

## YEAR OVERVIEW 2022 -23 for Year Group 2

Subject	HT1 (4 days + 6 weeks)	HT2 (7 weeks)	HT3 (3 days + 5 weeks)	HT4 (6 weeks)	HT5 (5 weeks+ 4 days)	HT6 (7 weeks)
<b>English Writing: Links:</b>	Narrative Unit: Stories with familiar settings (Tiger Who Came to Tea) BW (3 weeks +3 days)  Narrative Unit: Stories with familiar settings (Highway rat)  Oscar got the Blame or Not Now Bernard (3 weeks)	Narrative Unit: The Great Explorer (Chris Judge) BW (3 weeks)  Narrative Unit: The Rainbow Bear (Stephen Michael King) BW (3 weeks)  Personal Recount: Write up reflection of trip to Weston Park Museum (1 Week)	Narrative Unit: Lost and Found (Oliver Jeffers)  The Magic Bed (John Burningham)	Narrative Unit: Plague Story  (3 weeks)  Non-fiction Unit: Personal recount to Eyam  (3 weeks)	? SATs Assessment (Maths/Reading) (Final 2 Weeks)  Non Fiction Text Instructions to make Krispie Bun 2 Weeks  Narrative Unit: Traditional Stories from Other Cultures – Informal Letter writing - Postcard (Handa's Surprise) BW  (2 weeks)	Non – Fiction Unit: White Owl, Barn Owl by Nicola Davies + I love Guinea Pigs by Dick King-Smith  (4 Weeks)  Poetry (?Michael Rosen)  (2 Weeks)
<b>ENGLISH: Reading</b>	Lion in the Meadow – Mary Mahy You Choose – Nick Sharrat There's no such thing as a Dragon Jack Kent Angry Arthur – Hiawyn Oram					

	Can you Catch a Mermaid? Jane Ray					
<b>MATHS Links:</b>	<p>Week 1 Secure fluency in addition and subtraction facts within 10, through continued practice. (2 days)</p> <p>Week 1 (2 Days) Power Maths 2A Unit 1 Numbers to 100</p> <p>Week 2 &amp; 3 Power Maths 2A Unit 1 Numbers to 100</p> <p>Week 4 &amp; 5 Unit 2 Addition and subtraction</p> <p>Week 5 &amp; 7 Power Maths 2A Unit 3 Addition and subtraction</p>	<p>Unit 4 Money</p> <p>Unit 5 Multiplication and Division</p>	<p>Wk 1&amp;2 Power Maths 2B Unit 6 Multiplication and Division</p> <p>Wk 3&amp;4 Power Maths 2B Unit 7 Statistics</p> <p>Wk 5&amp;6 Unit 8 Length and Height</p>	<p>Wk 1,2&amp;3 Unit 9 Properties of Shapes</p> <p>Power Maths 2B Wk 4,5&amp;6 Unit 10 Fractions</p> <p>Wk 5&amp;6 SATS prep TBC</p>	<p>Wk 1 SATS Prep TBC</p> <p>Wk 2&amp;3 Power Maths 2C Unit 11 Position and Direction</p> <p>Wk 4,5&amp;6 Power Maths 2C Unit 12 Problem Solving and Efficient methods</p>	<p>Wk 1&amp;2 Power Maths 2C Unit 13 Time</p> <p>Wk 3&amp;4 Unit 14 Weight, Volume and Temperature</p> <p>Wk 5&amp;6 Catch-up/Revision week</p> <p>Wk7 Transition</p>
<b>Calculation</b>	<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</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</p>	<p>2MD–2 Relate grouping problems where the number of groups is unknown to multiplication equations with a missing factor, and</p>

			or only tens to/from a two-digit number.		equations and calculating the product, within the 2, 5 and 10 multiplication tables.	to division equations (quotitive division).
<b>SCIENCE</b> <b>Links:</b>	<p>Living Things and Their Habitats Y2</p> <p>Sc2/2.1a explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>Sc2/2.1c identify and name a variety of plants and animals in their habitats, including microhabitats</p>	<p>Living Things and Their Habitats Y2</p> <p>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</p> <p>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>Uses of Everyday Materials and Movement Y2</p> <p>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</p> <p>Sc2/3.1b compare how things move on different surfaces.</p> <p>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><b>Sc2/2.2 Plants</b></p> <p>Sc2/2.2a observe and describe how seeds and bulbs grow into mature plants</p>	<p><b>Sc2/2.2 Plants</b></p> <p>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 Y2</p> <p>Sc2/2.3a notice that animals, including humans, have offspring which grow into adults</p> <p>Sc2/2.3b find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>Sc2/2.3c describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p>

<b>ART AND DESIGN</b> <b>Links:</b>	<p>Observational drawing and learning how to experiment with a range of materials in a sketch book</p> <p>Ar1/1.1 To use a range of materials creatively to design and make products</p> <p>Ar1/1.2 To use drawing, painting and sculpture 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>Printmaking and Drawing: Polar Animals</p> <p>Ar1/1.1 To use a range of materials creatively to design and make products</p> <p>Ar1/1.2 To use drawing, painting and sculpture 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 and Painting: Great Fire of London (Houses)</p> <p>Ar1/1.1 To use a range of materials creatively to design and make products</p> <p>Ar1/1.2 To use drawing, painting and sculpture 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>	
<b>COMPUTING</b> <b>Links:</b>	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	5.2 How do I improve my program? Computational

					Thinking + Programming A	Thinking + Programming B
<b>DESIGN AND TECHNOLOGY Links:</b>			<p>Rubber band Propelled Boat (Links to Science – Everyday Materials)</p> <p>DT2/1.1a Design: Research and Development</p> <p>Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>DT2/1.3a Evaluate: explore and evaluate a range of existing products</p> <p>DT2/1.1b Design: Own product</p> <p>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p>	<p>Textile (Rat puppet – links to Great Fire of London)</p> <p>DT2/1.1a Design: Research and Development</p> <p>Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>DT2/1.3a Evaluate: explore and evaluate a range of existing products</p> <p>DT2/1.1b Design: Own product</p> <p>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</p>		<p>Rice Krispie Buns and Healthy Fruit Ice Cubes)</p> <p>DT2/2.1a Use the basic principles of a healthy and varied diet to prepare dishes</p> <p>DT2/2.1b Understand where food comes from.</p> <p>Links to science: Habitats and food chains – producers and consumers</p>

			<p>DT2/1.2a Make: Tools select from and use a range of tools and equipment to perform practical tasks</p> <p>DT2/1.2a Make: Materials select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>DT2/1.2a DT2/1.4a</p> <p>Make: skills/ Techniques</p> <p>build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>DT2/1.3b Evaluate: Their product</p> <p>evaluate their ideas and products against design criteria</p>	<p>Make: Tools select from and use a range of tools and equipment to perform practical tasks</p> <p>DT2/1.2a Make: Materials select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>DT2/1.2a DT2/1.4a</p> <p>Make: skills/ Techniques</p> <p>build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>DT2/1.3b Evaluate: Their product</p> <p>evaluate their ideas and products against design criteria</p>		
<b>GEOGRAPHY Links:</b>	Ge1/1.4a  Use world maps, atlases and globes	Human & Physical Ge1/1.3a Identify seasonal and daily weather				Basic Map Skills  Ge1/1.4b

	<p>to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</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>1.3b Use basic geographical vocabulary to refer to:</p> <p>Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>Key human features, including: city, town, village,</p>	<p>patterns in the United Kingdom (Year 1) and the location of hot and cold areas in the world in relation to the equator and the north and south poles</p>				<p>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>
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	<p>factory, farm, house, office, port, harbour and shop</p> <p>Locational Knowledge Ge1/1.1a To name and locate the world's 7 continents and 5 oceans</p> <p>Non- Fiction Text – Hello World</p>					
<p><b>HISTORY Links:</b></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>Discuss the lives of Mary Seacole Florence Nightingale (children to both develop empathy, and their understanding of how the nurses' different backgrounds</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>Explorers &amp; Inventors Sir Ernest Shackleton (1874 - 1922)</p>		<p>Hi1/1.3 significant historical events, people and places in their own locality.</p> <p><u>The Great Plagues/Europe (1346) and Eyam (1665)</u></p>	<p>Hi1/1.2 events beyond living memory that are significant nationally or globally</p> <p><u>What happened to London during the fire of 1666?</u></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>Discuss the lives of Mary Seacole Florence Nightingale (children to both develop empathy, and their understanding of how the nurses' different backgrounds</p>



	affected the opportunities that were available to them.)					affected the opportunities that were available to them.)
<b>MFL (KS2) Links:</b>						
<b>PE Links:</b>	<p>Key Skills Personal fitness Personal Challenge</p> <p>PE2/1.1a Key Skills Use running, jumping, throwing and catching in isolation and in combination</p> <p>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>How many times can you speed bounce (over a</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 (indoor and outdoor)</p> <p>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 (indoor)</p> <p>Outdoor and Adventure Challenges (outdoor)</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>Dance (indoor)</p> <p>Link to history – Great fire of London</p> <p>PE1/1.1c To perform dances using simple movement patterns.</p> <p>Athletics</p> <p>Track events (outdoor) and field events (indoor) Link – Sports Day Link to science (humans) and maths (measures)</p>	<p>Personal Challenges</p> <p>PE1/1.1a Key Skills</p> <p>To master basic movements including, throwing and catching,</p> <p>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>cone) in 30 seconds?</p> <p>How many times can you throw and catch a ball (on the floor) in 30 seconds?</p>					<p>Striking and Fielding games - Rounders (outdoor)</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>
<b>RE Links:</b>	E. Leaders: What makes some people inspiring to others	D. Symbols - Christianity	D. Symbols - Islam	Believing - Christianity	Believing - Islam	What does it mean to belong
<b>RSHE Links:</b>	<i>Os1) Screen time (Online safety Curriculum reference - L1)</i>	<i>Fa1) Who's in my family? Fa2) Do families</i>	<i>Fa4) When should I say no? Fa5) Who owns my</i>	<i>P1) How do I help my body stay healthy?</i>	<i>G1) Will I always be a child?</i>	<i>Os3) Online strangers (Online safety Curriculum</i>

	<p>Os2) Personal information (Online safety Curriculum reference - S1)</p> <p>Os3) Online strangers (Online safety Curriculum reference - P1)</p>	<p>always stay the same?</p> <p>Fa3) How should families treat each other?</p>	<p>body? I do!</p> <p>Fa6) Are all families the same?</p>	<p>P2) How do I decide what to eat?</p> <p>P3) How do we stop getting ill?</p>	<p>C3) What makes a boy or a girl?</p>	<p>reference - P1</p> <p>Recap prior to Summer holidays</p>
<p><b>MUSIC Links:</b></p>	<p><b>TOYS</b> In this unit, the children move and play to a steady beat and to sound sequences. They learn to control changing tempo as they take a scooter ride.</p>	<p><b>CHRISTMAS</b> Rehearse songs for the Christmas performance –</p>	<p><b>ANIMALS</b> Animal movement is linked with pitch in this unit, to help children develop understanding and recognition of changing pitch.</p>	<p><b>WEATHER</b> Weather raps and songs give the children opportunities to create descriptive sounds and word rhythms in this unit.</p>	<p><b>OUR LAND</b> Revise differences between beat and rhythm and compose rhythm patterns to a set recipe for the children to perform in small groups.</p>	<p><b>TRAVEL</b> Exploring patterns of physical movement in a game song • Responding to a song with movement • Using simple musical vocabulary to describe music</p>
<p><b>HALF TERM DRIVERS</b></p>						
<p><b>Experiential</b></p>		<p>Trip to Weston Park Museum – Links to Science (Habitats)</p>		<p>Trip to Eyam</p>		<p>Walk round Peak District using acquired map skills (Link to Geography)</p>