

## Learning Overview - Year 2 - 2022/23

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic</b>	<b>What? Where? Why?</b>	<b>The Sixties</b>	<b>Enchanted Forest</b>	<b>Nursing Heroes</b>	<b>Journey of a Lifetime</b>	<b>From the Tiny Ant to the Mighty Roar</b>
<b>Trips / visitors</b>		Visitor born in the 1950	Local area walk to the woods		Trip to Titanic museum	
<b>Hook and Outcome</b>	<p style="text-align: center;"><b>Hook</b> Items found linked to LLR Meeting of the Mr Wolf</p> <p style="text-align: center;"><b>Outcome</b> Share with Year 1 why the wolf isn't bad</p>	<p style="text-align: center;"><b>Hook</b> Visitor born in the 1950 compare life to now</p> <p style="text-align: center;"><b>Outcome</b> 60s party with parents</p>	<p style="text-align: center;"><b>Hook</b> Visit from a fairy</p> <p style="text-align: center;"><b>Outcome</b> Present written stories to Year One</p>	<p style="text-align: center;"><b>Hook</b> Scene set up as Crimean war.</p> <p style="text-align: center;"><b>Outcome</b> Parents visit a living museum in school</p>	<p style="text-align: center;"><b>Hook</b> Tickets to a trip Video clip of sinking</p> <p style="text-align: center;"><b>Outcome</b> Year 3 visit and relearn about Titanic and the visit they missed</p>	<p style="text-align: center;"><b>Hook</b> Farm animals to visit school</p> <p style="text-align: center;"><b>Outcome</b> Present written stories to Year R</p>
<b>Reading</b>	<p>Secure phonics decoding until reading is fluent            Read accurately be blending, including alternative sounds for graphemes            Read multisyllable words containing these graphemes            Read common suffixes            Read exception words, noting unusual correspondences            Read most words quickly and accurately without overt sounding and blending</p>					
	<ul style="list-style-type: none"> <li>• Secure phonic decoding until reading is fluent</li> <li>• Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>• Discussing favourite words and phrases</li> <li>• Discussing sequence of events in books and how items of information are related</li> <li>• Drawing on what they already know or on background information and vocabulary</li> <li>• Checking that the text makes sense to them as they read and correcting inaccurate reading</li> </ul>	<ul style="list-style-type: none"> <li>• Secure phonic decoding until reading is fluent</li> <li>• Recognising simple recurring literary language in stories and poetry</li> <li>• Continuing to build up a repertoire of poems learnt by heart</li> <li>• Discussing and clarifying the meaning of words, linking new meanings to known vocabulary</li> <li>• Drawing on what they already know or on background information and vocabulary</li> <li>• Checking that the text makes sense to them as they read and correcting inaccurate reading</li> </ul>	<ul style="list-style-type: none"> <li>• Secure phonic decoding until reading is fluent</li> <li>• Discussing favourite words and phrases</li> <li>• Checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>• Making inferences on the basis of what is being said and done</li> <li>• Predicting what might happen on the basis of what has been read so far.</li> <li>• Participate in discussion about books and poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</li> </ul>	<ul style="list-style-type: none"> <li>• Secure phonic decoding until reading is fluent</li> <li>• Continuing to build up a repertoire of poems learnt by heart</li> <li>• Discussing and clarifying the meaning of words, linking new meanings to known vocabulary</li> <li>• Checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>• Making inferences on the basis of what is being said and done</li> <li>• Being introduced to non-fiction books that are structured in different ways</li> <li>• Participate in discussion about books and poems and</li> </ul>	<ul style="list-style-type: none"> <li>• Secure phonic decoding until reading is fluent</li> <li>• Recognising simple recurring literary language in stories and poetry</li> <li>• Discussing and clarifying the meaning of words, linking new meanings to known vocabulary</li> <li>• Discussing sequence of events in books and how items of information are related</li> <li>• Drawing on what they already know or on background information and vocabulary</li> <li>• Checking that the text makes sense to them as they read and correcting inaccurate reading</li> </ul>	<ul style="list-style-type: none"> <li>• Secure phonic decoding until reading is fluent</li> <li>• Checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>• Making inferences on the basis of what is being said and done</li> </ul>

	<ul style="list-style-type: none"> <li>• Predicting what might happen on the basis of what has been read so far.</li> <li>• Participate in discussion about books and poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</li> <li>• Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</li> </ul>	<ul style="list-style-type: none"> <li>• Being introduced to non-fiction books that are structured in different ways</li> <li>• Participate in discussion about books and poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</li> <li>• Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</li> </ul>	<ul style="list-style-type: none"> <li>• Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</li> </ul>	<p>other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</p> <ul style="list-style-type: none"> <li>• Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</li> </ul>	<ul style="list-style-type: none"> <li>• Being introduced to non-fiction books that are structured in different ways</li> <li>• Participate in discussion about books and poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</li> <li>• Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</li> </ul>	
<b>Writing</b>	<p><b>Letter</b> A = LRR's Mum P = To inform of the journey</p> <p><b>Diary as the wolf</b> A = himself/year 1 P = to tell the wolves version of the truth</p> <p><b>Instructions</b> A= each other P = to find a way through the forest</p>	<p><b>A day in the life of a 1960s child</b> A= Year 5 pupils P= to inform</p> <p><b>Alien Event Recount</b> A= Mr Kelly P= to explain why and how they think aliens have got into school</p> <p><b>News Report</b> A= the general public P= to inform about the moon landing</p> <p>Poetry - CHRISTMAS</p>	<p><b>Diary entry</b> A= themselves P= to reflect on own thoughts and feelings</p> <p><b>Narrative</b> A= parents P= to entertain</p> <p><b>A letter</b> A= Silky the fairy P= to advise how to escape from being trapped</p>	<p><b>A letter</b> <b>In role as Florence Nightingale</b> A= Florence's parents P= To reflect on personal experiences in character</p> <p><b>A non-chronological report about Florence Nightingale</b> A= To Inform P= Interested parties</p> <p><b>A diary entry in role as Florence</b> A= themselves P = to reflect on own thoughts and feelings</p> <p>Poetry- EASTER</p>	<p><b>Recount of trip</b> A= Year 3 pupils P= to inform about their trip</p> <p><b>A recount of the events of the sinking of the Titanic</b> A = Newspaper readers P = To inform of the events</p> <p><b>A diary entry from someone on the Titanic</b> A - self P = to share thought and feelings</p>	<p><b>Narrative- story opening</b> A= year 1/animal lovers P= To describe</p> <p><b>A comparison between the habitat of two opposing animals</b> A= each other P= To compare</p> <p><b>A letter to request information about animals habitats</b> A= a zookeeper P = to request information</p>
<b>SPaG</b>	<ul style="list-style-type: none"> <li>• Consolidate Year 1 punctuation and grammar.</li> <li>• Recap joining words and clauses using 'and'.</li> <li>• Introduce or, and, but</li> <li>• Recap plural noun suffixes -s or -es.</li> <li>• Recap adding suffixes to verbs where no change is needed in the spelling of root words</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce commas to separate items in a list</li> <li>• Introduce apostrophes - to mark omission</li> <li>• Add suffixes to spell longer words: -ful, -less</li> <li>• Write using some expanded noun phrases to describe and specify [for example, the blue butterfly].</li> <li>• Correct use of tense (Past and present)</li> </ul>	<p>Use sentences with different forms: statement, question, exclamation, command</p> <p>Use some features of written Standard English</p>		<ul style="list-style-type: none"> <li>• Use words ending in -tion</li> <li>• Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it.</li> </ul>	<ul style="list-style-type: none"> <li>• Consolidate all Year 2 learning</li> </ul>
			<ul style="list-style-type: none"> <li>• Use apostrophes to mark singular possession in nouns [for example, the girl's name].</li> <li>• Contractions (can't, didn't, hasn't, couldn't, it's, I'll)</li> <li>• Teach subordination (using: when, if, that, or</li> </ul>	<ul style="list-style-type: none"> <li>• Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter.</li> <li>• Add suffixes to spell longer words: -ly</li> <li>• Revisit use of the progressive form of verbs in the present</li> </ul>		

	<ul style="list-style-type: none"> <li>Recap the prefix un- to change the meaning of verbs and adjectives</li> <li>Teach word classes- verb, adjective, nouns</li> </ul>	including the progressive form	<p>because) within writing.</p> <ul style="list-style-type: none"> <li>Adding the endings – ing, –ed, –er, –est and –y to words ending in –e with a consonant before it.</li> <li>Write sentences with different forms: question, statement, command, exclamation.</li> <li>Add suffixes to spell longer words: –ment, –ness</li> <li>Revisit expanded noun phrases to describe and specify.</li> </ul>	<p>and past tense to mark actions in progress [for example, she is drumming, he was shouting]</p> <ul style="list-style-type: none"> <li>Use expanded noun phrases to describe and specify</li> <li>Adding -es to nouns and verbs ending in -y.</li> </ul>		
<b>Maths</b>	<p><b>Number and Place Value</b> Numbers 10 to 100</p> <p><b>Addition and Subtraction</b> Calculations within 20</p> <p><b>Number Facts</b> Fluently add and subtract within 10</p>	<p><b>Addition and Subtraction</b> Addition and subtraction of two-digit numbers</p> <p><b>Multiplication and Division</b> Introduction to multiplication</p>	<p><b>Multiplication and Division</b> Introduction to division structures</p> <p><b>Geometry</b> Shape</p> <p><b>Addition and Subtraction</b> Addition and subtraction of two-digit numbers</p>	<p><b>Money</b></p> <p><b>Fractions</b></p> <p><b>Time</b></p> <p><b>Position and directions</b></p>	<p><b>Multiplication and Division</b> Multiplication and division- doubling, halving, quotitive and partitive division</p> <p><b>Measure</b> Sense of measure- capacity, volume, mass</p>	<b>Deepening knowledge</b>
<b>Science</b>	<p><b>Uses of everyday materials</b></p> <ul style="list-style-type: none"> <li>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li> <li>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and</li> </ul>		<p><b>Living Things and their Habitats</b></p> <ul style="list-style-type: none"> <li>Explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>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</li> </ul>	<p><b>Plants</b></p> <ul style="list-style-type: none"> <li>Observe and describe how seeds and bulbs grow into mature plants</li> <li>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</li> </ul>		<p><b>Animals, including Humans</b></p> <ul style="list-style-type: none"> <li>Notice that animals, including humans, have offspring which grow into adults</li> <li>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</li> <li>Describe the importance for humans of exercise, eating the right amounts of</li> </ul>

	stretching		<ul style="list-style-type: none"> <li>on each other</li> <li>- Identify and name a variety of plants and animals in their habitats, including micro-habitats</li> <li>- 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.</li> </ul>			different types of food, and hygiene.
<b>Computing</b>	<p><b><u>Computing systems and networks</u></b> <b>Information technology around us</b> Identifying IT and how its responsible use improves our world in school and beyond.</p>	<p><b><u>Creating media</u></b> <b>Digital photography</b> Capturing and changing digital photographs for different purposes.</p>	<p><b><u>Programming A</u></b> <b>Robot algorithms</b> Creating and debugging programs, and using logical reasoning to make predictions.</p>	<p><b><u>Data and information</u></b> <b>Pictograms</b> Collecting data in tally charts and using attributes to organise and present data on a computer.</p>	<p><b><u>Creating media</u></b> <b>Making music</b> Using a computer as a tool to explore rhythms and melodies, before creating a musical composition.</p>	<p><b><u>Programming B</u></b> <b>Programming quizzes</b> Designing algorithms and programs that use events to trigger sequences of code to make an interactive quiz.</p>
<b>Art</b>	<ul style="list-style-type: none"> <li>- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space (collage)</li> <li>- 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 (<b>Andy Goldsworthy</b>)</li> </ul>		<ul style="list-style-type: none"> <li>- 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 (<b>Louise Bourgeois, paper mache mini beasts</b>)</li> <li>- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>- to use a range of materials creatively to design and make products.</li> </ul>			<p><b>African Art</b></p> <ul style="list-style-type: none"> <li>- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. (clay African pots and African repeating patterns with oil pastels)</li> <li>- to use a range of materials creatively to design and make products</li> </ul>
<b>DT</b>		<b>Threading a christmas</b>		<b>Making an ambulance</b>	<b>Healthy wrap / meal for</b>	

		<p><b>stocking</b> generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <ul style="list-style-type: none"> <li>- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> <li>- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> </ul>		<ul style="list-style-type: none"> <li>- design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> <li>- evaluate their ideas and products against design criteria</li> </ul>	<p><b>Titanic</b> - explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products</p> <ul style="list-style-type: none"> <li>- build structures, exploring how they can be made stronger, stiffer and more stable</li> <li>- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> </ul>	
<b>History</b>		<p><b>The First Moon Landing</b></p> <ul style="list-style-type: none"> <li>- Events beyond living memory that are significant nationally and globally.</li> <li>- The lives of significant individuals in the past who have contributed to national and international achievements</li> </ul>		<p><b>Florence Nightingale</b></p> <ul style="list-style-type: none"> <li>- The lives of significant individuals in the past who have contributed to national and international achievements.</li> <li>- Events beyond living memory that are significant nationally and globally.</li> </ul>	<p><b>Local History- Titanic</b></p> <ul style="list-style-type: none"> <li>- Significant historical events, people and places in their own locality.</li> </ul>	
<b>Geography</b>	<p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>-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</li> </ul>	<p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>-name and locate the world's seven continents and five oceans</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>-use aerial photographs and plan perspectives to recognise landmarks and</li> </ul>	<p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> <li>- Use world maps, atlases and globes to identify the United Kingdom</li> </ul>			<p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>- Case study comparing England and a non European country (Southern Africa, savanna) using basic geographical vocabulary to refer to: key physical and human features.</li> </ul>

	<p>features and routes on a map</p> <ul style="list-style-type: none"> <li>-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</li> </ul>	<p>basic human and physical features; devise a simple map; and use and construct basic symbols in a key (recap)</p>	<p>and its countries</p> <ul style="list-style-type: none"> <li>- 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</li> </ul>			<p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>- 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 key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul>
<b>RSE</b>	<p><b>Health and wellbeing.</b></p> <ul style="list-style-type: none"> <li>- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> <li>- <a href="#">Link to overview</a></li> </ul>		<p><b>Living in the wider world</b></p> <ul style="list-style-type: none"> <li>- Linked to topic of frontline workers, community, rules and consequences.</li> </ul>		<p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>- Linked to RSE objectives, and Science (living things)</li> </ul>	
<b>Music</b>	<p><b>Tony Chestnut</b></p> <ul style="list-style-type: none"> <li>- Beat</li> <li>- Rhythm</li> <li>- Pitch</li> <li>- Echo</li> <li>- progression snapshot 1</li> <li>- Improvise rhythms along to a backing track using the note C or G.</li> <li>- Play the song's melody on a tuned percussion instrument.</li> <li>- Sing with good diction to emphasise word play.</li> <li>- Listen to, recognise, and play echoing phrases by ear.</li> </ul>	<p><b>Carnival of the Animals</b></p> <ul style="list-style-type: none"> <li>- Timbre</li> <li>- Tempo</li> <li>- Dynamics</li> <li>- Pitch</li> <li>- Classical music</li> <li>- Select instruments and compose music to reflect an animal's character.</li> <li>- Listen with increased concentration to sounds/music and respond by: talking about them using music vocabulary, or physically with movement and dance.</li> <li>- Identify different qualities of sound (timbre) i.e. smooth, scratchy, clicking, ringing, and how they are made. • Recognise and respond to changes of speed (tempo), volume (dynamics), and pitch</li> </ul>	<p><b>Grandma rap</b></p> <ul style="list-style-type: none"> <li>- Duration (crotchet, quavers, crotchet rest)</li> <li>- Unison</li> <li>- Round</li> <li>- Progression snapshot 2</li> <li>- Compose 4-beat patterns.</li> <li>- Chant rhythmically and perform in unison and in a round.</li> <li>- Chant and play rhythms (using the durations of 'walk' (crotchet), 'jogging' (quavers) and 'shh' (crotchet rests) from stick notation.</li> <li>- Learn a clapping game to Hi lo chicka lo</li> <li>- Listen to a variety of music and show the following durations with actions 'walk' (crotchet) and 'jogging' (quavers).</li> </ul>	<p><b>Minibeasts</b></p> <ul style="list-style-type: none"> <li>- Timbre</li> <li>- Pitch (chord)</li> <li>- Internalising beat and phrase</li> <li>- Compose an accompaniment using tuned percussion (playing chords and creating sound effects).</li> <li>- Sing clearly articulated words, smoothly and together in time.</li> <li>- Match voices accurately in a singing game.</li> <li>- Listen to the music and create a 'minibeast' inspired dance.</li> </ul>	<p><b>The rockpool rock</b></p> <ul style="list-style-type: none"> <li>- 2-part singing</li> <li>- Rock 'n' roll</li> <li>- Structure</li> <li>- Timbre</li> <li>- Learn an interlocking spoken part and perform a song in two parts. • Sing a rock 'n' roll-style song confidently.</li> <li>- Play an introduction on tuned percussion.</li> <li>- Listen actively and learn about rock 'n' roll music.</li> </ul>	<p><b>Tanczymy labada</b></p> <ul style="list-style-type: none"> <li>- Duration (crotchet, quavers, crotchet rest)</li> <li>- Chords</li> <li>- Progression snapshot 3</li> <li>- Compose rhythm patterns to accompany the song. <ul style="list-style-type: none"> <li>- Sing confidently in another language and play a cumulative game with spoken call-and-response sections.</li> </ul> </li> <li>- Play an accompaniment on tuned percussion.</li> <li>- Listen and copy vocal and rhythm patterns accurately, in tune, and in time with a steady beat.</li> </ul>

		(high/low) using music vocabulary, or movement.				
<b>RE</b>	<b>Specialness</b> Special Books Bible and Torah	<b>Candle light as a symbol</b> Advent and Hanukkah	<b>God</b> Ideas about god	<b>Welcoming</b> Palm Sunday	<b>Ritual</b> Water	<b>Change</b> People Jesus Me
<b>PE</b>	<b>Balance, Agility and Coordination</b> Balance, Coordination, Agility, Basic Games and Leadership	<b>Basic Invasion</b> Sending/Receiving, Attacking, Defending, Dodging, Games/Leadership	<b>Team Games</b> Unders/Overs, MudMonsters, Foxes & Farmers, MiniBulldog and Hoop Game	<b>Net &amp; Wall</b> Racket Skills, Sending & Receiving, Rallying with Hands, Rallying with equipment and Games	<b>Athletics</b> Jumping Throwing Sprinting Relay Circuit	<b>Strike and Field</b> Sending, Receiving, Basic Att./Def Tactical, Game play, Leadership