of different sizes and thickness. · Colour (own work) neatly following the lines. · Show pattern and texture by adding dots and lines. · Show different tones by using coloured pencils.</i></p>	<p>To Master painting techniques· Use thick and thin brushes. · Mix primary colours to make secondary. · Add white to colours to make tints and black to colours to make tones. · Create colour wheels.</p> <p>Create seascape picture</p>

	Compare and contrast and create own painting based on 2 themes					
Languages French Understand a few simple words and phrases. Respond to and say a few simple words and phrases	Class Instructions Greetings Numbers 1 - 20 Food - naming fruit and vegetables	Animals - naming and describing Colours Days of the week, months of the year	Clothes - naming Greetings Numbers 1 - 20 Colours Days of the week, months of the year	Weather - naming different weather	Clothes - naming Greetings Numbers 1 - 20 Colours Days of the week, months of the year	Parts of the body The Seaside
Music Whole year: Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and detuned 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.	Study of Holst's Planets	Christmas songs/untuned instruments for Christmas production	<ul style="list-style-type: none"> • Create a sequence of long and short sounds. • Clap rhythms. • Create a mixture of different sounds (long and short, loud and quiet, high and low). • Choose sounds to create an effect. • Sequence sounds to create an overall effect. • Create short, musical patterns. • Create short, rhythmic phrases. <p>Compose Dinosaur pieces linked to different types of dinosaur</p>	Introduce tuned instrumentsRecorders	Introduce tuned instrumentsXylophones/glocks	Learn some sea shanty songs and perform them
Physical Education	Real PE scheme of work: Unit 1-personal skills + Dance (Rawmarsh To perform dances using simple movement)	Real PE scheme of work: Unit 2-Social Skills + Gymnastics (Rawmarsh Master basic movement, e.g. balance, agility and coordination)	Real P.E. scheme of work: Unit 3-Cognitive skills Games (Rawmarsh Participate in team games)	Real PE scheme of work: Unit 4-creative skills + Dance (Rawmarsh To perform dances using simple movement)	Real PE scheme of work: Unit 5-Applying Physical skills + Gymnastics (Rawmarsh Master basic movement, e.g. balance, agility and coordination)	Real P.E. scheme of work: Unit 6-Health and Fitness Games (Rawmarsh Participate in team games)

