

Doddiscombsleigh Primary School

YEAR C: Year 2 Long Term Overview

Subject	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
English (Genre and Babcock English Texts)	<u>Knock, Knock Open the Door by Michaela Morgan</u> Story focus <u>How to Hide a Lion at School by Helen Stephens</u> Writing a story about hiding an animal on a school trip.	<u>Boa's Bad Birthday by Jeanne Willis and Tony Ross</u> Story focus <u>Snow in the Garden by Shirley Hughes</u> Instructions Poetry	<u>Ellsworth's Extraordinary Electric Ears by Valerie Fisher</u> Poetry focus <u>Now you Know Science: Hot and Cold by Terry Jennings and Honor Head</u> NF - Non chron reports (Green indicates no text)	<u>Tell Me a Dragon by Jackie Morris Frances Lincoln</u> Poetry <u>Outdoor Wonderland by Jeffery and Lickens</u> Instructional writing (Green indicates no text)	<u>Look Inside Space by Rob Lloyd Jones, Benedetta Giaufret, et al.</u> Information (mini beast focus) <u>Recount writing</u> Children will write a recount as part of a trip they have been on	<u>Fatou, Fetch the Water by Neil Griffiths</u> Story writing <u>The Mouse and The Elephant: Oxford Reading Tree</u> Traditional tales
Guided Reading	Guided reading is separate and taught through Read Write Inc programme and children are grouped by ability. Where possible, links are made to the topic or the genre we are focusing on that half term.					
Maths (See White Rose Overview)	Number: Place Value Number: Addition and Subtraction Number: Multiplication and Division		Number: Division Number: Place Value and Statistics Number: Fractions		Geometry: Position and direction Problem solving and efficient methods Measurement: Weight and volume, capacity and temperature	
	The following units will be taught by Mrs Wiseman on Thursdays over the year: Measurement: Length and Height, Geometry: Shape and Measurement: Time					
Science Knowledge and Understanding	<p>Staying Healthy How will 5 a day help me to stay healthy?</p> <p>Notice that animals, including humans, have offspring, which grow into adults;</p> <p>Find out about and describe the basic needs of animals, including humans for survival (water, food and air);</p> <p>Describe the importance for humans of exercise, eating the right amount of different types of food, and hygiene.</p>	<p>Materials & Their Properties What materials should the three little pigs have used to build their house?</p> <p>Distinguish between an object and the materials from which it is made;</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock;</p> <p>Describe the simple physical properties of a variety of everyday materials;</p> <p>Compare and group together a variety of everyday materials on the basis of their simple</p>	<p>Living Things & Their Habitats Why are humans not like tigers?</p> <p>Identify and name a variety of common animals, including fish, amphibians, reptiles, birds and mammals;</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores;</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets);</p> <p>Identify, name, draw and label the basic parts of the human body and say which part of the human body is associated with each sense.</p>	<p>Seasons How do the seasons impact on what we do? (Link to Geography – short unit)</p> <p>Can they observe changes across the four seasons?</p> <p>Can they name the four seasons in order?</p> <p>Can they observe and describe weather associated with the seasons?</p> <p>Can they observe and describe how day length varies?</p> <p>Can they observe features in the environment and explain that these are related to a specific</p>	<p>Plants How can we grow our own salad?</p> <p>Identify and name a variety of common, wild and green plants, including deciduous and evergreen trees;</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees.</p>	

		physical properties.		season? Can they observe and talk about changes in the weather? Can they talk about weather variation in different parts of the world?		
Science Skills	<p>Working scientifically (runs across all topics) During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> • asking simple questions and recognising that they can be answered in different ways • observing closely, using simple equipment • performing simple tests • identifying and classifying • using their observations and ideas to suggest answers to questions • gathering and recording data to help in answering questions. 					
History	<p>Significant Person: Florence Nightingale How has Florence Nightingale helped to make the world a better place?</p> <p>The lives of significant individuals in Britain's past who have contributed to our nation's achievements</p> <p>Can they use words and phrases like: 'very old', 'when mummy and daddy were little'?</p> <p>Can they use the words 'before' and 'after' correctly?</p> <p>Can they say why they think a story was set in the past?</p>		<p>The Magic Toymaker Why is the Playstation more fun than Grandma and Grandad's old toys?</p> <p>Changes within living memory - revealing aspects of change in national life.</p> <p>Can they ask and answer questions about old and new objects?</p> <p>Can they spot old and new things in a picture?</p> <p>Can they answer questions using an artefact/ photograph provided?</p> <p>Can they give a plausible explanation about what an object was used for in the past?</p>		<p>Events beyond living memory What were seaside holidays like in the past?</p> <p>To identify features of a seaside holiday.</p> <p>To use photographs to find clues as to what seaside holidays were like in the past.</p> <p>To find out when and how seaside holidays became popular.</p> <p>To find out what seaside holidays were like 100 years ago.</p> <p>To be able to order seaside holidays in chronological order.</p> <ul style="list-style-type: none"> • To be able to identify similarities and differences between seaside holidays now and in the past. 	
History Skills (to run throughout)	<p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p>					

Geography		<p>Holidays in Britain Why do we love to live where we do?</p> <p>Identify seasonal and daily weather patterns in the United Kingdom – human and physical features of a small area of the United Kingdom</p> <ul style="list-style-type: none"> • Can they tell someone their address? • Can they explain the main features of a hot and cold place? • Can they describe a locality using words and pictures? • Can they explain how the weather changes with each season? • Can they name key features associated with a town or village, e.g. 'church', 'farm', 'shop', 'house'? 		<p>Life in Another Country: India Where would you prefer to live, the UK or India?</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a contrasting non-European country.</p> <p>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world</p> <ul style="list-style-type: none"> • Can they begin to explain why they would wear different clothes at different times of the year? • Can they tell something about the people who live in hot and cold places? • Can they explain what they might wear if they lived in a very hot or a very cold place? 		<p>Mapping and Fieldwork Skills What were the people who lived here like 100 years ago?</p> <p>Events beyond living memory that are significant nationally or globally</p> <ul style="list-style-type: none"> • Can they say what they like about their locality? • Can they sort things they like and don't like? • Can they answer some questions using different resources, such as books, the internet and atlases? • Can they think of a few relevant questions to ask about a locality? • Can they identify the four countries making up the United Kingdom? • Can they name some of the main towns and cities in the United Kingdom?
<p>Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness. Pupils should be taught to:</p>						
Art	<p>Drawing and ICT</p> <p>Georgia O'Keeffe Giuseppe Arcimboldo</p> <p>Sketches of fruit and vegetables (LCC link)</p>		<p>Print Patterns in Nature</p> <p>Painting (Colour) Hundertwasser</p>		<p>Mixed Media Kandinsky Circles</p>	
<p>Sketch books will be used to demonstrate progression of skills in each unit</p> <ul style="list-style-type: none"> • Can they begin to demonstrate their ideas through photographs and in their sketch books? • Can they set out their ideas, using 'annotation' in their sketch books? <p>Do they keep notes in their sketch books as to how they have changed their work?</p>						
<p>Pupils will be taught:</p> <ul style="list-style-type: none"> • to use a range of materials creatively to design and make products • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination 						

	<ul style="list-style-type: none"> to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 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. 								
DT	Food focus – Pizzas	Bird boxes		Winding up wind up toys				Textiles	
<p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment].</p> <p>When designing and making, pupils should be taught to:</p> <p>Design</p> <ul style="list-style-type: none"> design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make</p> <ul style="list-style-type: none"> select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none"> explore and evaluate a range of existing products evaluate their ideas and products against design criteria <p>Technical knowledge</p> <ul style="list-style-type: none"> build structures, exploring how they can be made stronger, stiffer and more stable explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. 									
Computing (Purple Mash)	Online Safety & Exploring Purple Mash Unit 1.1 (4 weeks) -To login safely. -To know how to find saved work and teacher comments. -To know how to search Purple Mash -To become familiar with the types of resources and icons -To start to add pictures and text to work.	Grouping & Sorting Unit 1.2 (2 weeks) -To sort items using a range of criteria. -To sort items on the computer using the 'Grouping' activities.	Pictograms Unit 1.3 (3 weeks) -To understand that data can be represented in picture format -To contribute to a class pictogram -To use a pictogram to record the results of an experiment.	Lego Builders Unit 1.4 (3 weeks) -To emphasise the importance of following instructions. -To follow and create simple instructions on the computer. -To consider how the order of instructions affects the result.	Maze Explorers Unit 1.5 (3 weeks) -To understand the functionality of the basic direction keys. -To be able to use the direction keys to complete the challenges. -To understand how to create and debug a set of instructions (algorithm). -To use the additional direction keys as part of their	Animated Story Books Unit 1.6 (5 weeks) -To be introduced to e-books and to 2Create a Story. -To continue a previously saved story. -To add animation to a story. -To add sound to a story. -To work on a more complex story including adding backgrounds and	Coding Unit 1.7 (6 weeks) -To understand what coding means. -To create unambiguous instructions. -To build one- and two-step instructions using the printable code cards. -To use the 2Code program to create a simple program. -To use Design Mode to add and	Spreadsheets Unit 1.8 (3 weeks) -Introduction to spreadsheets. Adding images to a spreadsheet and using the image toolbox. -Using the 'speak' and 'count' tools in 2Calculate to count items.	Technology Outside School 1.9 (2 weeks) -To walk around the local community and find examples of where technology is used. -To record examples of technology outside school.

	-To explore the Tools section of Purple Mash To explore the Games section on Purple Mash. -To understand the importance of logging out.				algorithm. -To understand how to change and extend the algorithm list. -To create a longer algorithm for an activity.	copying and pasting pages.	change backgrounds and characters. -To use the Properties table to change the look of the objects. -To design a scene for a program. -To use code blocks to make the characters move. -To explore the When Key and When Swiped commands (on tablets if available). -To use the Stop button. -To explore a method to code interactivity between objects. -To use Collision Detection to make objects perform actions. -To use the sound property.		
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E-Safety	Children will learn about staying safe online through Purple Mash and the programme 'Smartie the Penguin'. This will be a key focus in the Autumn Term and revisited at the beginning of every new half term.						
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R.E.	F1: Why is the word 'God' so important to Christians? (God) 1.1 What do Christians believe God is like? (God)	1.7 Who is Jewish and how do they live?	F5: Which places are special? Why? 1.8 What makes some places sacred to believers?	F3: Why is Easter special to Christians? (Salvation) 1.5 Why does Easter matter to Christians? (Salvation)	1.2 Who do Christians say made the world?	1.9 How should we care for others and the world, and why does it matter?
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PSHE (Jigsaw)	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
	<ul style="list-style-type: none"> Understand their own rights and responsibilities with their classroom Understand that their choices have consequences Understand that their 	<ul style="list-style-type: none"> Know what bullying means Know who to tell if they or someone else is being bullied or is feeling unhappy Know that people are 	<ul style="list-style-type: none"> Know how to set simple goals Know how to achieve a goal Know how to identify obstacles which make achieving their goals 	<ul style="list-style-type: none"> Know the difference between being healthy and unhealthy Know some ways to keep healthy Know how to make healthy lifestyle choices Know that all household 	<ul style="list-style-type: none"> Know that everyone's family is different Know that families are founded on belonging, love and care Know that physical contact can be used as a greeting 	<ul style="list-style-type: none"> Know the names of male and female private body parts Know that there are correct names for private body parts and nicknames, and when to use them

	<ul style="list-style-type: none"> views are important Understand the rights and responsibilities of a member of a class 	<ul style="list-style-type: none"> unique and that it is OK to be different Know skills to make friendships Know that people have differences and similarities 	<ul style="list-style-type: none"> difficult and work out how to overcome them Know when a goal has been achieved Know how to work well with a partner Know that tackling a challenge can stretch their learning 	<ul style="list-style-type: none"> products, including medicines, can be harmful if not used properly Know that medicines can help them if they feel poorly Know how to keep safe when crossing the road Know how to keep themselves clean and healthy Know that germs cause disease/illness Know about people who can keep them safe 	<ul style="list-style-type: none"> Know how to make a friend Know who to ask for help in the school community Know that there are lots of different types of families Know the characteristics of healthy and safe friends Know about the different people in the school community and how they help 	<ul style="list-style-type: none"> Know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these Know who to ask for help if they are worried or frightened Know that animals including humans have a life cycle Know that changes happen when we grow up Know that people grow up at different rates and that is normal Know that learning brings about change
Music (Charanga)	<p>Hey You!</p> <p>Old School Hip-Hop</p>	<p>Rhythm in the Way We Walk and Banana Rap</p> <p>Reggae Music and Hip Hop</p>	<p>In the Groove</p> <p>Blues, Latin, Folk, Funk, Baroque, Bhangra</p>	<p>Round and Round</p> <p>Latin Bossa Nova, Film music, Big Band Jazz, Mash-up, Latin fusion</p>	<p>Your Imagination</p> <p>Pop</p>	<p>Reflect, Rewind, Replay</p> <p>Western Classical Music</p>
<p>In Key Stage One, pupils should be taught to:</p> <ul style="list-style-type: none"> use their voices expressively and creatively by (singing songs) and speaking chants and rhymes play tuned and un-tuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the inter-related dimensions of music 						
P.E.	Fundamentals – Playground Games	Fundamentals – Sending and receiving	Fundamentals - Gymnastics	Fundamentals – General Movement	Fundamentals - Athletics	Fundamentals – Review
<p>PE is co-taught with Achieve 4 All once a week and with Mr Collings once a week.</p> <p>In Key Stage One:</p> <p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending perform dances using simple movement pattern 						
GLOBAL CITIZENSHIP	<ul style="list-style-type: none"> Embedding Rights Respecting Eco/School Council British Values 					
CURRICULUM ENRICHMENT	Hello Yellow Black History Month	Children In Need Whole School Production Anti-Bullying Week	Safer Internet Day Children’s Mental Health Week Eco-Summit Day	World Book Day Red Nose Day	Cultural Champion Visit	Acorn Class Camp

