



Yearly Overview Year 2

2021/22

		AUTUMN TERM		SPRING TERM		SUMMER TERM	
		Our world		What do we need to feel good?		Our fantastic Forest	
Hook into a topic							
Home learning project				Build a model castle at home		Shoebbox diorama of the New Forest	
Class trip or visitor		Hythe Library Trip		School Nurse to visit	Portchester Castle	Norton Farm	New Forest/Calshot Sleepover
English	Texts used	Dr Seuss The Pig in the Pond Mr Gumpy's motor car Each Peach Pear Plum Traditional Tales	LRRH Peace at Last Snow (P) Emily Gravett Wolves, Me, Tidy	UFO Diary – Satoshi Kitamura Little Bear Big Brother – Carl Norac	Non – Fiction Texts – Castles Knights Little lost Dragon – Wayne Anderson	Christopher Nibble Christopher's Caterpillars It starts with a seed – Laura Knowles Jennie Webber (NF) Non – fiction focus on food / recipes (instructions)	Journey – Aaron Becker
	Read Aloud Texts	The Elves and the Shoemaker Robin Hood Cinderella	Little Red Riding Hood Giraffes can't dance (Giles Andrae) The Great Green Forest (Paul Geraghty) Where the Forest Meets the Sea (Jeannie Baker)	Anne Kempe Dogs Don't Do Ballet Charlotte Zolotow William's Doll Josh Lacey The dragon sitter Terry Fan The Night Gardener	Cornelia Funke The Princess Knight	Other "pumpkin soup" stories	
	Writing Outcomes	Create own Tongue Twisters Noun Phrases for Neligan To I can write expanded noun phrases. I can use adverbs. (ly words) I can write in the present tense. I can use 'and'. I can use commas in lists (<i>pre-learning</i>) I can write a statement.	Write letters to / from LRRH and the wolf explaining and apologising Peace at Last: Create own 'onomatopoeia' stories for younger readers. Retell tales as a sequel (making LRRH the 'hero' for helping the wold change his behaviour Write simple instructions (practice) I can use the contraction apostrophe. I can use 'ful' I can write in the past tense. I can use 'but'. I can use imperative verbs.	Florence Nightingale Instructions: Instructions for doctors and nurses (hand washing) I can ask questions. I can use 'er and est' I can use 'when' I can attempt to use speech marks I can use commas in list I can use an exclamatory sentence.	Information texts: Research and create own class book about castles (to include subordination) I can use the possessive apostrophe. I can subordinate using if, when, that, because.	I can write different types of sentences. (<i>statement, question, exclamatory, command</i>) I can use a range of prepositions. I can use '-ment, -ness'	I can use adjectives. I can use adverbs. I can use expanded noun phrases. I can use conjunctions. I can use apostrophes correctly.
Maths HANTS MTP	Unit 2.1 - NPV Unit 2.2 - addition and subtraction, measurements with money/length	Unit 2.3 – multiplication, division (2's) and geometry Unit 2.4 – NPV, addition and subtraction Unit 2.4 – 5 sessions statistics	Unit 2.5 – addition & subtraction Measures with time & mass Unit 2.6 – fractions & geometry Unit 2.6 - multiplication & division	Unit 2.7- NPV with addition & subtraction Unit 2.7 - statistics Unit 2.8 – addition & subtraction with money / fractions Unit 2.9 – measurement with geometry Unit 2.9 – addition & subtraction	Unit 2.10 – multiplication & division Unit 2.11 – tests Unit 2.12 – PV add & subtract	Unit 2.13 – fractions with multiplication & division Unit 2.14 – Measures: time ,capacity & volume Unit 2.15 – geometry	
Computing	IT around us Digital photography - Pixlr.com		Robot algorithms Scratch Junior Making music - Music Lab		An intro to quizzes - Scratch Junior Pictograms		



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	Our world	What do we need to feel good?	Our fantastic Forest							
Humanities	History	<p>Inspiring Woman in medical history: Florence Nightingale, Mary Seacole and Ediath Cavell</p> <p><i>Jamaican Mary Seacole broke social rules and prejudices to help the sick and injured</i></p> <p><i>Ediath Cavell saved the lives of soldiers from both sides and helped over 200 Allied soldiers escape from German-occupied Belgium during the First World War.</i></p> <p><i>Florence Nightingale broke social rules by becoming a nurse, not considered suitable for a lady of Upper Class. Her efforts to reform healthcare greatly influenced the quality of care in the 19 and 20 centuries.</i></p> <p>How castles developed and improved over time</p> <p><i>A castles is a large strong building, built in the past by a ruler or important person to protect the people inside from attack. They were both a home and a fortress. The choice of location was important for its defence. A castle was built to withstand attack from enemy. Castle builders added many defensive features to make their castles difficult to attack. Many castles were built on high ground with clear views of the surrounding land. The first castles were mounds of earth. Castle design has changed over time because of changes in technology, function and purpose. (Old Sarum - hill fort, Motte and Bailey, Norman stone keep) Motte and Bailey - These castles were built first because they were quick and cheap to build. King William needed castles as soon as possible to defend his new crown. They were made out of wood. It has been said that nearly 1000 motte and bailey castles were built by the Normans. Keep and Bailey - When the rebellion against King William calmed down they were able to build Keep and Bailey castles, which took longer to build and were made out of stone. Some of them are still around today, including Windsor Castle and the Tower of London. From around 1100 onwards, people began to build castles in stone. Medieval castles are castles built from the time of the Norman Conquest, which began in 1066, to the start of the Tudor period in 1485. The biggest castle in England is Windsor Castle, one of the three homes of the Queen. It is said to be the largest inhabited fortress in the world.</i></p>								
	Geography	<p>Where in the World?</p> <p><i>The names/ locations and characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. England/London, Wales/ Cardiff, Scotland/Edinburgh, Northern Ireland/Belfast.</i></p> <table border="1"> <thead> <tr> <th>England</th> <th>Wales</th> <th>Scotland</th> <th>Northern Ireland</th> </tr> </thead> <tbody> <tr> <td>Scar Fell (978 m) Thames Rose, St. George</td> <td>Snowdon, daffodil, Welsh language, mining</td> <td>Ben Nevis, mountains, lochs, islands Edinburgh Thistle</td> <td>Ship building, Belfast, Titanic</td> </tr> </tbody> </table> <p><i>England is the most populated country in the United Kingdom. The other countries that make up the United Kingdom are Wales, Scotland and Northern Ireland. The UK is 93,410 square miles. England is bordered by Wales to the west and Scotland to the north. The capital city of England is London. Other major cities include Birmingham, Manchester, Sheffield, Liverpool, Newcastle and Leeds.</i></p> <p><i>The name and locations of the world's seven continents (Europe, Asia, Africa, North America, South America, Oceania, (+ Antarctica) and five oceans (Pacific, Atlantic, Indian, Arctic, Southern).</i></p> <p><i>Name at least one animal from each continent North America – brown bear, alligator, South America - toucan, Europe- badger , Africa - zebra, Asia –panda, snow leopard , Oceania – koala, kangaroo.)</i></p> <p><i>Simple compass directions (North, South, East and West).</i></p>	England	Wales	Scotland	Northern Ireland	Scar Fell (978 m) Thames Rose, St. George	Snowdon, daffodil, Welsh language, mining	Ben Nevis, mountains, lochs, islands Edinburgh Thistle	Ship building, Belfast, Titanic
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Environmental study		<p>**Linked to Science Unit** Some materials are natural and some materials are man-made. Plastic is man-made. Plastic can be bendy, hard, very big and sometimes very, very small. Polyester is a man-made fabric made from plastic. Plastic is made from chemicals found in crude oil. Crude Oil is millions of years old Man-made materials can be appropriate for a particular job but may not be good for the environment. We can help the planet by Reduce, Re-use, Recycle.</p> <p style="text-align: center;">OIL AND NATURAL GAS FORMATION</p> <p>Tiny sea plants and animals died and were buried on the ocean floor. Over time, they were covered by layers of silt and sand.</p> <p>Over millions of years, the remains were buried deeper and deeper. The enormous heat and pressure turned them into oil and gas.</p> <p>Today, we drill down through layers of sand, silt, and rock to reach the rock formations that contain oil and gas deposits.</p>	<p>Madagascar is classed as one of the world's 17 megadiverse countries that are considered to be home to the majority of the world's biodiversity. Over 70% of the 250,000 wildlife species found in Madagascar are found nowhere else in the world. While 90% of the estimated 14,000 plants native to Madagascar are also found nowhere else.</p>
Science	<p>Animals Including Humans – Life cycles and offspring Model of animal life: All animals are born which is when they can eat and breathe They grow and develop until they are strong enough to reproduce. When animals are no longer able to reproduce they usually die. Different animals live for different ages Different animals reach different sizes before they are able to reproduce Different animals reproduce at different ages.</p>	<p>Forces – Pushes and Pulls Objects move in different ways – push, pull, roll, slide, bounce etc. We can change the way an object moves by pushing or pulling it. Sometimes pushing and pulling slows things down. Sometimes pushing and pulling speeds things up. Sometimes pushing and pulling makes things change direction. Bigger pushes and pulls have bigger effects. (They change how things move more) Sometimes when an object is pushed, pulled or twisted it changes shape.</p> <p>Everyday materials – clothing There are many different materials that have different describable and measureable properties. Materials that have similar properties are grouped into metals, rocks, fabrics, wood, plastic and ceramics (including glass). The properties of a material determine whether they are suitable for a purpose. These ideas are explored through testing materials to see if they are appropriate for particular jobs. Properties of fabrics, plastics. – waterproofness, softest, strongest, absorbency, flexibility, warmth.</p>	<p>Plants – Making new plants All flowering plants make seeds that can grow into new plants. Sometimes the plant dies after it has produced its seed. Sometimes the plant lives for many generations producing seeds each year.</p>
ART	<p>ART FOCUS: Art and ICT ARTIST: William Morris</p> <p>Key Skills developed: Use of patterns (repeating motifs)</p> <p>Outcomes: Designs for Wrapping paper</p>	<p>Art Focus: Collage Artist studied: Giuseppe Archimboldo</p> <p>Outcomes: Pictures using the fruit and vegetables we learn about in science/geography.</p>	<p>ART FOCUS: Sculpture ARTIST: Andy Goldsworthy</p> <p>Key Skills developed: creating sculpture using nature</p> <p>Outcomes: Andy Goldsworthy sculpture in school grounds</p> <p>Shoebox diorama of the forest (This could be a home-learning project)</p>



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DT	STRAND: Mechanisms (wheels and axles) Project Outcome Revolving globe / Sundial		Structures (freestanding) standing on their own foundation/base Without attachment to another object. Project Outcome: Castles Key Skills developed: Choose different materials for their strength, flexibility and appropriateness.		Food (preparing fruit and vegetables – including cooking and nutrition) Project Outcome: fruit smoothie Key Skills developed: Can they describe the food they have been working with? Can they talk about hygiene?	
RE	Focus: Diwali, Hanukkah & advent Concept: Candle light as a symbol Content: Children to listen and respond to text about the candle used in these celebrations.		Focus: People Jesus met Concept: Change Content: Discuss the change the children have experienced. Talk about the changes the people Jesus met experienced. Focus; Easter Concept: Sad and happy Content: Know the terms sad and happy and the corresponding emotions.		Focus: Ideas about God Concept: God Content: Children to hear stories from Christianity and Judiasm Focus: Special Books (Bible & Torah) Concept: Special	
Personal Development	Who is in charge? <i>Communicating and co-operating with others, looking at the wider world and wider environment and their responsibilities, people who help within the community, playing a part in the local community</i> Celebrating differences <i>Feelings, similarities and differences between genders, appearance, background, cultures, what is fair and unfair, beginning to question stereotypes/online links</i>		My body is important <i>Healthy lifestyles, exercise and diet, wellness and illness, medicines and immunisations, parts of the body, sharing concerns-safe adults</i> Changing friendships <i>Friendship, what makes a good friend, making new friends, managing feelings around friendship, bullying – speaking out</i>		Taking Charge <i>Developing personal values Choices and consequences, accepting responsibility for actions</i> Looking forward <i>Taking responsibility, being trustworthy, appreciating and caring for the environment, understanding their impact on the world around them</i>	
PE	Coordination Footwork Static Balance One Leg Sports coaching with Mr S	Dynamic Balance to Agility Jumping and Landing Static Balance Seated Sports coaching with Mr S	Dynamic Balance On a Line Static Balance Stance Sports coaching with Mr S	Coordination Ball Skills Counter Balance With a Partner Sports coaching with Mr S	Coordination Sending and Receiving Agility Reaction / Response Sports coaching with Mr S	Agility Ball Chasing Static Balance Floor Work Sports coaching with Mr S
Music						