



Year 2 Overview

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	My Place		Grace Darling and Florence Nightingale		The Great Fire of London	
Text	The Gruffalo, Room on the Broom The Smartest Giant in Town A Squash and a Squeeze.	Stickman The Gruffalo's Child Christmasaurus	Traditional Tales & alternative versions Hoorah for Mary Seacole	Traditional Tales & alternative versions Who Was: Mary Seacole?	Inside the Villains, Clotilde Perrin	The Great Fire of London, Emma Adams Toby and the Great fire of London
Experience	Woodside Wildlife Park	Pantomime Jack and the Beanstalk	Multi-Faith Visit: Mosque	Seaside /Lifeboat station Museum of Lincolnshire Life	Zoo Lab	Fire Engine and fire brigade visit
Enrichment		Enterprise:Radio	STEM Week	My Class Museum	Hatching butterflies Arts Week	Health and wellbeing week
Child Protection and Safeguarding	Lanyard protocol in school Darker evenings Reflective, road safety: Bonfire night, fire safety, firework safety; Stranger danger, halloween. Equality and Diversity Black History Month, Show racism the red card, Anti-bullying week including cyber bullying and Online safety. Peer pressure Children in Need; Young Carers; Christmas Jumper Day (Save the children); child poverty and food banks. Trusted adults - helping hands		Medical Safety- drugs First aid- basics Keeping Safe Building site safety; Railway safety; Road safety Peer pressure PANTS- NSPCC		Water safety Sun safety Street safety and peer pressure Transition Keeping hydrated Looking after ourselves over the summer holidays E-safety Being safe outside, stranger danger, road safety, Electrical Safety	
Art and Design	Drawing Layer different media e.g. crayons, pastels, felt tips. Plan and practice drawings (sketchbook). Create different tones using light and dark. Focus on a specific part of an artifact before drawing it. <i>science link</i>	Sculpture Safety when using tools and materials Ability to make a sculpture using plasticine. Add lines and shapes to work. <i>connect to drawing- create a 3d sculpture of a flower using different materials.</i>	Collage Safety when using tools and materials Create individual and group collages. Use different kinds of materials on their collage and explain why they have chosen them. use repeated patterns <i>Florence Nightingale collage - Picasso's Cubist Portraits.</i>		Painting Safety when using tools and materials Mix paint to make all secondary colours, predict outcomes. Make tints by adding white and tones by adding black. <i>London skyline, fire picture.</i>	Printing Safety when using tools and materials Create a print using pressing, rolling, rubbing and stamping. creating a print like a designer. <i>Great Fire of London scene. shaving foam - dye and paper for background- printing blocks for houses.</i>
Computing	Researching E safety - staying safe To know how technology is used around in and out of school. To know how to use a search engines To know how to word their searches. To know how to stay safe whilst researching. Using their knowledge from year 1 to use search engines correctly		Digital content E-safety - cyberbullying To retrieve previously saved documents. To type including elements such as capital letters, using back-space, enter, etc. To change font, colour, size. To input pictures. To know the appropriate language in an email. To know how technology is used outside of school. E-safety builds on staying safe online to cyberbullying.		Programming & Digital Content E-Safety - Gaming Graphics <i>Piccollage/ news report</i> Importing photos from the internet Record and share Using microphone Programming - Link to Gaming E-Safety Beebots To understand algorithms. To create programs To fix programs when they go wrong E-safety builds on staying safe online and cyberbullying through looking at aspects of gaming online. Using Pic Collage features more. Fixing issues that arise.	

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Design Technology	<p><i>Planning focus: creating products for Christmas Fair - Linked to RE</i></p> <p>Safety when using tools and materials</p> <p>To be able to explore and evaluate existing products.</p> <p>To consider how to make products that I have created more appealing.</p> <p>To be able to use drawings, with notes, to record ideas as they are developed.</p> <p>Planning more detailed than Year 1- notes on their ideas</p>		<p>Making focus: Using a variety of tools</p> <p>Safety when using tools and materials</p> <p>To discuss my work as it progresses, and identify good points and areas to improve throughout the design process.</p> <p>To select and name the tools needed to work the materials. E.g. spoons, cups, needles, yarn, scissors, saws, drills.</p> <p>To select appropriate materials from a limited range to meet design criteria.</p> <p>To build structures and investigate how they can be made stronger and more stable</p> <p>To use a range of materials to create models with wheels, axles or hinges.</p> <p>To investigate temporary, fixed and moving joints..</p>		<p><i>Evaluation/ Cooking Focus History link</i></p> <p>Safety when using tools and materials and safety and hygiene when cooking and preparing food</p> <p>To evaluate my product and its appearance.</p> <p>To consider and explain how the finished product could be improved.</p> <p>To understand where food comes from.</p> <p>Builds on Spring term- Children to make and evaluate.</p> <p>Built on from Year 1: Evaluative sentences</p> <p><i>Science: cooking</i></p> <p><i>English: writing</i></p>	
English	<p>Handa's Surprise (Instructions)</p> <p>The Ugly Five (setting and recount)</p>	<p>Jack and the Beanstalk (Narrative and recount)</p>	<p>Grace Darling biographies (letter)</p> <p>The LighthouseKeepers Lunch (Diary and recount)</p>	<p>Traction man (Narrative)</p> <p>Please Mrs Butler (Performance Poetry)</p>	<p>Poetry Week</p> <p>Actual Size (Description)</p> <p>David Attenborough (Biography)</p> <p>Vlad and the Great Fire of London (Recount and diary entry)</p>	<p>The True Story of the Three Little Pigs (Letter)</p>
Geography	<p>To use maps, atlases and globes to identify the UK and select other worldwide countries.</p> <p>To make comparisons of physical and human features of a local area (and a contrasting area within another country. - in next block) mutual respect for people from different places</p> <p>To know different types of weather and can discuss weather most prevalent in the UK</p> <p>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>Identify key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>To be able to identify similarities and differences in environments and their weather and be able to talk about them</p> <p>To identify seasonal and daily weather patterns in the United Kingdom</p> <p>To use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p>Construct basic maps using symbols in a key.</p> <p><i>Read a weather chart and interpret symbols mathematics</i></p> <p>To 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.</p>				<p>There's a World out there!</p> <p>Name the 5 oceans and 7 continents.</p> <p>Hot and cold areas in relation to the Equator and North and South Poles.</p> <p>Use maps, atlases and globes to identify the UK and select other worldwide countries.</p> <p>What is a capital city and can find the capital cities of the UK and surrounding countries on a map or globe.</p> <p><i>History-London as a capital city, human and physical features of land use in old London,)</i></p> <p>Compare the geographical features of the UK to geographical features of 1 non-European country.</p> <p>Make comparisons of physical and human features of local area and a contrasting area within another country.</p> <p><i>Know different types of weather and can discuss weather most prevalent in the UK. (History-drought before Fire of London,)</i></p> <p>Read a weather chart and interpret symbols</p> <p>Sun Safety</p> <p><i>Identify North, South, East and West on a compass - mathematics</i></p>	

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History			<p>To know why Florence Nightingale is significant.</p> <p>To know the sequence of events of Florence Nightingale's life.</p> <p>To know why Grace Darling is significant.</p> <p>To know the sequence of events of Grace Darling's life.</p> <p>To know that Queen Victoria sent a letter thanking Grace Darling.</p> <p>To know how Lincoln hospital has changed since the influence of Florence Nightingale.</p> <p><i>(Prior learning from Geography-storms and from looking at coastal areas in 'Here and There' in the Autumn term)</i></p> <p><i>(prior learning of Queen Victoria.)</i></p> <p>Diversity - female focus, Mary Seacole</p> <p>Skills to be covered</p> <p>To put objects, pictures or people into order using a given scale.</p> <p>To offer opinions and facts with some reasoning about a historical event.</p> <p>To begin to ask why events happened.</p> <p>To explore a particular event and how it affected people at the time.</p> <p>To discuss historical events, people and places in their locality</p>		<p>The Great Fire of London</p> <p>To be covered:</p> <p>Y2 GFOL</p> <p>To know the main events of the GFOL.</p> <p>To know why Samuel Peeps was important.</p> <p>To know how London has changed since the GFOL.</p> <p>To know the positive changes that have happened for England since the GFOL.</p> <p>To know how Lincoln looked at the time of the GFOL.</p> <p><i>(Geography link- capital city, human and physical characteristics of London)</i></p> <p>Fire safety and the impact of fire</p> <p>Skills to be covered</p> <p>To put objects, pictures or people into order using a given scale.</p> <p>To offer opinions and facts with some reasoning about a historical event.</p> <p>To begin to ask why events happened.</p> <p>To explore a particular event and how it affected people at the time.</p> <p>To discuss historical events, people and places in their locality</p>	
Mathematics	Number - Place Value - Addition and Subtraction	Number: Addition and Subtraction - Measurement: Money - Number: Multiplication and Division	Number: Multiplication and Division - Statistics	Geometry: Properties of shape - Statistics Number: Fractions	Measurement: Length and Height - Geometry: Position and Direction - Measurement: Time	Measurement: Mass, Capacity and Temperature
Music	Ourselves: Exploring sounds Toys: Beat	Our Land: Exploring sounds Our bodies: Beat	Animals: Pitch Number: Beat	Storytime: Exploring sounds Seasons: Pitch	Weather: Exploring sounds Pattern: Beat	Water: Pitch Travel: Performance
Physical Education	Invasion Games Personal safety getting changed Body awareness - limitations and safe spaces Staying safe when using equipment	Net and wall Personal safety getting changed Body awareness - limitations and safe spaces Staying safe when using equipment	Dance Personal safety getting changed Body awareness - limitations and safe spaces Staying safe when using equipment	Net and wall Personal safety getting changed Body awareness - limitations and safe spaces Staying safe when using equipment	Striking and Fielding Skills (Synergy) Personal safety getting changed Body awareness - limitations and safe spaces Staying safe when using equipment	Athletics Skills (Synergy) Personal safety getting changed Body awareness - limitations and safe spaces Staying safe when using equipment

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PSHE	<p>Key question:</p> <p>What makes a good friend? (relationships)</p> <p>How to make friends with others</p> <p>How to recognise when they feel lonely and what they could do about it</p> <p>How people behave when they are being friendly and what makes a good friend</p> <p>How to resolve arguments that can occur in friendships</p> <p>How to ask for help if a friendship is making them unhappy</p> <p>Key question:</p> <p>What is bullying? (relationships)</p> <p>How words and actions can affect how people feel</p> <p>How to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe</p> <p>Why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable</p> <p>How to respond if this happens in different situations</p> <p>How to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so</p>		<p>Key question:</p> <p>What jobs do people do? (Living in the wider world)</p> <p>How jobs help people earn money to pay for things they need and want</p> <p>About a range of different jobs, including those done by people they know or people who work in their community</p> <p>How people have different strengths and interests that enable them to do different jobs</p> <p>How people use the internet and digital devices in their jobs and everyday life</p> <p>Key question:</p> <p>What helps us to stay safe? (Health and wellbeing) <i>E-Safety</i></p> <p>How rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/household products and online)</p> <p>How to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them</p> <p>How to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets</p> <p>How not everything they see online is true or trustworthy and that people can pretend to be someone they are not</p> <p>How to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them</p>		<p>Key question:</p> <p>What can help us grow and stay healthy? (Health and wellbeing)</p> <p>That different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest</p> <p>That eating and drinking too much sugar can affect their health, including dental health</p> <p>How to be physically active and how much rest and sleep they should have everyday</p> <p>That there are different ways to learn and play; how to know when to take a break from screen-time</p> <p>How sunshine helps bodies to grow and how to keep safe and well in the sun</p> <p>Key question:</p> <p>How do we recognise our feelings? (Health and wellbeing)</p> <p>How to recognise, name and describe a range of feelings</p> <p>What helps them to feel good, or better if not feeling good</p> <p>How different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class or year group)</p> <p>How feelings can affect people in their bodies and their behaviour</p> <p>Ways to manage big feelings and the importance of sharing their feelings with someone they trust</p> <p>How to recognise when they might need help with feelings and how to ask for help when they need it</p>	
Religious Education	<p><i>Tolerance and respect for people of all faiths and none</i></p> <p>How is Allah described in the Qur'an? What do Muslims learn about Allah and their faith? Iman q and a? Know who Allah is and why he is important.</p> <p>Recognise that the Qur'an is the Holy book of Islam.</p> <p>Understand the Five pillars of Islam and their importance.</p> <p>Know about some Islamic rituals.</p> <p>Look at the following stories about Allah and how he became so important in Islam: The creation story and The Night of Power.</p>	<p><i>Tolerance and respect for people of all faiths and none</i></p> <p>Old Testament - understanding God</p> <p>Look at an inspirational Christian and their beliefs -e.g. Mother Teresa, Pope Jean Paul II</p> <p>Know that there are stories in the Bible that have a message and how these affect the lives of Christians.</p> <p>Share and unpick the messages from the following Bible stories: David and Goliath; Noah's Ark; Daniel and the lions, Joseph and his coat</p>	<p>What does the Quran say about how Muslims should treat others and live their lives?</p> <p><i>Tolerance and respect for people of all faiths and none</i></p> <p>Introduce the vocabulary Imam (Faith) and Sa'adah (statement of faith).</p> <p>Recap on the features of Islam and how they show their belief.</p> <p>Know what Akhlaq is (character, moral conduct) and discuss how this affects their belief and how they live their life.</p> <p>Understand how serving others and supporting the poor is a large part of their religion and belief e.g. zakah, almsgiving.</p>	<p>What do Christians and Muslims do to express their beliefs?</p> <p><i>Tolerance and respect for people of all faiths and none</i></p> <p>Islam</p> <p>Understand Ibadah (worship and belief in action) - use of significant objects, e.g. prayer beads, prayer mats, compass.</p> <p>Focus on worship in the home and how this is important to Muslims.</p> <p>Look at how Muslims show respect for teachers and elders and how this impacts on their beliefs.</p> <p>Christianity</p> <p>Introduce how Christians develop a sense of community with other -Christians, e.g. by attending church, taking part in prayer events.</p> <p>Focus on worship - different types of churches, styles of worship. Possible visit from different church leaders.</p> <p>Understand how personal devotion affects their faith- commitment to</p>	<p>Which celebrations are important to Muslims? -Eid focus</p> <p><i>Tolerance and respect for people of all faiths and none</i></p> <p>Identify important Muslim celebrations - Eid-UI-Fitr, Eid-UI-Adha.</p> <p>Know how Muslims celebrate these occasions.</p> <p>Understand why these celebrations are important.</p>	<p>Thankfulness - link to Christianity and Islam and introduce Hinduism</p> <p><i>Tolerance and respect for people of all faiths and none</i></p> <p>Know what the word thankfulness means.</p> <p>Know how Hindu's show thankfulness - Introduce Hinduism and focus on how they show thanksgiving at various festivals.</p> <p>Know how Christians and Muslims show thankfulness e.g. Eid, Sukkot, Harvest, Holi</p>

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				-God shown through prayer, actions, e.g. baptism, confirmation. Show how everyday actions and behaviour towards other people affects their belief.				
Reading	Phase 5 phonics - recapping alternative pronunciations for graphemes.	Phase 5 phonics - recapping alternative graphemes for phonemes	Phase 6 phonics; Reading VIPERS comprehension	Phase 6 phonics; Reading VIPERS comprehension	Phase 6 phonics; Reading VIPERS comprehension	Phase 6 phonics; Reading VIPERS comprehension		
Science	<p><i>Mathematics data handling</i></p> <p>Living things and their habitats (also see Year 1 animals)</p> <p>Introduction to the idea that all living things have certain characteristics that are essential for keeping them alive and healthy.</p> <p><i>Raise and answer questions that help them to become familiar with the life processes that are common to all living things.</i></p> <p>Introduction to the terms 'habitat' (a natural environment or home of a variety of plants and animals) and 'micro-habitat' (a very small habitat, for example for woodlice under stones, logs or leaf litter).</p> <p><i>Raise and answer questions about the local environment that help them to identify and study a variety of plants and animals within their habitat and observe how living things depend on each other, for example, plants serving as a source of food and shelter for animals.</i></p> <p>Compare animals in familiar habitats with animals found in less familiar habitats, for example, on the seashore, in woodland, in the ocean, in the rainforest.</p> <p>Describe how they decided where to place things, exploring questions for example: 'Is a flame alive? Is a deciduous tree dead in winter?' and talk about ways of answering their questions.</p> <p>Construct a simple food chain that includes humans (e.g. grass, cow, human). Importance of all living creatures - bees, wasps, crane flies</p> <p><i>Describe the conditions in different habitats and microhabitats (under log, on stony path, under bushes) and find out how the conditions affect the number and type(s) of plants and animals that live there</i></p> <p>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 variety of plants and animals in their habitats, including microhabitats</p> <p>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><i>Mathematics data handling</i></p> <p>Use of everyday materials (see also Year 1 materials)</p> <p>Safety when carrying out any practical investigations</p> <p>Identify and discuss the uses of different everyday materials so that they become familiar with how some materials are used for more than one thing (metal can be used for coins, cans, cars and table legs; wood can be used for matches, floors, and telegraph poles) or different materials are used for the same thing (spoons can be made from plastic, wood, metal, but not normally from glass).</p> <p>Properties of materials that make them suitable or unsuitable for particular purposes</p> <p>Identify and classify the uses of different materials, and record their observations.</p> <p>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>Animals, including humans</p> <p>Introduction to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans.</p> <p>Safety when carrying out any practical investigations</p> <p>Processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.</p> <p>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>Plants:</p> <p>Use the local environment throughout the year to observe how different plants grow.</p> <p>Introduction to the requirements of plants for germination, growth and survival, as well as to the processes of reproduction and growth in plants.</p> <p><i>Setting up a comparative test to show that plants need light and water to stay healthy.</i></p> <p>Safety when carrying out any practical investigations</p> <p>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><i>Mathematics data handling</i></p>	