



Yearly Overview

Year 2



Achieve Believe Care

	Around the World in 80 days	Funky Fiction and Fabulous Facts	Full Steam Ahead!
Geography	<p>What are the wonders of our world? <i>Knowledge, skills and concepts</i></p> <p>In this unit, pupils will learn to:</p> <ul style="list-style-type: none"> • name, locate and identify characteristics of the seven continents and oceans • use world maps, atlases and globes • understand geographical similarities and differences when studying both human and physical geography <ul style="list-style-type: none"> • identify the locations of hot and cold areas around the world • use basic vocabulary to refer to physical and human features • develop knowledge about the world 	<p>What are Seasons? <i>Knowledge, skills and concepts</i></p> <p>In this unit, pupils will learn to:</p> <ul style="list-style-type: none"> • develop locational and place knowledge about their locality, and the UK as a whole • understand basic subject-specific vocabulary relating to physical geography • begin to use geographical skills, including first-hand observation, to enhance their locational awareness • identify seasonal and daily weather patterns in the UK • use simple fieldwork and observational skills in their school, its grounds and surroundings • use and construct basic symbols in a key. 	<p>Where does our food come from? <i>Knowledge, skills and concepts</i></p> <p>In this unit, pupils will learn to:</p> <ul style="list-style-type: none"> • understand geographical similarities and differences through studying the human geography of their local shops, and physical geography through studying nearby food growing or production • use locational and directional language (e.g. near and far) to describe the location of features and routes on a map • name, locate and identify characteristics of the four countries and capital cities of the UK, and its surrounding seas • use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage.
History	<p>Who were the greatest explorers? <i>Knowledge, skills and concepts</i></p> <p>In this unit, pupils will learn to:</p> <ul style="list-style-type: none"> • know where the people they study fit within a chronological framework • develop an awareness of the past, using common words and phrases relating to the passing of time • understand some of the ways in which we find out about the past • identify different ways in which it is represented • ask and answer questions, choosing and using sources to show that they know and understand the key features of events 	<p>Should we still celebrate Bonfire Night? Did the Great Fire make London a better or worse place? <i>Knowledge, skills and concepts</i></p> <p>In this unit, pupils will learn to:</p> <ul style="list-style-type: none"> • develop an awareness of the past, using common words and phrases relating to the passing of time • choose and use parts of stories and other sources that they know and understand key features of events • understand some of the ways in which we find out about the past • identify different ways in which it is represented • use a wide vocabulary of everyday historical terms 	<p>How did the first flight change the world? Why were the Rainhill Trials important? <i>Knowledge, skills and concepts</i></p> <p>In this unit, pupils will learn to:</p> <ul style="list-style-type: none"> • develop an awareness of the past, using common words and phrases relating to the passing of time • know where the people and events they study fit within a chronological framework • Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features • use a wide vocabulary of everyday historical terms • understand some of the ways in which we find out about the past • identify similarities and differences between ways of

	<ul style="list-style-type: none"> • use parts of sources to show that they know and understand key features of events • use common words and phrases relating to the passing of time. 	<ul style="list-style-type: none"> • know where events they study fit within a chronological framework. 	life in different periods
Computing	<p>We are astronauts</p> <p><u>Knowledge, skills and concepts</u></p> <p>In this unit, pupils will learn to:</p> <ul style="list-style-type: none"> • plan a sequence of instructions to move sprites in ScratchJr • create, test and debug programs for sprites in ScratchJr • work with input and output in ScratchJr • use repetition in their programs • design costumes for sprites. <p>We are games testers</p> <p><u>Knowledge, skills and concepts</u></p> <p>In this unit, pupils will learn to:</p> <ul style="list-style-type: none"> • observe and describe carefully what happens in computer games • use logical reasoning to make predictions of what a program will do and test these • think critically about computer games • create sequences of instructions for a virtual robot to solve a problem • work out strategies for playing a game well • be aware of how to use games safely and in balance with other activities. 	<p>We are photographers</p> <p><u>Knowledge, skills and concepts</u></p> <p>In this unit, pupils will learn to:</p> <ul style="list-style-type: none"> • consider the technical and artistic merits of photographs • use the iPad camera app • take digital photographs • review, reject or pick the images they take • edit and enhance their photographs. <p>We are safe researchers</p> <p><u>Knowledge, skills and concepts</u></p> <p>In this unit, pupils will learn to:</p> <ul style="list-style-type: none"> • develop collaboration skills through working as part of a group • develop research skills through searching for information on the Internet • think through privacy implications of their use of search engines • be more discerning in evaluating online information • improve note-taking skills through the use of mind mapping • develop presentation skills through creating and delivering a multimedia presentation. 	<p>We are animators</p> <p><u>Knowledge, skills and concepts</u></p> <p>In this unit, pupils will learn:</p> <ul style="list-style-type: none"> • how animation works • to use storyboards to plan an animation • to create their own original characters, props and backgrounds for an animation • to film, review and edit a stop-motion animation • to record audio to accompany their animation • to provide constructively critical feedback to their peers. <p>We are zoologists</p> <p><u>Knowledge, skills and concepts</u></p> <p>In this unit, pupils will learn to:</p> <ul style="list-style-type: none"> • sort and classify a group of items by answering questions • collect data using tick or tally charts • take, edit and enhance photographs • use Google Sheets or Microsoft Excel to produce basic charts • record information on a digital map • summarise what they have learned in a presentation.
Science	<p>Healthy me</p> <p><u>Knowledge, skills and concepts</u></p> <p>In this unit, pupils will learn to:</p>	<p>Young Gardeners</p> <p><u>Knowledge, skills and concepts</u></p> <p>In this unit, pupils will learn to:</p>	<p>Squash, bend, twist and stretch</p> <p><u>Knowledge, skills and concepts</u></p> <p>In this unit, pupils will learn to:</p>

	<p>-Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p>-Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> <p>Polar Places</p> <p><u>Knowledge, skills and concepts</u></p> <p>In this unit, pupils will learn to:</p> <p>-Identify and name a variety of animals including fish, amphibians, reptiles, birds and mammals.</p> <p>-Identify and name common animals that are carnivores, herbivores and omnivores. --- Describe and compare the structure of a variety of common animals.</p> <p>-Describe the simple properties of a variety of everyday materials.</p> <p>-Compare and group together a variety of everyday materials on the basis of their simple properties.</p>	<p>-Observe and describe how seeds and bulbs grow into mature plants.</p> <p>-Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p>Our Local Environment</p> <p><u>Knowledge, skills and concepts</u></p> <p>In this unit, pupils will learn to:</p> <p>-Explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>-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>-Identify and name a variety of plants and animals in their habitats, including micro-habitats</p> <p>-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>-Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p>Little Masterchefs</p> <p><u>Knowledge, skills and concepts</u></p> <p>In this unit, pupils will learn to:</p> <p>-Find out about and describe the basic needs of humans for survival (water, food and air).</p> <p>-Describe the importance for humans of eating the right amounts of different types of food, and hygiene.</p> <p>-Observe and describe how seeds and bulbs grow into mature plants.</p> <p>-Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p>
<p>Art</p>	<p>Drawing</p> <p><u>Knowledge, skills and concepts</u></p> <p>In this unit, pupils will learn to:</p> <p>-Begin to control the types marks made with the range of media.</p> <p>-Control the types of marks made with the range of media.</p> <p>-Draw on different surfaces with a range of media.</p>	<p>Painting</p> <p><u>Knowledge, skills and concepts</u></p> <p>In this unit, pupils will learn about: the works of Paul Klee</p> <p>In this unit, pupils will learn to:</p> <p>-Begin to control the types of marks made with a range of painting techniques e.g. layering, mixing media, and adding texture.</p>	<p>Sculpture</p> <p><u>Knowledge, skills and concepts</u></p> <p>In this unit, pupils will learn to:</p> <p>-Use equipment and media with increasing confidence.</p> <p>-Shape, form, construct and model for a purpose from observation and imagination.</p> <p>-Impress and apply simple decoration techniques: impressed, painted, applied.</p>

	<ul style="list-style-type: none"> -Use a sketchbook to plan and develop simple ideas. -Continue to investigate tone by drawing light/dark lines, patterns and shapes using a pencil. -Name, match and draw lines/marks from observations. 	<ul style="list-style-type: none"> -Continue to experiment in lightening and darkening colours. -Begin to mix colour shades and tones. -Use a sketchbook to plan and develop simple ideas and continue to store information on colour mixing, the colour wheel and colour spectrums. -Continue to control the types of marks made with the range of media. -Use a brush to produce marks appropriate to work. E.g. small brush for small marks. 	<ul style="list-style-type: none"> -Use tools and equipment safely and in the correct way -Use a sketchbook to plan and develop simple ideas and making simple informed choices in media. -Demonstrate experience in surface patterns/textures and use them when appropriate.
<p>D.T.</p>	<p>Designing, making and evaluating In this unit, pupils will learn to:</p> <ul style="list-style-type: none"> *Think of ideas and plan what to do next. *Use knowledge of existing products to produce ideas. *Choose the best tools and materials. Can they give a reason why these are best? *Describe their design by using words, diagrams, mock ups and where appropriate ICT. *Design a product for others. * Explain what they are making and why it's fit for purpose. *Explain and describe which tools they are they using. *Join and finish things (materials/ components) together in different ways. *Gain independence when measuring and marking out (with support). *Select and use (from a wider range) materials according to their characteristics. *Work safely. <p>Talk about existing products considering: use, materials, how they work, audience, where they might be used; express personal opinion.</p> <ul style="list-style-type: none"> *Once tested, talk about their own work in relation to the design criteria. Discuss what 	<p>Designing, making and evaluating In this unit, pupils will learn to:</p> <ul style="list-style-type: none"> *Think of ideas and plan what to do next. *Use knowledge of existing products to produce ideas. *Choose the best tools and materials. Can they give a reason why these are best? *Describe their design by using words, diagrams, mock ups and where appropriate ICT. *Design a product for others. * Explain what they are making and why it's fit for purpose. *Explain and describe which tools they are they using. *Join and finish things (materials/ components) together in different ways. *Gain independence when measuring and marking out (with support). *Select and use (from a wider range) materials according to their characteristics. *Work safely. <p>Talk about existing products considering: use, materials, how they work, audience, where they might be used; express personal opinion.</p> <ul style="list-style-type: none"> *Once tested, talk about their own work in relation to the design criteria. Discuss what went well and what they would want to improve (in 	<p>Cooking and nutrition In this unit, pupils will learn to:</p> <ul style="list-style-type: none"> *Show an understanding of the basic principles of a healthy and varied diet e.g. five a day/eat well plate/various food groups. *Begin to describe how food is farmed, home-grown, caught *Display good knife handling to cut when preparing food. *Understanding the importance of hygiene when preparing food (handwashing, cleaning surfaces and cross contamination). *Cut, peel and grate with increasing confidence.

	<p>went well and what they would want to improve (in relation to the design criteria) if they were to do it again.</p> <p>Technical knowledge (mechanisms) In this unit, pupils will learn to:</p> <ul style="list-style-type: none"> *Understand how a wheel and axel works. *Join materials together as part of a moving product. 	<p>relation to the design criteria) if they were to do it again.</p> <p>Technical knowledge (structures) In this unit, pupils will learn to:</p> <ul style="list-style-type: none"> *Measure materials to use in a model (castle). *Begin to join materials in different ways. *Use joining, folding or rolling to make model stronger. 	
<p>R.E</p>	<p>Is it possible to be kind to everyone all of the time?</p> <p><u>Knowledge, skills and concepts</u></p> <p>In this unit, pupils will learn to:</p> <ul style="list-style-type: none"> -re-tell Bible stories that show kindness, and to explore how this makes Christians behave towards other people. <p>Why do Christians believe God gave Jesus to the world?</p> <p><u>Knowledge, skills and concepts</u></p> <p>In this unit, pupils will learn to:</p> <ul style="list-style-type: none"> - reflect on the Christmas story and the reasons for Jesus’ birth. 	<p>Does praying at regular intervals help a Muslim in his/her every day life?</p> <p><u>Knowledge, skills and concepts</u></p> <p>In this unit, pupils will learn to:</p> <ul style="list-style-type: none"> -explain what commitment means to us and to Muslims by knowing about how Muslims pray 5 times a day. <p>How important is it to Christians that Jesus came back to life after His crucifixion?</p> <p><u>Knowledge, skills and concepts</u></p> <p>In this unit, pupils will learn to:</p> <ul style="list-style-type: none"> - retell the Easter story and understand what Jesus’ resurrection means for Christians. 	<p>Does going to a mosque give Muslims a sense of belonging?</p> <p><u>Knowledge, skills and concepts</u></p> <p>In this unit, pupils will learn to:</p> <ul style="list-style-type: none"> - understand why Muslims visit the mosque and to explore whether this gives them a sense of belonging. <p>Does completing Hajj make a person a better Muslim?</p> <ul style="list-style-type: none"> - understand what happens during Hijj and to explore the importance of this to Muslims.
<p>P.S.H.E.</p>	<p>Relationships</p> <p>What makes a good friend?</p> <p><u>Knowledge, skills and concepts</u></p> <p>In this unit, pupils will learn:</p> <ul style="list-style-type: none"> -how to make friends with others -how to recognise when they feel lonely and what they could do about it -how people behave when they are being friendly and what makes a good friend -how to resolve arguments that can occur in friendships 	<p>Living in the Wider World</p> <p>What jobs do people do?</p> <p><u>Knowledge, skills and concepts</u></p> <p>In this unit, pupils will learn:</p> <ul style="list-style-type: none"> -how jobs help people earn money to pay for things they need and want -about a range of different jobs, including those done by people they know or people who work in their community -how people have different strengths and interests that enable them to do different jobs 	<p>Health and Wellbeing</p> <p>What can help us grow and stay healthy?</p> <p><u>Knowledge, skills and concepts</u></p> <p>In this unit, pupils will learn:</p> <ul style="list-style-type: none"> -that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest -that eating and drinking too much sugar can affect their health, including dental health -how to be physically active and how much rest and sleep they should have everyday -that there are different ways to learn and play;

	<p>-how to ask for help if a friendship is making them unhappy</p> <p>Relationships</p> <p>What is bullying?</p> <p><u>Knowledge, skills and concepts</u></p> <p>In this unit, pupils will learn:</p> <ul style="list-style-type: none"> -how words and actions can affect how people feel -how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe -why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable -how to respond if this happens in different situations -how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so 	<p>-how people use the internet and digital devices in their jobs and everyday life</p> <p>Health and Wellbeing</p> <p>What helps us to stay safe?</p> <p><u>Knowledge, skills and concepts</u></p> <p>In this unit, pupils will learn:</p> <ul style="list-style-type: none"> -how rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/ household products and online) -how to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them -how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets -how not everything they see online is true or trustworthy and that people can pretend to be someone they are not -how to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them 	<p>how to know when to take a break from screen-time</p> <p>-how sunshine helps bodies to grow and how to keep safe and well in the sun</p> <p>Health and Wellbeing</p> <p>How do we recognise our feelings?</p> <p><u>Knowledge, skills and concepts</u></p> <p>In this unit, pupils will learn:</p> <ul style="list-style-type: none"> -how to recognise, name and describe a range of feelings -what helps them to feel good, or better if not feeling good -how different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group) -how feelings can affect people in their bodies and their behaviour -ways to manage big feelings and the importance of sharing their feelings with someone they trust -how to recognise when they might need help with feelings and how to ask for help when they need it
<p>P.E.</p>	<p>Mighty Movers</p> <p><u>Knowledge, skills and concepts</u></p> <p>In this unit, pupils will learn to:</p> <ul style="list-style-type: none"> - run efficiently using the arms - demonstrate running with balance and co-ordination. - understand the purpose of a circuit and how it can improve fitness. 	<p>Skip to the Beat</p> <p><u>Knowledge, skills and concepts</u></p> <p>In this unit, pupils will learn to:</p> <ul style="list-style-type: none"> - perform skipping moves with agility, balance and co-ordination. - explore different ways of jumping/hopping with balance and accuracy. - skip with control and balance. 	<p>Active Athletics</p> <p><u>Knowledge, skills and concepts</u></p> <p>In this unit, pupils will learn to:</p> <ul style="list-style-type: none"> - run with agility and confidence - learn the best jumping techniques for distance. - throw different objects in a variety of ways.

Multi SkillsKnowledge, skills and concepts

In this unit, pupils will learn to:

- explore static balancing.
- understand concepts of bases.
- combine a number of co-ordination drills, using upper and lower body movements.
- aim a variety of balls and equipment accurately.
- travel in different ways, showing clear transitions between movements.
- maintain balance when changing direction.
- use skills learned in a game.

Ugly Bug Ball DanceKnowledge, skills and concepts

In this unit, pupils will learn to:

- explore different levels and speeds of movement.
- compose and perform simple dance phrases.
- show contrasts in simple dances with good body shape and position.
- develop a range of dance movements and improve timing.
- work to music, creating movements that show rhythm and control.

Boot CampKnowledge, skills and concepts

In this unit, pupils will learn to:

- understand how to prepare the body for exercise.
- understand what fitness means
- complete a range of circuit-based activities and understand the reason for doing them.

Groovy GymnasticsKnowledge, skills and concepts

In this unit, pupils will learn to:

- remember and repeat simple gymnastic actions with control.
- balance on isolated parts of the body using the floor and hold balance.
- develop a range of gymnastic moves, particularly balancing.
- link together a number of gymnastic actions into a sequence
- explore ways of travelling around on large apparatus.
- choose and use a variety of gymnastic actions to make a sequence.

Brilliant Ball SkillsKnowledge, skills and concepts

In this unit, pupils will learn to:

- use hand-eye co-ordination to control a ball.
- catch a variety of objects
- vary types of throw.
- kick and move with a ball.
- develop catching and dribbling skills
- use ball skills in a mini festival.

Gymfit CircuitsKnowledge, skills and concepts

In this unit, pupils will learn to:

- identify techniques to improve balance.
- practise a range of gymnastic skills through a series of circuits.
- perform a range of gymnastic skills with increased accuracy.

- hurdle an obstacle and maintain effective running style.

- run for distance.
- complete an obstacle course with control and agility.

Fitness FrenzyKnowledge, skills and concepts

In this unit, pupils will learn to:

- complete a circuit of activities.
- understand the purpose of a circuit and how it can improve fitness
- skip with control and balance
- evaluate my performance of gymnastic moves within a circuit.
- improve core strength, balance and agility.
- evaluate my performance of gymnastic moves within a circuit.

Throwing and CatchingKnowledge, skills and concepts

In this unit, pupils will learn:

- skills for playing striking and fielding games.
- position the body to strike a ball.
- practise striking a small ball
- develop catching skills
- throw a ball for distance.
- practise throwing skills in circuit.
- play a game fairly and in a sporting manner.
- use fielding skills to play a game.

Cool CoreKnowledge, skills and concepts

In this unit, pupils will learn:

- develop and improve core strength and agility
- improve core strength, balance and agility

	<ul style="list-style-type: none"> -understand what happens to the heart rate during exercise. - complete a circuit 	<ul style="list-style-type: none"> - perform a sequence of gymnastic moves within a circuit. - perform a sequence of moves at each station within a circuit with increased accuracy. - evaluate performance of gymnastic moves within a circuit. 				
Music	Hands, Feet, Heart (Afropop, South African) Unit theme- South African music	Ho, Ho, Ho (A song with rapping and improvising for Christmas) Unit theme- Festivals and Christmas	I Wanna Play in a Band (Rock) Unit theme- Playing together in a band	Zootime (Reggae) Unit theme- Reggae and animals	Friendship Song (Pop) Unit theme- A song about being friends	Reflect, Rewind & Replay (Classical) Unit theme- The history of music, look back and consolidate your learning, learn some of the language of music
<p><u>Knowledge, skills and concepts</u></p> <p>In these units children will learn:</p> <p>Listen and appraise</p> <ul style="list-style-type: none"> -five songs off by heart. -some songs have a chorus or a response/answer part. -that songs have a musical style. <p>Games</p> <ul style="list-style-type: none"> - that music has a steady pulse, like a heartbeat. -that we can create rhythms from words, our names, favourite food, colours and animals. -rhythms are different from the steady pulse. -we add high and low sounds, pitch, when we sing and play our instruments <p>Singing</p> <ul style="list-style-type: none"> -to confidently know and sing five songs from memory. -that unison is everyone singing at the same time. -songs include other ways of using the voice e.g. rapping (spoken word). - why we need to warm up our voices. <p>Playing instruments</p>				<ul style="list-style-type: none"> -the names of the notes in their instrumental part from memory or when written down. - know the names of untuned percussion instruments played in class <p>Improvisation</p> <ul style="list-style-type: none"> - improvisation is making up your own tunes on the spot. -when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. -everyone can improvise, and you can use one or two notes. <p>Composition</p> <ul style="list-style-type: none"> -that composing is like writing a story with music. -that everyone can compose <p>Performance</p> <ul style="list-style-type: none"> -a performance is sharing music with an audience. - a performance can be a special occasion and involve a class, a year group or a whole school. - an audience can include your parents and friends. 		

Trips/ Visitors	Visitor to discuss their expedition to the North Pole. (not allowed at present due to COVID-19)	Dudley Zoo- No trips due to COVID-19	Local study – to observe changes in our locality since 1904- Review dependent on COVID- 19 situation
Texts used	<p>Wombat goes Walkabout by Michael Morpurgo</p> <p>The Lion Book of World Stories by Bob Hartman.</p> <p>The Journey (Poetry) – Neil Griffiths</p> <p>Meerkat Mail by Emily Gravett</p>	<p>George and the Dragon by Christopher Wormwell</p> <p>The Paper Bag Princess by Robert Munsch and Michael Martchenko</p> <p>The Snow Dragon - by Vivian French</p> <p>The Egg by M.P. Robertson</p>	<p>The Three Little Wolves and The Big Bad Pig by Eugene Trivizas and Helen Oxenbury</p> <p>The House that Once Was Julie Fogliano and Lane Smith</p> <p>The Building Boy by Ross Montgomery</p>