

Year 2 Learning Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	<u>Great Fire of London</u>		<u>Carnival of the animals</u>		<u>Castles and Catapults</u>	
English	<p style="text-align: center;"><u>Entertain</u> *Story (Great Fire of London)</p> <p style="text-align: center;"><u>Inform</u> *Recount (Reporting)</p>	<p style="text-align: center;"><u>Entertain</u> *Description (King Charles II) *Poetry (Haiku)</p> <p style="text-align: center;"><u>Inform</u> *Instruction (Building houses)</p>	<p style="text-align: center;"><u>Entertain</u> *Story (Animals)</p> <p style="text-align: center;"><u>Inform</u> *Letter (Endangered species)</p>	<p style="text-align: center;"><u>Entertain</u> *Poetry (Rhyming)</p> <p style="text-align: center;"><u>Inform</u> *Fact File (Animals)</p>	<p style="text-align: center;"><u>Entertain</u> *Story (Knights / Castles)</p> <p style="text-align: center;"><u>Inform</u> *Recount (Castle visit)</p>	<p style="text-align: center;"><u>Entertain</u> *Description (King Arthur)</p> <p style="text-align: center;"><u>Inform</u> *Instruction (Building catapults)</p>
Maths	Number: Place Value Number: Addition and Subtraction Measurement: Money Number: <u>Multiplication</u> and Division		Number: Multiplication and <u>Division</u> Statistics Geometry: Properties of Shape Number: Fractions Measurement: Length and Height		Position and Direction Problem Solving and Efficient Methods Measurement: Time Measurement: Mass, Capacity and Temperature Investigations	
Science	<p><u>Uses of materials</u> -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> <p>-find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>		<p><u>Animals, including humans</u> -notice that animals, including humans, have offspring which grow into adults</p> <p>-find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>-describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene..</p>	<p><u>Living things and their habitats</u> -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><u>Plants</u> -observe and describe how seeds and bulbs grow into mature plants</p> <p>-find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>	<p><u>Living things and their habitats</u> -explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>-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</p> <p>-identify and name a</p>

					variety of plants and animals in their habitats, including microhabitats	
History	-events beyond living memory that are significant nationally or globally (the Great Fire of London)			-the lives of significant individuals in the past who have contributed to national and international achievements (Christopher Columbus)	-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 (King Henry 1 st + King Arthur)	
Geography			<p><u>Locational knowledge</u> -name and locate the world's seven continents and five oceans</p> <p><u>Human and physical geography</u> - 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><u>Human and physical geography</u> -use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p><u>Geographical skills and fieldwork</u> -use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and</p>	<p><u>Place knowledge</u> -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</p>	<p><u>Locational knowledge</u> -name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p><u>Geographical skills and fieldwork</u> -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>	

			oceans studied at this key stage			
Art	<ul style="list-style-type: none"> -to use a range of materials creatively to design and make products - to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination -to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space -about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 					
DT	<p><u>Design</u></p> <ul style="list-style-type: none"> -design purposeful, functional, appealing products for themselves and other users based on design criteria -generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p><u>Make</u></p> <ul style="list-style-type: none"> -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><u>Evaluate</u></p> <ul style="list-style-type: none"> -explore and evaluate a range of existing products -evaluate their ideas and products against design criteria <p><u>Technical knowledge</u></p> <ul style="list-style-type: none"> -build structures, exploring how they can be made stronger, stiffer and more stable -explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. 					
Music	<ul style="list-style-type: none"> -use their voices expressively and creatively by singing songs and speaking chants and rhymes -play tuned and untuned 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. 					
RE Discovery RE	<p><u>Christianity</u> Enquiry Question: Is it possible to be kind to everyone all of the time?</p>	<p><u>Christianity</u> Enquiry Question: Why did God give Jesus to the world?</p>	<p><u>Islam</u> Enquiry Question: Does praying at regular intervals everyday help a Muslim in his/her everyday life?</p>	<p><u>Christianity</u> Enquiry Question: Is it true that Jesus came back to life again?</p>	<p><u>Islam</u> Enquiry Question: Does going to the mosque give Muslims a sense of belonging?</p>	<p><u>Islam</u> Enquiry Question: Does completing Hajj make a person a better Muslim?</p>

PSHE Jigsaw	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
PE	<ul style="list-style-type: none"> -master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities -participate in team games, developing simple tactics for attacking and defending -perform dances using simple movement patterns 					