

YEAR OVERVIEW 2021-22 for YEAR 2

Subject	HT1 (8 weeks)	HT2 (7 weeks)	HT3 (6 weeks)	HT4 (6 weeks)	HT5 (6 weeks)	HT6 (7 weeks)
Literacy	<p>Stories with familiar settings Tiger who came to tea Dogger</p> <p>Non-Fiction Florence Nightingale/Mary Seacole</p> <p>Speaking and Listening SpL - 1, 2, 3, 4, 5</p>	<p>Narrative The great explorer The Rainbow Bear</p> <p>Non-Fiction Explorers text</p> <p>Speaking and Listening SpL - 1, 2, 3, 4, 5</p>	<p>Narrative – same author Fantastic Mr Fox The Twits</p> <p>Non Fiction Hello World</p> <p>Speaking and Listening SpL - 1, 2, 3, 4, 5 6 maintain attention and participate actively in collaborative conversation, staying on topic and initiating and responding to comments 8 speak audibly and fluently with an increasing command of Standard English 9 participate in discussions, presentations, performances, roleplay /improvisations and debates</p>	<p>Narrative The way back home Katie’s Sunflowers</p> <p>Non-Fiction Plants text</p> <p>Speaking and Listening SpL - 1, 2, 3, 4, 5 6 maintain attention and participate actively in collaborative conversation, staying on topic and initiating and responding to comments 8 speak audibly and fluently with an increasing command of Standard English 9 participate in discussions, presentations, performances, roleplay /improvisations and debates</p>	<p>Poetry Perfectly peculiar pets Diary of a Killer Cat</p> <p>Non-Fiction Usborne world of Animals</p> <p>Speaking and Listening SpL - 1, 2, 3, 4, 5 6 maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments 7 use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas 8 speak audibly and fluently with an increasing command of Standard English 9 participate in discussions, presentations, performances, roleplay/improvisations and debates 10 gain, maintain and monitor the interest of the listener(s) 11 consider and evaluate different viewpoints,</p>	<p>Narrative Diary of Samuel Peppys Great fire of London Story</p> <p>Non Fiction Great fire of London</p> <p>Speaking and Listening SpL - 1, 2, 3, 4, 5 6 maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments 7 use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas 8 speak audibly and fluently with an increasing command of Standard English 9 participate in discussions, presentations, performances, roleplay/improvisations and debates 10 gain, maintain and monitor the interest of the listener(s) 11 consider and evaluate different viewpoints,</p>

	<p>Reading WR 1, 2, 3, 5, 6, 7, 8 RC 1-7, 9-15</p> <p>Writing C 1a, 1d, 2a, 2b, 2c, 3a, 3b, 3c, 4 VGP 1 (full stop, capital letter) 2a statement 2b 2c 2d coordination 2e 2f 3</p> <p>Handwriting EN2/ 3.2a-d</p> <p>Spelling See spelling grid HT1</p>	<p>Reading WR 1,2, 3, 5, 6, 7, 8 RC 1-7, 9-15 WR4 – read words containing common suffixes</p> <p>Writing C 1a, 1d, 2a, 2b, 2c, 3a, 3b, 3c, 4 VGP 1 (full stop, capital letter, question mark) 2a statement, question, command 2b 2c 2d subordination 2e 2f 3</p> <p>Handwriting EN2/ 3.2a-d</p> <p>Spelling See spelling grid HT2</p>	<p>Reading WR 1,2, 3, 5, 6, 7, 8 RC 1-7, 9-15</p> <p>Writing C 1a, 1d, 2a, 2b, 2c, 3a, 3b, 3c, 4 VGP 1 (full stop, capital letter, comma) 2a statement, question, command 2b 2c 2d coordination 2e 2f 3</p> <p>Handwriting EN2/ 3.2a-d</p> <p>Spelling See spelling grid HT3</p>	<p>Reading WR 1,2, 3, 5, 6, 7, 8 RC 1-7, 9-15 WR4 – read words containing common suffixes</p> <p>Writing C 1a, 1d, 2a, 2b, 2c, 3a, 3b, 3c, 4 VGP 1 (full stop, capital letter, apostrophe) 2a exclamation 2b 2c 2d subordination 2e 2f 3</p> <p>Handwriting EN2/ 3.2a-d</p> <p>Spelling See spelling grid HT4</p>	<p>attending to and building on the contributions of others 12 select and use appropriate registers for effective communication</p> <p>Reading WR 1,2, 3, 5, 6, 7, 8 RC 1-7, 9-15, RC 8 – continue to build up a repertoire of poems</p> <p>Writing C 1a, 1d, 2a, 2b, 2c, 3a, 3b, 3c, 4 VGP 1 all 2a all 2b 2c 2d all 2e 2f 3</p> <p>Handwriting EN2/ 3.2a-d</p> <p>Spelling See spelling grid HT5</p>	<p>attending to and building on the contributions of others 12 select and use appropriate registers for effective communication</p> <p>Reading WR 1,2, 3, 5, 6, 7, 8 RC 1-7, 9-15 WR4 – read words containing common suffixes</p> <p>Writing C 1a, 1d, 2a, 2b, 2c, 3a, 3b, 3c, 4 VGP 1 all 2a all 2b 2c 2d all 2e 2f 3</p> <p>Handwriting EN2/ 3.2a-d</p> <p>Spelling See spelling grid HT6</p>
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Numeracy	<p>Revision of Y1 Number Fluency Grids</p> <p>Wk 2&3 Y1 catchup</p> <p>Wk 4&5 Power Maths 2A Unit 1 Numbers to 100</p> <p>Wk 6,7&8 Unit 2 Addition and subtraction</p>	<p>Wk 1&2 Power Maths 2A Unit 3 Addition and subtraction</p> <p>Wk 3&4 Unit 4 Money</p> <p>Wk 5&6 Unit 5 Multiplication and Division</p> <p>Wk 7 Catch-up/Revision week</p>	<p>Wk 1&2 Power Maths 2B Unit 6 Multiplication and Division</p> <p>Wk 3&4 Power Maths 2B Unit 7 Statistics</p> <p>Wk 5&6 Unit 8 Length and Height</p>	<p>Wk 1,2&3 Unit 9 Properties of Shapes</p> <p>Power Maths 2B Wk 4,5&6 Unit 10 Fractions</p> <p>Wk 5&6 SATS prep TBC</p>	<p>Wk 1 SATS Prep TBC</p> <p>Wk 2&3 Power Maths 2C Unit 11 Position and Direction</p> <p>Wk 4,5&6 Power Maths 2C Unit 12 Problem Solving and Efficient methods</p>	<p>Wk 1&2 Power Maths 2C Unit 13 Time</p> <p>Wk 3&4 Unit 14 Weight, Volume and Temperature</p> <p>Wk 5&6 Catch-up/Revision week</p> <p>Wk7 Transition</p>
Number Fluency	<p>2NF–1 Secure fluency in addition and subtraction facts within 10, through continued practice.</p>	<p>2AS–1 Add and subtract across 10, for example: 8+5=13 13-5=8</p>	<p>2AS–3 Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract only ones or only tens to/from a two-digit number.</p>	<p>2AS–4 Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract any 2 two-digit numbers.</p>	<p>2MD–1 Recognise repeated addition contexts, representing them with multiplication equations and calculating the product, within the 2, 5 and 10 multiplication tables.</p>	<p>2MD–2 Relate grouping problems where the number of groups is unknown to multiplication equations with a missing factor, and to division equations (quotitive division).</p>

<p>Science</p>		<p>Uses of Everyday Materials Sc2/3.1a identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for different uses Sc2/3.1b compare how things move on different surfaces. Sc2/3.1c find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p>	<p>Living Things and Their Habitats Sc2/2.1a explore and compare the differences between things that are living, dead, and things that have never been alive Sc2/2.1b 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 Sc2/2.1c identify and name a variety of plants and animals in their habitats, including microhabitats Sc2/2.1d 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>Plants Sc2/2.2a observe and describe how seeds and bulbs grow into mature plants Sc2/2.2b find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>	<p>Animals Including Humans Sc2/2.3a notice that animals, including humans, have offspring which grow into adults Sc2/2.3b find out about and describe the basic needs of animals, including humans, for survival (water, food and air) Sc2/2.3c describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p>	
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Art	<p>Drawing/Sketching – Florence Nightingale Lamp</p> <p>Ar1/1.2 To use drawing to develop and share their ideas, experiences and imagination</p> <p>Ar1/1.3 To develop a wide range of art and design techniques in using pattern, texture, line, shape, form and space</p>		<p>Printmaking - Animals/animal features</p> <p>Ar1/1.1 To use a range of materials creatively to design and make products</p> <p>Ar1/1.3 To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	<p>Painting – flowers Monet</p> <p>Ar1/1.2 To use painting to develop and share their ideas, experiences and imagination</p> <p>Ar1/1.3 To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>Ar1/1.4 To talk 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</p>		<p>3D -Clay Great Fire of London</p> <p>Ar1/1.1 To use a range of materials creatively to design and make products</p> <p>Ar1/1.3 To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>
DT		<p>Technical Knowledge- build towers and structures</p> <p>DT2/1.1a Design purposeful, functional, appealing</p>		<p>Cooking and Nutrition Rice Krispie Buns and Healthy Fruit Ice Cubes)</p> <p>DT2/2.1a Use the basic principles of a</p>	<p>Textiles – animal puppet</p> <p>DT2/1.3a explore and evaluate a range of existing products</p>	<p>Technical Knowledge- wheels and axles</p> <p>DT2/1.1a Design purposeful, functional, appealing products for</p>

		<p>products for themselves and other users based on design criteria</p> <p>DT2/1.1b generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>DT2/1.2a select from and use a range of tools and equipment to perform practical tasks</p> <p>DT2/1.2b select from and use a wide range of materials and components</p> <p>DT2/1.3a explore and evaluate a range of existing products</p> <p>DT2/1.3b evaluate their ideas and</p>		<p>healthy and varied diet to prepare dishes</p> <p>DT2/2.1b Understand where food comes from.</p>	<p>DT2/1.1a Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>DT2/1.1b generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>DT2/1.2a select from and use a range of tools and equipment to perform practical tasks</p> <p>DT2/1.2b select from and use a wide range of materials and components</p> <p>DT2/1.3b evaluate their ideas and products against design criteria</p>	<p>themselves and other users based on design criteria</p> <p>DT2/1.1b generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>DT2/1.2a select from and use a range of tools and equipment to perform practical tasks</p> <p>DT2/1.2b select from and use a wide range of materials and components</p> <p>DT2/1.3b evaluate their ideas and products against design criteria</p>
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		<p>products against design criteria</p> <p>DT2/1.4a Build structures, exploring how they can be made stronger, stiffer and more stable</p>				
Geog		<p>Locational Knowledge</p> <p>Ge1/1.1a To name and locate the world's 7 continents and 5 oceans</p> <p>Ge1/1.4a 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>	<p>Human & Physical</p> <p>Ge1/1.3a location of hot and cold areas in the world in relation to the equator and the north and south poles</p> <p>Ge1/1.3b 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</p>	<p>Geographical Skills and Fieldwork</p> <p>Ge1/1.4b Use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map</p> <p>Ge1/1.4c 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</p> <p>Ge1/1.4d Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key</p>	<p>Locational Knowledge – UK and London</p> <p>Ge1/1.1b To name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas</p> <p>Ge1/1.4a Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and</p>	

				human and physical features of its surrounding environment.	oceans studied at this key stage	
History	<p>Significant people - Mary Seacole/ Florence Nightingale</p> <p>Hi1/1.3 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</p> <p>Hi1/1.4 significant historical events, people and places in their own locality.</p>	<p>Explorers & Inventors - Sir Ernest Shackleton</p> <p>Hi1/1.3 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</p> <p>Hi1/1.4 significant historical events, people and places in their own locality.</p>			<p>The Plague</p> <p>Hi1/1.4 significant historical events, people and places in their own locality.</p>	<p>The great fire of london</p> <p>Hi1/1.2 events beyond living memory that are significant nationally and globally</p>

Computing	Using a computer	1.2 How do I use a computer as a writer? Communicating: Text and Images	2.2 How do I create a multimedia story? Communicating: Multimedia	3.2 What is a branching database? Understanding & Sharing Data	4.2 How do I improve my algorithms? Computational Thinking + Programming A	
PE (Indoor)	<p>Personal Challenges</p> <p>PE2/1.1a Key Skills Use running, jumping, throwing and catching in isolation and in combination To master as well as develop balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>PE2/1.1f Evaluating Performance Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Gymnastics / Yoga</p> <p>PE1/1.1a To master as well as develop balance, agility and co-ordination, and begin to apply these in a range of activities</p>	<p>Invasion Games Tag Rugby Beanbag Bonanza</p> <p>PE1/1.1a To master as well as develop balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>PE1/1.1b Team Games To participate in team games, developing simple tactics for attacking and defending</p>	<p>Tri – Golf</p> <p>PE1/1.1b Team Games To participate in team games, developing simple tactics for attacking and defending</p>		<p>Dance Link to history – Great fire of London</p> <p>PE1/1.1c To perform dances using simple movement patterns.</p>

<p>PE (Outdoor)</p>			<p>Invasion Games Tag Rugby Beanbag Bonanza</p> <p>PE1/1.1a To master as well as develop balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>PE1/1.1b Team Games To participate in team games, developing simple tactics for attacking and defending</p>	<p>Outdoor and Adventure Challenges</p> <p>PE1/1.1a To master as well as develop balance, agility and co-ordination, and begin to apply these in a range of activities</p>	<p>Striking and Fielding games - Rounders</p> <p>PE1/1.1a To master as well as develop balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>PE1/1.1b Team Games To participate in team games, developing simple tactics for attacking and defending</p>	<p>Athletics Personal Challenges</p> <p>PE1/1.1a To master basic movements including, throwing and catching, To master as well as develop balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>PE2/1.1f Evaluating Performance Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>
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RE	<p>Symbols In what ways are churches / mosques / synagogues important to believers?</p> <p>A1 A3 B3 C3</p>	<p>Symbols In what ways are churches / mosques / synagogues important to believers?</p> <p>A1 A3 B3 C3</p>	<p>What does it mean to belong? Beginning to learn about Islam: What is it like to be a Muslim in Sheffield today?</p> <p>A1 B1 B2 B3 C3</p>	<p>Believing: How and why do people pray? (Christians, Muslims and Jewish people)</p> <p>A2 B3 C1 C3</p>	<p>Leaders: What makes some people inspiring to others?</p> <p>A3 A2 C2</p>	
RSHE	<p>Os1) Screen time (Online safety Curriculum reference - L1)</p> <p>Os2) Personal information (Online safety Curriculum reference - S1)</p> <p>Os3) Online strangers (Online safety Curriculum reference - P1)</p>	<p>Fa1) Who's in my family?</p> <p>Fa2) Do families always stay the same?</p> <p>Fa3) How should families treat each other?</p>	<p>Fa4) When should I say no?</p> <p>Fa5) Who owns my body? I do!</p> <p>Fa6) Are all families the same?</p>	<p>P1) How do I help my body stay healthy?</p> <p>P2) How do I decide what to eat?</p> <p>P3) How do we stop getting ill?</p>	<p>G1) Will I always be a child?</p> <p>C3) What makes a boy or a girl?</p>	<p>Os3) Online strangers (Online safety Curriculum reference - P1)</p> <p>Recap prior to Summer holidays</p>