



Year 2 Yearly overview

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Maths	Place value <ul style="list-style-type: none"> Numbers to 20 To recognise tens and ones Use a place value chart 10s and 1s on a number line Compare objects Count in 2s, 5s, 10s Count in 3s Addition and subtraction <ul style="list-style-type: none"> Number bonds to 10 Bonds to 100 Add three 1-digit numbers Add and subtract across 10 Subtract from 10 10 more, 10 less Add 2-digit numbers Missing number problems Shape <ul style="list-style-type: none"> Recognise 2D and 3D shapes Draw 2D shapes Lines of symmetry in shapes Sort 2D shapes Count vertices on 3D shapes To make patterns with 2D and 3D shapes 		Money <ul style="list-style-type: none"> Count money – pence, pounds and notes Make the same amount Compare amounts of money Calculate with money Make a pound Find change Two-step problems Multiplication and division <ul style="list-style-type: none"> Recognise equal groups Introduce multiplication symbol Multiplication sentences Make equal groups – grouping and sharing Doubling and halving 2s, 5s, 10s times-tables Divide by 2, 5, 10 Length and height <ul style="list-style-type: none"> Measure in cm Measure in m Compare and order lengths and heights Measurement Mass, capacity and temperature <ul style="list-style-type: none"> Compare mass Measure in grams and kilograms Compare volume and capacity Measure in litres and millilitres Temperature 		Fractions <ul style="list-style-type: none"> Equal and unequal parts Recognise and find half Recognise and find a quarter Recognise and find a third Find a whole Unit and non-unit fractions Recognise one, two and three quarters Count in fractions to a whole Time <ul style="list-style-type: none"> O'clock and half past Quarter past and quarter to Tell time past the hour Tell the time to 5 minutes Minutes in an hour Hours in a day Statistics <ul style="list-style-type: none"> Make tally charts Tables Block diagrams Draw and interpret pictograms Position and direction <ul style="list-style-type: none"> Language of position Describe movement Describe turns Shape patterns with turns. 		
English writing	Get to know the class Poetry- Haikus	Explanation write Life cycles (2 weeks)	Poetry- Diamantes (1 week)	Instructions/ guidebook Lizzie and the Cloud (3 weeks)	Narrative The Bear and the piano (3 weeks)	Spoken word Malala Magic Pencil History Powerful voices	



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	<p>(1 week) P – to express emotions or convey ideas A – anyone interested in the subject I – natural words and syllables</p> <p>Short narrative Issun Boshi (2 weeks)</p> <p>P – to tell a story A – someone who enjoys short stories. I – descriptive and ambitious vocabulary and paragraphs.</p> <p>Writing instructions for a treasure map The treasure of Pirate Frank (2 weeks)</p> <p>P – to instruct someone to do something A – anyone interested in the subject I – precise bossy verbs, time connectives, numbered/ bullet points and visuals.</p> <p>Black history week text</p>	<p>P – to explain a life cycle A – anyone interested in the subject I – technical vocabulary, paragraphs/ stages, diagrams and present tense.</p> <p>News report Someone swallowed Stanley (2 weeks)</p> <p>P – to report A – anyone interested in the subject I – headlines, captions, 5 W's and facts.</p> <p>Recount Someone crunched Colin (2 weeks)</p> <p>P – to recount A – anyone interested in the subject I – past tense and chronological order.</p> <p>Christmas text</p>	<p>P – to express emotions or convey ideas A – anyone interested in the subject I – structure of a diamante and rhyming words.</p> <p>Narrative Hansel and Gretel (2 weeks)</p> <p>P – to tell a story A – someone who enjoys short stories I – descriptive, ambitious vocabulary and paragraphs.</p> <p>Sequel story Goldilocks (3 weeks)</p> <p>P – to retell A – anyone interested in the subject I – fronted adverbials, commas, expanded noun phrases and paragraphs.</p>	<p>P – to instruct someone to do something A – anyone interested in the subject I - precise bossy verbs, time connectives, numbered/ bullet points and visuals.</p> <p>Diary entry A bag of worries (2 weeks)</p> <p>P – to recount A – anyone interested in the subject I – first person, emotions verbs, past tense and chronological order.</p>	<p>P – to entertain A – anyone interested in the subject I - descriptive, ambitious vocabulary and paragraphs.</p> <p>Setting and character description Norse Mythology (2 weeks)</p> <p>P – to describe A – anyone interested in the subject I – expanded noun phrases and 5 senses.</p>	<p>(3 weeks) P – to perform my writing A – anyone interested in the subject I – how to speak in front of others and powerful/ emotional verbs.</p> <p>Free verse poetry (1 week)</p> <p>P – to express emotions or convey ideas A – anyone interested in the subject I – n/a</p> <p>Letter to a powerful voice (2 weeks)</p> <p>P – to inform A – to an important person of society. I – structure of a letter, formal/informal language, conjunctions and adverbials.</p> <p>Travel leaflet (1 week)</p> <p>P – to inform and persuade</p>
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						<p>A – someone interested in travel. I – informal and persuasive language.</p> <p>Transition</p>
Reading	<p>Each half term, word reading skills are taught alongside comprehension using the Little Wandle reading scheme.</p> <ul style="list-style-type: none"> V• discussing and clarifying the meanings of words; link new meanings to known vocabulary V• discussing their favourite words and phrases V• recognise some recurring language in stories and poems I• make inferences about characters' feelings using what they say and do. I• infer basic points and begin, with support, to pick up on subtler references. I• answering and asking questions and modifying answers as the story progresses I• use pictures or words to make inferences P• predicting what might happen on the basis of what has been read in terms of plot, character and language so far P• make predictions using their own knowledge as well as what has happened so far to make logical predictions and give explanations of them E• explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves E• express my own views about a book or poem E• discuss some similarities between books E• listen to the opinion of others R• independently read and answer simple questions about what they have just read. R• asking and answering retrieval questions • draw on previously taught knowledge R• remember significant event and key information about the text that they have read R• Monitor their reading, checking words that they have decoded, to ensure that they fit within the text they have already read S• discuss the sequence of events in books and how items of information are related. S• retell using a wider variety of story language. S• order events from the text. S• begin to discuss how events are linked focusing on the main content of the story. 					
Reading for Pleasure	To be chosen termly by children					



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Grammar and Punctuation	<p>Each half term we teach grammar and punctuation explicitly through a SPAG session and interwoven into our literacy lessons.</p> <ul style="list-style-type: none"> -Expanded noun phrases -Subordinating conjunctions (WITB) -Co-ordinating conjunctions (BOA) -Past simple -Past progressive -Present simple Present progressive -Sentence types: Statement/Command/ Question/Exclamation -Adverbs -Aa.!? -Inverted commas -Commas to separate a list -Apostrophe for omission and possession. 					
Spelling	Little Wandle Summer Term Phase 5 review	Bridge to Spelling				
PSHE Matters	<p>Being Me</p> <p>Recognise and share facts about themselves.</p> <ul style="list-style-type: none"> • Identify their likes and dislikes and what they are good at. • Talk about some ways that they are special <p>Recognise how friends can have both similarities and differences.</p> <ul style="list-style-type: none"> • Show some simple ways to respect and celebrate other's differences. <p>Name some groups that they belong to.</p> <ul style="list-style-type: none"> • Talk about how being part of a group makes them feel. 	<p>Being Safe</p> <p>Explore basic rules for keeping safe online e.g. not to share information, whom to tell if they see something online that is upsetting, the importance of passwords and the importance of adult supervision.</p> <ul style="list-style-type: none"> • Talk about examples of rules and age restrictions that are there to keep them safe. • Identifying possible risks/hazards in the home and outside • Explore how to keep safe and reduce risks at home and in their local environment. 	<p>Money Matters</p> <p>Understand what money is and its different forms.</p> <ul style="list-style-type: none"> • Describe some ways money can be looked after • Recognise that people make different choices about how to spend/save money. • Talk about some things we all need and some things we want but don't need. <p>Know that everyone has different strengths and talents, in and out of school.</p> <ul style="list-style-type: none"> • Name some different jobs that people do 	<p>Changes</p> <p>Identify examples of loss and change.</p> <ul style="list-style-type: none"> • Begin to recognise that loss and change can affect the way we think, feel and behave. • Understand that changes can produce big feelings. <p>Identify feelings associated with loss and change.</p> <ul style="list-style-type: none"> • Recognise some simple ways to prepare for change/transition. • Identifying different things that may help to manage big feelings. 	<p>Growing Up</p> <p><u>Growing and changing</u> Name the main parts of the body including vagina and penis. • Recognising the difference between male and female body parts.</p> <ul style="list-style-type: none"> • Understand the human life cycle and that people grow from young to old. • Describe ways that people's needs and bodies change as they grow. • Talk about some ways to keep clean. • Understand that babies grow in the mothers' body and have particular needs when they are born. <p>Recognise what makes them special and unique.</p>	<p>Drug education</p> <ul style="list-style-type: none"> • Explore the role of medicines (use when we are ill/ prevent illness/ manage a condition.) • Understand that household products, including medicines, can be harmful if not used properly. • Explore that medicines come in different forms and are used in different ways. • Understand that things that people put into their body or on their skin can affect how they feel.



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		<p>Recognises what to do if there is an accident and someone gets hurt. Know to keep themselves safe first.</p> <p>• Demonstrate how to ask for help including calling 999.</p>		<ul style="list-style-type: none"> • Talk about some ways to help others when they are affected by change. • Know that it is important to talk to someone if you are worried. • Identify people who can help us if we feel worried/unhappy 	<p>Understand that some parts of the body are private.</p> <ul style="list-style-type: none"> • Identify different types of touch and how they make people feel. • Understand the difference between happy surprises and secrets that make them feel uncomfortable or worried and how to get help 	<ul style="list-style-type: none"> • Talk about some simple rules for staying safe around medicines and other household substances/products. • Identify people that they can go to if they are ill, worried or to help them/others to stay healthy.
History		<p>Romans in Britain</p> <ol style="list-style-type: none"> 1. The Roman Empire 2. Roman armies and soldiers 3. The invasion of Britain and Boudicca 4. Roman towns 5. Roman legacy on 		<p>The Tudors</p> <ol style="list-style-type: none"> 1. Life in Tudor England 2. Henry VIII 3. The English Reformation 4. Edward VI and Mary I 5. Elizabeth I 		<p>Powerful Voices</p> <ol style="list-style-type: none"> 1. Gandhi 2. Rosa Parks and Martin Luther King 3. Malala Yousafzai 4. Greta Thunberg 5. Local: David Attenborough
Geography	<p>Spatial Sense</p> <ol style="list-style-type: none"> 1. My School Site 2. Drawing a map of my school 3. Maps of the local area 4. Using maps to plan a route 5. Identifying locations on a globe or world map, the equator 		<p>The British Isles</p> <ol style="list-style-type: none"> 1. The British Isles and England 2. Scotland 3. Wales 4. Ireland 5. Comparison with Cape Town 		<p>Northern Europe</p> <ol style="list-style-type: none"> 1. Countries in Northern Europe. 2. Human and physical features of Northern Europe. 3. Climate in Northern Europe. 4. Animals found in Northern Europe. 5. Roald Amundsen 	
Science	<p>The Human Body</p> <p>The skeletal and muscular systems, exercise,</p>	<p>Living Things in their Environments</p>	<p>Electricity</p>	<p>Plants</p> <p>Seeds and bulbs, plants and water, light,</p>	<p>Materials and Matter</p> <p>Comparing materials, changing materials,</p>	<p>Astronomy</p> <p>Our solar system, orbit and rotation, sun, moon,</p>



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	digestive system and healthy eating, circulatory system, preventing illness, germs and disease, animals and their offspring.	Habitats: rainforest, desert, meadow and underground habitats. Food chains, oceans and undersea habitats, deep ocean habitats and habitat destruction and damage.	Circuits, conductive and non-conductive materials, safety rules.	temperature, healthy plants.	concepts of atoms, matter, solids, liquids, gases, measurements.	planets, stars, constellations.
Art	Colour and Shape Artists: Kandinsky, Delaunay, Monet, Klee, Picasso, Calder Concepts: primary colours, secondary colours, warm and cool colours, tints and shades, geometric shapes, organic shapes Skills: colour mixing, drawing geometric shapes, using natural objects to draw organic shapes, creating sculptures with paper and wire, working as a team 3D FORM PAINTING DRAWING	Colour, Shape and Texture Artists: Matisse, Durer, Jan van Eyck Concepts: cut-outs, complementary colours, organic shapes, composition, visual texture Skills: colour mixing, selecting complementary colours, cutting organic shapes, creating texture with mark-making and colour, drawing with chalk and charcoal, graphite and oil pastels COLLAGE DRAWING	Portraits and Self Portraits Artists: Leonardo da Vinci, Holbein, Hogarth, Van Gogh, Rembrandt, Kahlo, Picasso, Gentileschi Concepts: Portraits v self-portraits, representation in portraits, proportions of a face, cubism Skills: Planning and drawing a face, drawing a profile, mixing skin tones, drawing with oil pastels DRAWING PAINTING	Landscape and Symmetry Artists: Constable, Turner, Rousseau, Leonardo da Vinci, Hobbema, Goldsworthy Concepts: What is a landscape, different methods to paint landscapes , Turner's style , symmetry in nature and art, temporary art Skills: Washes with a sponge, using bold brushstrokes, detailed drawing with oil pastels, creating sculptures with found objects MIXED MEDIA (DRAWING AND PAINTING) SCULPTURE	History Painting Artists: Picasso, Antonio del Pollaiuolo Kauffmann Concepts: History painting includes mythological paintings, biblical art and historical painting, narrative art, settings, showing different characteristics, different ways that stories are told Skills: sketching from imagination, using a ruler, drawing different characteristics, using chalk and charcoal to create tone, collage DRAWING MIXED MEDIA (DRAWING/COLLA GE	Murals and Tapestries Artists/Art: Michelangelo, Leonardo da Vinci, Rego, The Lady and the Unicorn tapestries, Banksy Concepts: What is a mural, frescoes, what is a tapestry, communicating stories and messages, composition Skills: mono-printing, weaving, creating a composition PRINTING TEXTILE
Computing	Information technology 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.
Computing online	<ul style="list-style-type: none"> • I know that personal information should never be shared online. • I know what to do if I find something that upsets 	<ul style="list-style-type: none"> • I know that I must tell an adult immediately if anyone tries to meet me via the internet. • I know what is meant by cyber bullying 	<ul style="list-style-type: none"> • I follow the school's safer internet rules. • I know that "before you tap and click, you need to stop and think and tell someone." 	<ul style="list-style-type: none"> • I can use the search engines agreed by the school and I know that bookmarking is a way to find safe sites again quickly. 	<ul style="list-style-type: none"> • I know that websites sometimes include pop-ups that take me away from the main site. • I can recognise adverts on 	<ul style="list-style-type: none"> • I understand the different methods of online communication. • I know that you should only open an email from a known person.



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	me or that I am unsure of.. Book focus: Monkeycow	Troll stinks- Jeanne Willis Cyber bullying	Book focus: Goldilocks by (A hastag Cautionary Tale) Using social media Oversharing images	• I have begun to evaluate websites and know that not everything on the internet is true Book focus: Penguin Pig by Stuart Spend low The dangers of meeting people online Taking care with factor fiction.	websites and learn to ignore them. Book focus: Chicken Clicking by Jeannie Willis Online shopping risks Meeting people online Passwords Not sharing personal information.	Book Focus; Once upon a time Online Online shopping Gaming Sharing devices Limiting screen time.
Music	Unit 1 – How Does Music Help Us to Make Friends? Exploring simple patterns	Unit 2 – How Does Music Teach Us about the Past? Focus on dynamics and tempo	Unit 3 – How Does Music Make the World a Better Place? Exploring feelings through music	Unit 4 – How Does Music Teach Us about Our Neighbourhood? Inventing a musical story	Unit 5 – How Does Music Make Us Happy? Music that makes you dance	Unit 6 – How Does Music Teach Us about Looking After Our Planet? Exploring improvisation
RE	1.5 What makes some places sacred? (Expressing) Derbyshire agreed syllabus Derbyshire agreed syllabus	Why does Christmas matter to Christians? (Incarnation - digging deeper) UC	1.4 What can we learn from sacred books? (Believing) Derbyshire agreed syllabus	What do Christians believe that God is like? (God) UC	1.6 How and why do we celebrate special times?(Expressing) Derbyshire agreed syllabus	What is the good news that Jesus brings? (Gospel) UC
PE Year A	Athletics Circuits, running, jumping, throwing, competition practice, relay, hurdles, mini-Olympics	Fitness Circuit training, endurance running, core strength, agility, fun circuits, strength and conditioning, creating your own workout	Dodgeball Rules of the game, running, throwing, catching, blocking, team play	Netball Rules of the game, passing, shooting, defending, player rolls, game	Tag Rugby/Football Control, dribbling, passing, scoring try/shooting, tagging/tackling, game/2V2	Hockey Control and safety, dribbling, passing, defending, shooting, team game
PE Year B	Athletics Circuits, running, jumping, throwing, competition practice, relay, mini Olympics	Handball/Basketball Control, dribbling, passing, shooting, shooting/layup, 1V1 games	Dance Dance interpretation, creative dance in groups, learning routines, The Big Show.	Gymnastic Shapes, balance, rolls, bench work, jumping and vaults, apparatus circuits	Orienteering Map drawing, mapping to scale, map finding, compass work, treasure hunt clues	Tennis Throwing and catching, bowling, fielding, batting, diamond cricket, rounders



Inspiring all to Aspire, Believe and Care

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DT	Cook-Pizza Introduction to recipe Make Evaluate	Cook – gingerbread Introduction to recipe Make Evaluate	Sew-Pencil Cases Research and investigate Design Make Evaluate		Build-Moving pictures Research and investigate Design Make Evaluate	
Events and trips	DT/English visit Pizza Express	Sea life centre		Meynell Langley Tudor experience		Twinlakes Space day?