

## YEAR OVERVIEW 2023 -24 for Year Group 2

Subject	HT1 (4 days + 6 weeks)	HT2 (8 weeks)	HT3 (4 days + 4 weeks)	HT4 (5 weeks+ 4 days )	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  Character description  Retell story  Innovate own story	Narrative Unit: The Great Explorer (Chris Judge) BW  Retell story  Non-chronological Report – Antarctica  Biography – Ernest Shackleton  Survival guide	Narrative Unit: Lost and Found (Oliver Jeffers)  Innovated story  Setting description  Non – chronological report – Animals (Guide to caring for animal)	Narrative Unit: The Magic bed (Fantasy/Adventure) John Burningham  Retelling through boxing up  Innovated story  Setting Description	Narrative Unit Fairytales/ alternative story True story of 3 little pigs  Retell of story  Letter	Narrative Unit: Jungle book  Setting description  Character description  Innovated story  Poem (Sound Collector)  Instructions
<b>ENGLISH: Reading</b>	Not Now Bernard - David McKee  The Highway Rat – Julia Donaldson	The Rainbow Bear -Michael Murpurgo  Amelia Earhart (Little People, Big Dreams) by Isabel Sanchez Vegara	The Storm Whale – Benji Davies  Be Brave Little Penguin by Giles Andrea	Flat Stanley – Jeff Brown  The Magic Faraway Tree Enid Blyton	Little Red – Bethan Woolvin  Hansel and Gretel - Bethan Woolvin	LOST IN THE JUNGLE : Bobby with Brody:  Where’s My Mum? – Julia Donaldson

	<p>Kipper's New Pet – Mick Inkpen</p> <p>The Jolly Postman - Janet and Allan Ahlberg</p> <p>Little Lou and the Woolly Mammoth – Paula Bowles</p> <p>Scared of a Bear – Hilda Offen</p> <p>The Bears in the Bed and the Great Big Storm – Paul Bright-</p>	<p>How to Ride a Polar bear – Carol Hart</p> <p>The Journey Francesca Sanna</p> <p>Sam who went to Sea – Phyllis Root</p> <p>Big bear Little Brother – Carl Norac</p>	<p>The Brave Beast – Chris Judge</p> <p>The Snail and The Whale – Julia Donaldson</p> <p>Little penguin Lost – Tracey Corderoy</p> <p>Whale Gets Stuck – Charles Fuge and Karen Hayles</p> <p>The Boy who unplugged the Sea – Paul Brown</p> <p>Bringing down the Moon- Jonathan Emmett</p> <p>The odd Fish – James Jones</p>	<p>A Bear Called Paddington – Michael Bond</p> <p>The Night Pirates – Peter Harris and Deborah Allwright</p> <p>Phoebe and the Monster maze – Caroline Castle and Susie Jenkin- Pearce</p> <p>Nat Fantastic and the Brave Knights – Giles Andreae</p> <p>Where the Wild Things Are – Maurice Sendak</p> <p>Mr Gumpy's Outing John Burningham</p>	<p>Beware of the Story book Wolves- Lauren Child</p> <p>Honestly, Red Riding Hood was Rotten! by Trisha Speed Shaska</p> <p>Three Little Wolves and the Big Bad Pig by Eugene Trivizas,</p> <p>Not Again Red Riding Hood – Kate Clynes</p> <p>Little Red – Lynn Roberts</p>	<p>Giraffes can't Dance - Giles Andrea</p> <p>Little Monkey Marta Altes</p> <p>Ooo Ooo Ooo Gorilla – Lydia Monks</p> <p>The Gossipy Parrot – Shen Roddie</p> <p>Abeginner's Guide to bear Spotting – Michelle Robinson</p> <p>Mr Big Ed Vere</p>
<p><b>MATHS</b> <b>Links:</b></p>	<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 <b>Unit 1 Numbers to 100</b></p> <p>Week 2 &amp; 3</p>	<p>Week 1 &amp; 2 Power Maths 2A <b>Unit 3 Addition and subtraction</b></p> <p>Week 3,4,5 Book 2A <b>Unit 4 Properties of Shapes</b></p> <p>Week 6,7,8 <b>Unit 5 (Book 2B) Money</b></p>	<p>Week 1 &amp; 2 <b>Unit 6 Multiplication and Division</b></p> <p>Week 3, 4 &amp; 5 Power Maths 2B <b>Unit 7 Multiplication and Division</b></p>	<p>Week 1, 2 &amp; 3 <b>Unit 8 (2B) Length and Height</b></p> <p>Week 4,5, &amp; 6 <b>Unit 9 Mass, Volume and Temperature</b></p>	<p>2C Wk 1,2 &amp; 3 <b>Unit 10 Fractions</b></p> <p>Week 4, 5 &amp; 6 <b>Unit 11 Time</b></p>	<p>Week 1,2 &amp; 3 Power Maths 2C <b>Unit 12 Problem Solving and Efficient methods</b></p> <p>Week 4 <b>Unit 13 Position and Direction</b></p> <p>Week 5 &amp; 6 Power Maths 2C <b>Unit 14</b></p>

	<p>Power Maths 2A <b>Unit 1</b> <b>Numbers to 100</b></p> <p>Week 4 &amp; 5 <b>Unit 2</b> <b>Addition and subtraction</b></p>					<b>Statistics</b>
<b>Calculation</b>	<p>2NF–1 Secure fluency in addition and subtraction facts within 10, through continued practice.</p> <p>Following NCTEM weeks 1-7</p>	<p>2AS–1 Add and subtract across 10, for example: 8+5=13 13-5=8</p> <p>Following NCTEM weeks 8-15</p>	NCTEM weeks 16-21	<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>
<b>SCIENCE Links:</b>	<p>Living Things and Their Habitats Y2 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</p>	<p>Living Things and Their Habitats Y2 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</p>	<p>Uses of Everyday Materials and Movement Y2 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><b>Sc2/2.2 Plants</b> Sc2/2.2a observe and describe how seeds and bulbs grow into mature plants</p>	<p><b>Sc2/2.2 Plants</b> 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 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</p>

	<p>variety of plants and animals in their habitats, including microhabitats</p>	<p>different kinds of animals and plants, and how they depend on each other          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>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>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>
<p><b>ART AND DESIGN Links:</b></p>	<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          Ar1/1.2 To use drawing, painting and sculpture to develop and share their ideas,</p>	<p>Printmaking and Drawing:          Polar Animals/Arctic Animals</p> <p>Ar1/1.1 To use a range of materials creatively to design and make products          Ar1/1.2 To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p>			<p>3D and Painting:          Great Fire of London</p> <p>Ar1/1.1 To use a range of materials creatively to design and make products          Ar1/1.2 To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p>	

	experiences and imagination Ar1/1.3 To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	Ar1/1.3 To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 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			Ar1/1.3 To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	
<b>COMPUTING 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 Thinking + Programming A	5.2 How do I improve my program? Computational Thinking + Programming B
<b>DESIGN AND TECHNOLOGY Links:</b>			Rubber band Propelled Boat (Links to Science – Everyday Materials)  DT2/1.1a Design: Research and Development  Design purposeful, functional, appealing	Textile (Rat puppet – links to Plague - 1665)  DT2/1.1a Design: Research and Development  Design purposeful, functional, appealing products for		Rice Krispie Buns and Healthy Fruit Ice Cubes)  DT2/2.1a Use the basic principles of a healthy and varied diet to prepare dishes

			<p>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 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>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 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>DT2/2.1b Understand where food comes from.</p> <p>Links to science: Habitats and food chains – producers and consumers</p>
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			<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>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><b>GEOGRAPHY Links:</b></p>	<p>Ge1/1.4a</p> <p>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>Ge1/1.1b To name, locate and identify characteristics of the 4 countries and capital cities of the United</p>	<p>Human &amp; Physical Ge1/1.3a</p> <p>Identify seasonal and daily weather 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>Basic Map Skills</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</p>

	<p>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, 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>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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<b>HISTORY</b> <b>Links:</b>	<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 affected the opportunities that were available to them.)</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>The Great Plagues/Europe (1346) and Eyam (1665)</p>	<p>Hi1/1.2 events beyond living memory that are significant nationally or globally</p> <p>What happened to London during the fire of 1666?</p>	
<b>MFL (KS2)</b> <b>Links:</b>						
<b>PE</b> <b>Links:</b>	<p>Key Skills  Personal fitness  Personal Challenge</p> <p>PE2/1.1a  Key Skills  Use running, jumping, throwing and catching in</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</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</p>	<p>Dance (indoor)</p> <p>Link to history – Great fire of London</p> <p>PE1/1.1c To perform dances using simple</p>	<p>Personal Challenges</p> <p>PE1/1.1a  Key Skills</p> <p>To master basic movements including, throwing and catching,</p>

	<p>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 cone) in 30 seconds?</p> <p>How many times can you throw and catch a ball (on the floor) in 30 seconds?</p>		<p>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>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>movement patterns.</p> <p>Outdoor PE</p> <p>Cricket and ball skills</p> <p>(With outside agency)</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>Athletics</p> <p>Track events (outdoor) and field events (indoor) Link – Sports Day Link to science (humans) and maths (measures)</p>
<b>RE Links:</b>	E. Leaders: What makes some people inspiring to others	A. celebrations/ D. Symbols - Christianity	A. celebrations/ D. Symbols - - Islam	G. Believing – (prayer) Christianity C. Stories of Jesus	G. Believing – (prayer) Islam	F. What does it mean to belong B. Myself
<b>RSHE Links:</b>	Os1) Screen time	Fa1) Who's in my family?	Fa4) When should I say no?	P1) How do I help my body stay healthy?	G1) Will I always be a child?	Os3) Online strangers

	<p>(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>Fa2) Do families always stay the same?</p> <p>Fa3) How should families treat each other?</p>	<p>Fa5) Who owns my 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>(Online safety Curriculum 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>