

## YEAR 2 – YEARLY OVERVIEW OF LEARNING

	AUTUMN A	AUTUMN B	SPRING A	SPRING B	SUMMER A	SUMMER B
<b>Maths</b>	<ul style="list-style-type: none"> <li>2-digit numbers</li> <li>Addition &amp; subtraction of 2-d numbers</li> </ul>	<ul style="list-style-type: none"> <li>Money – making different amounts, giving change</li> <li>Multiplication &amp; division (2, 5, 10)</li> </ul>	<ul style="list-style-type: none"> <li>Multiplication &amp; division (2, 5, 10)</li> <li>Graphs and tally charts</li> <li>2D shapes</li> </ul>	<ul style="list-style-type: none"> <li>3D shapes</li> <li>Fractions of shapes and amounts</li> <li>Length and height</li> </ul>	<ul style="list-style-type: none"> <li>Time – to 5-min intervals</li> <li>Problem solving</li> <li>Efficient methods</li> </ul>	<ul style="list-style-type: none"> <li>Position and direction (quarter turns)</li> <li>Mass, capacity and temperature</li> </ul>
<b>English - Texts</b>	<ul style="list-style-type: none"> <li>Goldilocks – Lauren Child</li> <li>You and Me - Anthony Browne</li> <li>Goldilocks and Just the One Bear - Leigh Hodgkinson</li> <li>Jim and the Beanstalk - Raymond Briggs</li> </ul>	<ul style="list-style-type: none"> <li>The Journey Home - Frann Preston-Gannon</li> <li>House Held Up By Trees - Ted Kooser and Jon Klassen</li> </ul>	<ul style="list-style-type: none"> <li>The Bear Under the Stairs - Helen Cooper</li> <li>The Bear and the Piano - David Litchfield</li> </ul>	<ul style="list-style-type: none"> <li>The Owl and the Pussy-cat - Edward Lear and Charlotte Voake</li> <li>Tadpole’s Promise - Jeanne Willis and Tony Ross</li> </ul>	<ul style="list-style-type: none"> <li>Wolves - Emily Gravett</li> <li>The Dragon Machine - Helen Ward and Wayne Anderson</li> </ul>	<ul style="list-style-type: none"> <li>The Great Fire of London - Emma Adams and James Weston Lewis</li> <li>Rosie Revere, Engineer - Andrea Beatty and David Roberts</li> </ul>
<b>Writing</b>	Write narratives about personal experiences and those of others, both real and fictional. Write for different purposes, including real events. Plan and discuss the content of writing and record ideas. Orally rehearse structured sentences or sequences of sentences. Proofread to check for errors in spelling, grammar and punctuation.					
<b>Punctuation</b>	Use capital letters and full stops to punctuate sentences. Use capital letters for names of people, places, days of the week and the pronoun ‘I’. Correctly use question marks and exclamation marks. Use commas to separate items in a list. Use apostrophes to show where letters are missing and to mark singular possession in nouns.					
<b>Spelling</b>	In addition to learning the Year 2 words from the National Curriculum lists: Segment spoken words into letter sounds or blends and record these as written words. Spell some words with alternative spellings, including a few common homophones, e.g. here and hear. Spell longer words using suffixes such as ‘ment’, ‘ness’, ‘ful’, ‘less’, ‘ly’.					
<b>Reading</b>	Read accurately most words of two or more syllables. Read most words containing common suffixes. Read words accurately and fluently without overt sounding and blending, eg. at over 90 words per minute, in age appropriate texts. Sound out most unfamiliar words accurately, without undue hesitation. Check that a familiar text, which they can read fluently, makes sense to them. Ask and answer questions about a text. Discuss the sequence of events in a text. Predict what might happen based on reading so far. Answer questions and make some inferences based on what is being said and done in a familiar text.					

<b>Science</b>	<u><b>ANIMALS INC HUMANS</b></u> <b>KQ: How do animals survive?</b>  -Compare animals over time and basic needs (offspring become adults) -How humans stay healthy	<u><b>USES OF EVERYDAY MATERIALS</b></u> <b>KQ: Which material would make the best new diving suit for Traction Man?</b>  -Identify and compare suitability of everyday materials -How shape of materials can be changed -Choose suitable materials for purpose	<u><b>PLANTS</b></u> <b>KQ: What would a plant put on its wish list?</b>  -How seeds and bulbs grow into mature plants and reproduce -What plants need - Compare plants and habitats -Label parts of plant	<u><b>LIVING THINGS &amp; THEIR HABITATS KQ:</b></u> <b>Who lives where?</b>  - Understand living, dead, and never been alive - habitats provide needs - interdependence -microhabitat -simple food chains

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<b>History</b>	<b>Geography</b>	<u><b>SIGNIFICANT PEOPLE</b></u> <b>KQ: Which explorer was the bravest?</b> <ul style="list-style-type: none"> <li>Explore life and achievements of Captain Scott &amp; Amy Johnson</li> <li>Compare the 2</li> </ul>	<u><b>NATIONAL HISTORY</b></u> <b>KQ: Was the Great Fire of London a good thing in the end?</b> <ul style="list-style-type: none"> <li>Significant national event beyond living memory</li> <li>Learn about cause and effect</li> </ul>	<u><b>CHANGES IN LIVING MEMORY</b></u> <b>KQ: How is my life different to my granny's?</b>  Examine changes in technology, fashion, entertainment	<b>Geography</b>	
<b>Geography</b>	<u><b>FIELDWORK – OUR SCHOOL GROUNDS</b></u>  <b>KQ: How do Explorers use maps and make maps?</b> <ul style="list-style-type: none"> <li>Mapping The Vineyard School</li> <li>Making own maps</li> <li>Using symbols, scale and keys</li> </ul>	<u><b>LOCAL HISTORY</b></u> <b>KQ: What's so important about The Poppy Factory?</b> <ul style="list-style-type: none"> <li>Significance of poppies</li> <li>Remembrance</li> <li>Armistice</li> </ul> (additional short history unit)	<b>History</b>	<b>History</b>	<u><b>LOCATIONAL KNOWLEDGE</b></u> <b>KQ: East, West, where's best?</b> <ul style="list-style-type: none"> <li>Name, locate and identify characteristics of the 4 countries and capital cities of UK</li> <li>Use maps and compasses</li> <li>Use geographical vocabulary to describe features</li> </ul>	

<b>RE</b>	<p><b><u>NATURE &amp; GOD KQ:</u></b>  <b>How does God care about nature?</b>          -Christian creation story          -Importance of Harvest to Christians &amp; Jews          -Looking after nature</p>	<p><b><u>LIGHT &amp; DARK KQ:</u></b>  <b>Why is light important in festivals?</b>          -Advent and Christmas          -Diwali          -Hannukah</p>	<p><b><u>PLACES &amp; WORSHIP KQ:</u></b>  <b>What makes a place special?</b> -Look at different examples (mosque, gurdwara, temple) -Similarities &amp; differences</p>	<p><b><u>BEGINNINGS &amp; ENDINGS KQ:</u></b>  <b>How are beginnings &amp; endings marked?</b>          -Religious rituals at birth          -Resurrection at Easter          -Sikh new year</p>	<p><b><u>CEREMONIES KQ:</u></b>  <b>Are all ceremonies the same?</b>          -Common features          -Comparison of ceremonies: birthdays, weddings etc.</p>	<p><b><u>RULES &amp; ROUTINE KQ:</u></b>  <b>Why are rules &amp; routines helpful?</b>          -Humanism          -Respect for all rules and routines - Comparison</p>
<b>Computing</b>	<p><b><u>ONLINE SAFETY KQ:</u></b>  <b>What is a digital footprint?</b> -improving on-line searches          -identifying inappropriate content          -‘cyberbullying’</p>	<p><b><u>PREPARING FOR TURTLE LOGO KQ:</u></b>  <b>How exact do I need to be?</b>          -create, test and debug algorithms          -using half, &amp; quarter turns          -left 90, right 90</p>	<p><b><u>PRESENTATION SKILLS KQ:</u></b>  <b>Why use powerpoint?</b> -create Powerpoint presentations          -insert slides          -format images and text boxes</p>	<p><b><u>USING THE INTERNET KQ:</u></b>  <b>How can I contact my friends?</b> - using a range of search engines          -blogging          -posting comments</p>	<p><b><u>COMPUTER ART KQ:</u></b>  <b>Can you make art on a computer?</b> - manipulate shapes and images          -recreate a variety of styles</p>	<p><b><u>PROGRAMMING KQ:</u></b>  <b>Will Scratch jump again and again?</b> -create and debug algorithms - use ‘repeat’ command          -manipulate command blocks</p>

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<b>Art &amp; Design</b>	<p><b><u>DRAWING</u></b> (David Hockney)   <b>KQ: Do different pencils give different effects?</b>          -line, shape, tone, space          -investigate tone          -different pencils          -computer drawing</p>	<p><b><u>TEXTILES</u></b> (Clare Beaton)   <b>KQ: Which stitch should be used and when?</b>          -colour fabrics          -templates          -running stitch          -applied decoration</p>	<p><b><u>PRINTING</u></b> (Orla Kiely)   <b>KQ: How is wallpaper made?</b> - mono printing with a range of materials - repeating patterns          -simple printing blocks          -press print          Overprinting</p>	<p><b><u>MODELLING</u></b> Robert Sabuda   <b>KQ: How are children’s books made?</b>          -cut along lines - strengthen sheet materials -fold, tear, cut simple pop ups</p>	<p><b><u>FOOD</u></b> (Andi Oliver)   <b>KQ: How many ways can we prepare food?</b>          -food vocabulary          -group food          -cut, grate, peel, chop          measure and weigh</p>	<p><b><u>SCULPTURE</u></b> (Kate Malone)   <b>KQ: What is an impression?</b>          -roll, cut, coil, knead          -impressions          -coil and pinch pots          -clay tiles</p>

<b>PSCHE (Jigsaw)</b>	<u><b>BEING ME IN MY WORLD</b></u> <ul style="list-style-type: none"> <li>Hopes and fears</li> <li>Rights and responsibilities</li> <li>Rewards and consequences</li> <li>Learning charter</li> </ul>	<u><b>CELEBRATING DIFFERENCE</b></u> <ul style="list-style-type: none"> <li>Boys and girls</li> <li>Bullying up</li> <li>Standing up for myself and others</li> <li>New friends</li> </ul>	<u><b>DREAMS AND GOALS</b></u> <ul style="list-style-type: none"> <li>Goals to success</li> <li>Learning strengths</li> <li>Learning with others</li> <li>Group challenge</li> </ul>	<u><b>HEALTHY ME</b></u> <ul style="list-style-type: none"> <li>Being healthy</li> <li>Being relaxed</li> <li>Medicine safety</li> <li>Healthy eating</li> </ul>	<u><b>RELATIONSHIPS</b></u> <ul style="list-style-type: none"> <li>Families</li> <li>Keeping safe</li> <li>Friends and conflict</li> <li>Secrets</li> <li>Trust</li> </ul>	<u><b>CHANGING ME</b></u> <ul style="list-style-type: none"> <li>Life cycles in nature</li> <li>Growing up</li> <li>Changing me</li> <li>Assertiveness</li> <li>Looking ahead</li> </ul>
<b>PE - Indoor</b>	<u><b>MULTISKILLS</b></u> <b>Coordination and control</b> Sequencing three or more skills together <b>Positioning</b> In relation to space and direction	<u><b>GYMNASTICS</b></u> <b>British Gymnastics Proficiency Award 8&amp;7</b> <b>Vault</b> – Approach and hurdle step to squat onto bench, take off, flight, landing, finish. <b>Wall Apparatus</b> Rope Ladders	<u><b>MULTISKILLS</b></u> <b>Refinement</b> When and where to move Dynamic balance Landing	<u><b>DANCE</b></u> <b>Stimulus:</b> <b>Pop music</b> <b>Levels</b> (low, medium, high to the ground) <b>Switching</b> <b>Lines</b>	<u><b>NET</b></u> <b>Racquet skills</b> <b>Tennis and Badminton</b> Rally	<u><b>TARGET</b></u> <b>Velocity</b> <b>Trajectory</b> <b>Aiming</b>
<b>PE - Outdoor</b>	<u><b>ATHLETICS</b></u> <b>Locomotor skills:</b> Run (gears, high knee), jump (hurdlings) Throwing (push and pull for target)	<u><b>BALL SKILLS</b></u> Loco + ball skills Moving with ball using sport specific equipment (bouncing, rolling, kicking) for distance and target. Striking the ball Catching - Fingers up Throwing (pull/push)	<u><b>INVASION</b></u> <b>Non sport specific games</b> <b>Attack</b> <b>Defence</b> <b>Change of Direction</b> Dodging	<u><b>STRIKE &amp; FIELD</b></u> <b>Cricket</b> All stars <b>Hockey</b> Uni Hoc	<u><b>ORIENTEER/ADVENTURE</b></u> <b>Parkour</b> <b>Map Reading</b> <b>Orientation</b> <b>Symbol recognition</b>	<u><b>FESTIVAL OF SPORTS PRACTISE</b></u> Throwing, Catching, Jumping Strength, Stamina, Daily Mile Sprint, Coordination, Agility
<b>21<sup>st</sup> Century Skills</b>	<b>Reason critically</b>	<b>Argue effectively</b>	<b>Think creatively</b>	<b>Work collaboratively</b>	<b>Behave responsibly</b>	<b>Learn effectively</b>

<p><b>The teaching and learning of these skills and attributes is woven throughout the year in all lessons and wider school life.</b></p>	<ul style="list-style-type: none"> <li>• <input type="checkbox"/> Listen to others</li> <li>• <input type="checkbox"/> Ask questions</li> <li><input type="checkbox"/> Consider viewpoints</li> <li><input type="checkbox"/> Summarise</li> <li><input type="checkbox"/> Find similarities and differences</li> <li><input type="checkbox"/> Explain preferences</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Express a view</li> <li><input type="checkbox"/> Express an opinion</li> <li><input type="checkbox"/> Begin to use evidence to justify opinion</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Ask questions about the world Use senses</li> <li><input type="checkbox"/> Show excitement, enjoyment and surprise Be willing to take on challenges</li> <li><input type="checkbox"/> Experiment with ideas</li> <li><input type="checkbox"/> Generate ideas and begin to combine them</li> </ul>	<ul style="list-style-type: none"> <li>• Share</li> <li>• Participate</li> <li>• Begin to resolve arguments peacefully</li> <li>• Learn from demonstration and modelling</li> <li>• Consider impact of own actions</li> <li>• Use words for different purposes</li> <li>• Respect the opinions of others</li> </ul>	<ul style="list-style-type: none"> <li>• Start to think of others</li> <li>• Take care of other things (animate and inanimate)</li> <li>• Begin to recognise unfairness</li> <li>• Seek adult help</li> </ul>	<ul style="list-style-type: none"> <li>• Reflect on own learning</li> <li>• Begin to recognise what and how to improve</li> <li>• Focus and sustain attention</li> <li>• Persist with tasks</li> <li>• Accept criticisms and suggestions</li> <li>• Develop awareness of emotions</li> <li>• Make choices and decisions</li> <li>• Seek help from others</li> <li>• Develop awareness of strengths and limitations</li> </ul>
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