

Year 2 – Overview

| | Autumn 1 | | Autumn 2 | | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Topic | Art Attack INSET Wed 3 rd Sept Thur 4 th Sept-chn in | Globetrotters Mon 22 nd Sept | Dazzling Dahl Mon 3 rd Nov INSET Fri 21 st /Mon 24 th Nov | Sleigh Bells Ring! Mon 15 th Dec | Who's Afraid of the Big, Bad Wolf? INSET Mon 5 th Jan 26 Tue 6 th Jan -chn in | Fire, Fire! Mon 23 rd Feb 26 | Superheroes to the Rescue! Mon 13 th April 26 Bank Holiday 4 th May | Where the Wild Things Are Mon 1 st June 26 INSET 22 nd June |
| Duration | 2 weeks (2x days 2xWell being 1 x Inset) | 5 weeks | 6 weeks | 1 week | 5 weeks and 4 days | 5 weeks | 5 weeks and 4 days | 7 weeks and 3 days |
| Articles | Article 29 Article 31 | Article 24 Article 27 | Article 9 Article 13 | Article 9 Article 13 | Article 3, Article 11 | Article 4 Article 27 | Article 2 Article 43-54 | Article 12 Article 17 |
| Sparkly Starter | Art Attack project (big art) | Treasure hunt | Roald Dahl character dress up day | Santa reading an acrostic poem (aka Dale) | Story Teller | Great Fire of London drama day Book week events | Superhero dress up day | Forest School |
| Fab Finish | Art Exhibition | Canford Heath and Poole Quay trips | Coffee morning with parents: music performance | Celebratio n assembly | Wolf parade | The Great Fire of London exhibition World book day – dress up as a character | Superhero car race | Moors Valley Trip Leavers' assembly |
| Focus author | Roald Dahl/ Quentin Blake | | | | Anthony Browne | Malorie Blackman | David Walliams | |
| Focus literature | My Many Coloured Days | Lila and the Secret of Rain | Roald Dahl texts | Let's Celebrate | Little Red Riding Hood/ Wolf Story | The Great Plague/ the Great Fire of London/ The Great Fire of London poem | Traction Man | Where the Wild Things Are/ That's not a Daffodil |

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| Literacy genres | Poetry (contemporary colour poems) | Narrative – Story from another culture Non-fiction – Non-chronological report (Kenyan village) | Non-fiction- Letters and persuasive writing Narrative – Stories by the same author (character descriptions) Riddles | Poetry (Celebration poems) | Narrative - Traditional tale (stories from another perspective) Non-fiction – Instructions (puppets) | Poetry (classic) Non-fiction- Recounts (GFol and the Plague) | Narrative – Adventure story | Narrative – Story (changing the dilemma/ character) Non-fiction - Non-chronological reports (growing plants) | | | |
| Maths | Number: place value Number: addition, subtraction (inc column method) and multiplication Measurement: money | | Measurement: weight, mass, volume, capacity and temperature Measurement: money Measurement: length and height Geometry: shape | | Number: multiplication Number: division Number: fractions | | Measurement: time Geometry: position and direction Geometry: graphs, statistics | | Consolidation Number: place value addition with regrouping Number: subtraction with regrouping Geometry: shape | | Measurement: weight, mass, volume, capacity and temperature Measurement: money Geometry: shape, graphs and statistics Number: multiplication and division |
| Science | Living things and their habitats (habitats) | | Uses of everyday materials | | Animals including humans (healthy lives) | | Living things and their habitats (food chains) | | Plants | | |

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| Geography | <p>Locational knowledge: continents</p> <p>Physical/human geography: Features of the local area and comparison with a village in Kenya</p> <p>Skills and fieldwork: maps of the local area</p> | | <p>Skills and fieldwork: compass directions</p> <p>Physical geography: Seasonal climate patterns</p> | | | | <p>Physical geography: features in different landscapes</p> <p>Map skills and fieldwork</p> |
| History | <p>Significant historical places in the local area: Poole Quay</p> | | | | <p>Events beyond living memory that are significant nationally or globally: The Great Fire of London</p> | <p>Lives of significant individuals</p> | |
| Art and design | <p>3D art: sculpture Artists: Andy Goldsworthy, Barbara Hepworth, Henry Moore</p> | <p>2D art: illustrations Artists: Tony Ross, Quentin Blake, Axel Scheffler</p> | | <p>2D art: mixed media Silhouette pictures with backwash</p> | | | |
| Design technology | | | <p>Food technology: Design, make and evaluate fruit smoothies</p> | <p>Textile products: Design and make a puppet</p> | <p>Food technology: breadmaking</p> | <p>Construction: Design, make and evaluate a car</p> | |
| Computing | <p>E-Safety and skills: Digital communications and safe internet use</p> | <p>Digital imagery: animation</p> | <p>Coding: Test and debug multiple errors</p> | <p>Coding: Create and debug multi- step code</p> | <p>Digital presentation: 3D modelling</p> | <p>Digital presentation: Data graphs</p> | |
| Music | <p>Jolly Music Kodaly, pitch and rhythm notation</p> | <p>Jolly Music Rhythm, explore pulse and recognise pitch (using so and mi)</p> | <p>Jolly Music Read and write rhythm patterns, recognise/demonstrate phrasing and pitch (using la-so-mi)</p> | <p>Jolly Music Read, write and combine rhythm patterns and pitches (la-so-mi), Explore pulse speeds and create rhythm phrases. Use rest beats in a song.</p> | <p>Jolly Music Moving up and down in pitch, practise rhythm patterns (using ta and ti-ti). Clap rhythm patterns, practise keeping the pulse and handsign for 'la'.</p> | <p>Jolly Music Notation for one beat rest, practise using hands signs, pitch and rhythm names altogether</p> | |

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| PE | <i>Fitness (closely linked to fundamentals- agility, co-ordination, balance etc)</i> | <i>Sending and Receiving (3/4 weeks) Team building (3/4 weeks closely linked to Globetrotters/ orienteering)</i> | <i>Invasion</i> | <i>Net and Wall (lessons 4,5,6,7,8)</i> | <i>Athletics</i> | <i>Striking and Fielding (3/4 weeks) Sports Day Practice (3/4 weeks)</i> |
| | <i>Dance</i> | <i>Gym</i> | <i>Dance</i> | <i>Gym</i> | <i>Dance</i> | <i>Gym</i> |
| PSHE <i>(including relationships and sex education)</i> | <i>Being in my World</i> | <i>Celebrating Differences (including Anti-Bullying)</i> | <i>Dreams and Goals</i> | <i>Healthy Me</i> | <i>Relationships</i> | <i>Changing Me (including Sex Education)</i> |
| Religion and World views | <i>Islam</i> | <i>Christianity</i> | <i>Judaism</i> | <i>Christianity and Easter</i> | <i>Christianity</i> | <i>Humanism</i> |