

YEAR OVERVIEW 2020-21 for Year 2

Subject	HT1 (3 days + 7 weeks)	HT2 (7 weeks)	HT3 (6 weeks)	HT4 (5 weeks 4 days)	HT5 (6 weeks)	HT6 (6 weeks 4 days)
English: Writing: Composition Links: History Science Geography Art DT	<p>Story writing based on a clip: XXXXXX Initial independent piece for assessment Then: Vocabulary Enhancement</p> <p>Narrative Unit: Traditional Stories (Goldilocks – story ending) BW</p> <p>Blow My Socks Off Sentences! (sentence work to include all four sentence types) Statement. Command. Question. Exclamation.</p> <p>Non-fiction Unit: Wanted Poster (Character description – using sentence types) BW</p>	<p>Narrative Unit: Stories with familiar settings (Tiger Who Came to Tea) BW</p> <p>Non-fiction Unit: Information Text: Report - Explorers BW</p> <p>Non-fiction Unit: Newspaper Report – Explorers BW</p>	<p>Narrative Unit: Different stories by the same author (Dahl – The Twits/ The Fantastic Mr. Fox) Character Description (Mr. Fox and Mr. Twit) BW</p> <p>Diary Entry: (Mr. Fox) BW</p> <p>Non-fiction Unit: Information Text, Non-Chronological Report (animals – arctic fox & polar bear) BW</p>	<p>Narrative Unit: Adventure Stories (Magic Bed – Story ending) BW</p> <p>Non-fiction Unit: Instructions on how to plant a sunflower BW</p>	<p>Narrative Unit: Adventure Stories (The Way Back Home) BW</p> <p>Narrative Unit: Traditional Stories from Other Cultures – Informal Letter writing - Postcard (Handa's Surprise) BW</p> <p>Non-fiction Unit: Information Text Report</p> <p>SATs Assessment (Maths/Reading) TBC</p>	<p>Non-fiction Unit: Posters for Sports Day/Summer Fair</p> <p>Non-fiction Unit: Recount- Eyam Trip BW</p> <p>Poetry</p> <p>Transition Week</p>
<p>The National Curriculum statements for Writing Composition KS1 Y2</p>	<p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> writing narratives about personal experiences and 	<p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> planning or saying out loud what they are 	<p>Make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> evaluating their writing with the teacher and other pupils 	<p>Read aloud what they have written with appropriate intonation to make the meaning clear</p>		

<p>All covered in each half term, (when applicable to genre) Foci expanded on in MTP</p>	<p>those of others (real and fictional)</p> <ul style="list-style-type: none"> writing about real events writing poetry writing for different purposes 	<p>going to write about</p> <ul style="list-style-type: none"> writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence 	<ul style="list-style-type: none"> rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly) 	
<p>English: Writing: Transcription (Handwriting) All covered in each half term</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> form lower-case letters of the correct size relative to one another start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters use spacing between words that reflects the size of the letters 			
<p>English: Writing: (VGP) Foci identified in MTPs</p>	<p>To demarcate most sentences in their writing with capital letters and full stops and use question marks correctly when required</p>	<p>To use present and past tense mostly correctly and consistently</p>	<p>To use co-ordination (e.g. and, but, or) and some subordination (e.g. when, if, that, because) to join clauses</p>	
<p>The National Curriculum statements for Writing VGP KS1 Y2 Main foci expanded on in MTP – copied from Lowfield Writing Grids</p>	<p>Develop their understanding of the concepts set out in English appendix 2 by:</p> <ul style="list-style-type: none"> learning how to use both familiar and new punctuation correctly - see English appendix 2, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) learn how to use: sentences with different forms: statement, question, exclamation, command expanded noun phrases to describe and specify [for example, the blue butterfly] the present and past tenses correctly and consistently, including the progressive form subordination (using when, if, that, or because) and co-ordination (using or, and, or but) the grammar for year 2 in English appendix 2 some features of written Standard English 			<p>Use and understand the grammatical terminology in English appendix 2 in discussing their writing</p>
<p>ENGLISH: Writing: Transcription (Spelling) All covered in each half term</p>	<p>Spell by:</p> <ul style="list-style-type: none"> segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones learning to spell common exception words 	<p>Add suffixes to spell longer words including – ment, –ness, –ful, –less, –ly</p>	<p>Apply spelling rules and guidance, as listed in English appendix 1</p>	<p>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</p>

	<ul style="list-style-type: none"> learning to spell more words with contracted forms learning the possessive apostrophe (singular) [for example, the girl's book] distinguishing between homophones and near-homophones 					
ENGLISH: Reading – whole class	Comprehension: Whole class comprehension using a variety of texts i.e. class reader, picture books, poetry etc. Class reader: Short story picture books	Comprehension: Whole class comprehension using a variety of texts i.e. class reader, picture books, poetry etc. Class reader: The Tiger Who Came to Tea and The Twits	Comprehension: Topic based short texts and SATS style prep Class reader: Fantastic Mr. Fox	Comprehension: Topic based short texts and SATS style prep Class reader: George's Marvellous Medicine	Comprehension: SATS papers TBC and assessment Class reader: TBC	Comprehension: Final Y2 assessments Class reader: TBC
MATHS Links: Full National Curriculum links in Power Maths overview for Year 2	Revision of Y1 KIRFs Wk2&3 Power Maths 2A Unit 1 Numbers to 100 Wk4,5,6&7 Unit 2&3 Addition and subtraction	Wk1&2 Power Maths 2A Unit 4 Money Wk3&4 Unit 5 Multiplication and Division Wk5&6 Power Maths 2B Unit 6 Multiplication and Division Wk7 Catch-up/Revision week	Wk1 Power Maths 2B Unit 7 Statistics Wk2 Unit 8 Length and Height Wk3,4&5 Unit 9 Properties of Shapes Wk6 Catch-up/Revision week	Wk1,2&3 Power Maths 2B Unit 10 Fractions Wk4 Power Maths 2C Unit 11 Position and Direction Wk5&6 SATS prep	Wk1,2&3 Power Maths 2C Unit 12 Problem Solving and Efficient methods Wk4,5&6 SATS	Wk1&2 Power Maths 2C Unit 13 Time Wk3&4 Unit 14 Weight, Volume and Temperature Wk5&6 Catch-up/Revision week Wk7 Transition
MATHS Untaught content	+ Untaught Y1 content (see medium term plan)	+ Untaught Y1 content (see medium term plan)				

<p>KIRF objectives and Calculation</p>	<p>Y1 objectives as needed (see medium term plan)</p> <p>If possible: Ma2/2.2b Know all addition and subtraction facts for numbers between 11 and 20.</p>	<p>Y1 objectives as needed (see medium term plan)</p> <p>If possible: Ma2/2.3a Know multiplication and division facts for 2x table. *up to 12 x 2</p>	<p>Y1 objectives as needed (see medium term plan)</p> <p>If possible: Ma2/2.3a Know multiplication and division facts for 10x table. *up to 12 x 10</p>	<p>Ma2/2.3a Know multiplication and division facts for 5x table. *up to 12 x 5</p>	<p>Ma3/2.3a Know all multiplication and division facts for 3x table. *up to 12 x 3</p>	<p>Ma2/2.2b Know all addition and subtraction facts using multiples of 10 to 100. Revise all the addition and subtraction facts to 20.</p>
<p>SCIENCE</p> <p>Links: Literacy Geography Art DT</p>	<p>Exploring Everyday Materials Y1 untaught content Sc1/3.1a distinguish between an object and the material from which it is made Sc1/3.1b identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock Sc1/3.1c describe the simple physical properties of a variety of everyday materials Sc1/3.1d compare and group together a variety of everyday materials on the basis of their simple physical properties</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 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 Y2 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</p>	<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 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>Animals Including Humans Y1 untaught content Sc1/2.2a identify and name a variety of common animals including, fish, amphibians, reptiles, birds and mammals Sc1/2.2b identify and name a variety of common animals that are carnivores, herbivores and omnivores Sc1/2.2c describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) Sc1/2.2d identify, name, draw and label the basic parts of the human body and say which part</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 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>

			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.		of the body is associated with each sense.	
SCIENCE Working Scientifically (covered throughout the year)	Sc2/1.1 asking simple questions and recognising that they can be answered in different ways Sc2/1.2 observing closely, using simple equipment Sc2/1.3 performing simple tests Sc2/1.4 identifying and classifying Sc2/1.5 using their observations and ideas to suggest answers to questions Sc2/1.6 gathering and recording data to help in answering questions.					
ART AND DESIGN Links: Literacy Geography Science History	Observational drawing and learning how to experiment with a range of materials in a sketch book 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 Ar1/1.3 To develop a wide range of art and	DT Focus	Printmaking and Drawing: Polar Animals 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 Ar1/1.3 To develop a wide range of art and design techniques in using	Painting and Drawing: Flowers 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 Ar1/1.3 To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	3D and Painting: Great Fire of London (Houses) 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 Ar1/1.3 To develop a wide range of art and design techniques in using	DT Focus

	design techniques in using colour, pattern, texture, line, shape, form and space		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	Ar1/1.4 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	colour, pattern, texture, line, shape, form and space	
COMPUTING Links: Geography Science History	0.2/1.2 E-Safety	1.2 How do I use a computer as a writer? 0.2/1.2 E-Safety	3.2 What is a branching database? (Animals) 0.2/1.2 E-Safety	2.2 How do I create a multimedia story? (Sunflowers) Photostory 0.2/1.2 E-Safety	2/1.1 To understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions +Y1 Untaught content (Algorithms Control) 0.2/1.2 E-Safety	2/1.1 Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. 2/1.2 Create and debug simple programs. 2/1.3 Use logical reasoning to predict the behaviour of simple programs 0.2/1.2 E-Safety

<p>DESIGN AND TECHNOLOGY</p> <p>Links: Science Literacy History Geography</p>	<p>No DT this half term</p>	<p>Construction: Towers</p> <p>DT2/1.1a Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>DT2/1.3a Explore and evaluate a range of existing products</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 Make: Tools select from and use a range of tools and equipment to perform practical tasks</p> <p>DT2/1.2a 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>Art Focus</p>	<p>Food: Rice Krispie buns/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>Art Focus</p>	<p>Mechanisms: Split-pin puppet</p> <p>DT2/1.1a Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>DT2/1.3a Explore and evaluate a range of existing products</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 Make: Tools select from and use a range of tools and equipment to perform practical tasks</p> <p>DT2/1.2a 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>
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		Build structures, exploring how they can be made stronger, stiffer and more stable DT2/1.3b Evaluate their ideas and products against design criteria				Build structures, exploring how they can be made stronger, stiffer and more stable DT2/1.3b Evaluate their ideas and products against design criteria
GEOGRAPHY Links:	No Geography this half term	<p>Locational Knowledge Ge1/1.1a To name and locate the world's 7 continents and 5 oceans</p> <p>Human & Physical Ge1/1.3a Identify the location of hot and cold areas in the world in relation to the equator and the north and south poles (link to history below)</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>Geography Skills and Fieldwork</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>Ge1/1.4 Geographical Skills and Fieldwork</p> <p>Mapping</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 human and physical</p>		

				features of its surrounding environment.		
HISTORY Links:	No history this half term	Explorers – Sir Ernest Shackleton (1874 – 1922) Hi1/1.3 To recognise 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			The Great Fire of London in 1666 Hi1/1.2 Events beyond living memory that are significant nationally or globally	The Great Plagues/Europe (1346) and Eyam (1665) Hi1/1.3 Significant historical events, people and places in their own locality.
PE Personal challenges to be a focus in HT 1 and 6 to show progression but also covered throughout as starters / warm ups Links:	Adapted due to Covid Guidelines (outdoor only) Key Skills Personal fitness Personal Challenge 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 PE2/1.1f	Gymnastics / Yoga PE1/1.1a To master as well as develop balance, agility and co-ordination, and begin to apply these in a range of activities	Invasion Games (indoor and outdoor) Tag Rugby Beanbag Bonanza PE1/1.1a To master as well as develop balance, agility and co-ordination, and begin to apply these in a range of activities PE1/1.1b Team Games To participate in team games, developing simple tactics for attacking and defending	Tri – Golf (indoor) Outdoor and Adventure Challenges (outdoor) PE1/1.1a To master as well as develop balance, agility and co-ordination, and begin to apply these in a range of activities PE1/1.1b Team Games To participate in team games, developing simple tactics for attacking and defending	Dance (indoor) Link to history – Great fire of London PE1/1.1c To perform dances using simple movement patterns. Striking and Fielding games - Rounders (outdoor) PE1/1.1a To master as well as develop balance, agility and co-ordination, and begin to apply	Athletics Track events (outdoor) and field events (indoor) Link – Sports Day Link to science (humans) and maths (measures) Personal Challenges PE1/1.1a Key Skills 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>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>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>PE2/1.1f Evaluating Performance Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>
<p>RE Links:</p>	<p>No RE this half term</p>	<p>Symbols: In what ways are churches / mosques / synagogues important to believers?</p>	<p>Leaders: What makes some people inspiring to others?</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>No RE due to SATS</p>	<p>Believing: How and why do people pray? (Christians, Muslims and Jewish people)</p>
<p>RSHE PSHE Links:</p>	<p>Child led PSHE relate to: worries and dreams, changes, new beginnings, what makes a happy school, teamwork, friendships, family, community</p>	<p>Getting On and Falling Out Tolerance of faith and cultures Identify and combat discrimination</p> <p>Develop effective relationships with others.</p> <p>What makes a good friend?</p> <p>Friendship: giving compliments.</p>	<p>Going For Goals Personal responsibility</p> <p>Setting goals: break down a goal into several steps.</p> <p>New Year's Resolutions</p> <p>Identify skills and attributes of a good learner and how to overcome obstacles</p>	<p>Good To Be Me Personal responsibility</p> <p>Feeling good about myself.</p> <p>Explore positive feelings.</p> <p>Identify strategies to promote positivity.</p> <p>Proud and boastful.</p> <p>Identify the difference between pride and boastfulness.</p>	<p>Relationships Mutual respect Democracy</p> <p>Knowing myself.</p> <p>What makes me happy?</p> <p>Identify people who are important to me</p> <p>Feelings.</p> <p>Explore feelings of pride and jealousy.</p>	<p>Changes Mutual respect</p> <p>Change and how to adapt / cope with it</p> <p>Previous experiences of change</p> <p>Changes in school – preparing for transition to KS2 / Y3</p> <p>Pair up with Y3 buddy, visit to Y3 / picnic in the garden</p>

		<p>Anti-bullying Week</p> <p>Explore bullying: what it is; how it feels; why people bully; how we can prevent and respond to it.</p> <p>Develop positive attitudes: learn from mistakes. Conflict resolution / coping with anger</p>	<p>Working towards goals: taking responsibility and perseverance</p> <p>SMSC: What do I want to learn?</p> <p>Positivity vs. Negativity. Developing personal qualities</p>	<p>Mixed Feelings.</p> <p>Identify and explore mixed feelings.</p> <p>Agreeing and disagreeing.</p> <p>Identify the difference between a disagreement and a fall out.</p> <p>Understanding feelings.</p> <p>Explore strong negative feelings which may overwhelm.</p> <p>Identify calming down strategies.</p>		<p>All about me booklet for new Y3 teacher</p>
<p>Values: <u>Subject linked where possible</u> Mutual respect Identify and combat discrimination Tolerance of faith and cultures Personal responsibility Democracy Rule of Law</p>		<p>Tolerance of faith and cultures.</p> <p>Identify and combat discrimination.</p>	<p>Being a responsible citizen</p>	<p>Personal responsibility</p>	<p>Mutual respect Democracy</p>	<p>Mutual respect</p>
<p>MUSIC Links:</p>	<p>No music this half term</p>					

HALF TERM DRIVERS		Discovery	Animals and Their Habitats	Animals and Their Habitats	The Great Fire of London	The Great Plague
Experiential		Cinema Trip Fantastic Mr. Fox – Showroom? (TBC) (prep for HT3)				Possible visit from Peter Dancy – Poet Trip to Eyam