



# Year 2 Overview 2018

	Autumn 1		Autumn 2	Spring 1		Spring 2	Summer 1		Summer 2
<b>Religion</b>	<b>Beginnings</b>  God at every beginning	<b>Signs and Symbols</b>  Signs and symbols in Baptism	<b>Preparations</b>  Advent – preparing to celebrate Christmas	<b>Books</b>  The books used in the Church	<b>Thanksgiving</b>  Mass – a special time for saying thank you to God for everything special, especially Jesus	<b>Opportunities</b>  Lent – an opportunity to start anew in order to celebrate Jesus' new life	<b>Spread the word</b>  Pentecost – a time to spread the Good News	<b>Rules</b>  Reasons for rules in the Christian family  Sacrament of Reconciliation	<b>Treasures</b>  God's treasure; the world
<b>The Social Teaching of RE</b>	<b>Dignity of the Human Person</b>  We love and look after each other because we are brothers and sisters.  Loving each other makes us strong.		<b>Family and Community</b>  I belong to my family and community.  My community needs me.	<b>Solidarity and the Common Good</b>  We build together a community of peace.  We celebrate together.	<b>Rights and Responsibilities</b>  Helping each other to make the right choices.  Fair shares for all.	<b>Options for the Poor and Vulnerable</b>  Working together to make our family happy. Exploring fairness and justice.  Who needs our help? How can we help?	<b>The Dignity of Work</b>  Finding my special job – my gift to the world.  Working hard to be the best you can be for others.  <b>Stewardship</b>  God's gardeners. Celebrating the harvest.		
<b>Science</b>	<b>Animals including humans:</b> How can I be the healthiest me?		<b>Uses of everyday materials:</b> What is your school made of?	<b>Living Things and their Habitats:</b> What is a 'living' thing?	<b>Plants:</b> How can we grow our own sunflowers?				
<b>History</b>				<b>What was it like when the Queen came to the throne in 1953?</b>  <b>History:</b> events beyond living memory that are significant nationally or globally		<b>Why were Florence Nightingale and Mother Teresa brave people?</b>  <b>History:</b> the lives of significant individuals in the past who have contributed to national and international achievements.			

<p><b>Geography</b></p>	<p><b>How can we become weather experts?</b></p> <p><b>Geography:</b> identify seasonal and daily weather patterns in the United Kingdom Explore the countries and capital cities of the UK. Explore continents and oceans of the world using atlases, maps and online research.</p>		<p><b>What would Ben Ten find exciting about our town?</b></p> <p><b>Geography:</b> use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment .</p>	<p><b>Where would you prefer to live: England or Africa?</b></p> <p><b>Geography:</b> 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><b>Computing</b></p>	<p><b>E-safety</b></p> <p>Discuss keeping passwords private and personal information and what this is. Think about online etiquette and being respectful online. Ensure children understand what to do if they find something online or something happens that they feel uncomfortable with and who to talk to. E-Safety will be reinforced at any available opportunity throughout the year.</p>	<p><b>Computing &amp; Coding</b></p> <p>Develop logical thinking and programming skills develop understanding of algorithms, debugging, program execution, logical reasoning and prediction through structured BeeBot activities</p> <p>Use 2Simple software and iPad Apps to insert a set of instructions to create a pattern, map etc. and look at what's happening and begin to debug as required.</p>	<p><b>Working with Data</b></p> <p>Explore classification and sorting based on different criteria and also look at sorting based on more than one criterion</p> <p>Create a bar chart using 2Simple incorporating skills of producing, changing and interpreting data. Begin to look at alternative ways of displaying data such as pie charts and line graphs. Children to create a hand drawn graph and then create one online and compare these in relation to appearance, time taken etc.</p>	<p><b>Digital Creation</b></p> <p>Children create a presentation on a relevant topic using a combination of images and text</p> <p>Image editing- children to use a set of images provided from the internet and also taken by the pupils use a camera. Children to edit the images for a purpose</p> <p>Children create a story using a combination of text, images, transitions and effects using would be using 2 simple 2Create a story.</p>	<p><b>Technology in our Lives</b></p> <p>Explore technology in the home and what children use and for what purpose.</p> <p>Explore the use of technology through video clips to stimulate discussion and thinking. Think about the difference technology makes to people's lives. Think about jobs and what technology is used in different jobs.</p>	<p><b>Digital Literacy</b></p> <p>Develop a range of generic IT skills such as: Develop a range of generic IT skills such as:</p> <p>Typing Skills – 2 hands, multiple fingers; Logging on/off; Opening/closing programmes; Mouse control; Right click; Keyboard layout: letters, numbers, backspace, delete; Tab Key; Shift-key/caps lock, Arrow keys, Enter key Highlighting and formatting Cut/copy and paste Difference between SAVE and SAVE AS.</p>
<p><b>Art</b></p>	<p><b>Painting</b> How can we mix primary colours to make secondary colours? How can we create tints and tones</p> <p><b>Drawing</b> How can we change tone when we are drawing? How can we record our ideas from what we see?</p>		<p><b>Collage</b> How can we create collages in different ways using a range of materials? Who was Vincent Van Gogh and how did he create 'Sunflowers'?</p> <p>Children will continue to develop their drawing</p>		<p><b>Sculpture</b> How can we create sculptures in different ways using a variety of materials including junk modelling, clay and play dough? How can we use our ideas, imagination and experiences to create artwork? Who was LS Lowry and how did he record local</p>	

	How do different artists record weather?		and painting skills.		history? Children will continue to develop their drawing and painting skills.	
DT	How do kites work? How can we make a kite that would fly? How can we improve our design?		What healthy biscuits do we like? Where do the ingredients come from? How can we change a recipe to make it healthier? How can we design and make a healthy biscuit? How can we improve our designs?		How we can we design and make a model of our ideal playground? How can we make our structure strong and stable? How could we improve our designs?	
PE	<b>Invasion Games (Football)</b> <ul style="list-style-type: none"> <li>- Pass, tackle and save</li> <li>- Speed and direction</li> <li>- Using both feet/different parts of the feet</li> </ul> <b>Parachute Games</b>	<b>Speed, Agility, Quickness</b> <ul style="list-style-type: none"> <li>- Smooth action</li> <li>- Using body parts correctly to improve speed</li> </ul> <b>Gymnastics</b> <ul style="list-style-type: none"> <li>- Rolling</li> <li>- Balance with control and precision</li> </ul>	<b>Basketball</b> <ul style="list-style-type: none"> <li>- Bounce the ball at different heights</li> <li>- Change speed with control</li> </ul> <b>Dance</b> <ul style="list-style-type: none"> <li>- A focus on circus</li> </ul>	<b>Hockey</b> <ul style="list-style-type: none"> <li>- Push and hit press</li> <li>- Keep control when changing direction</li> </ul> <b>Gymnastics</b> <ul style="list-style-type: none"> <li>- Incorporate gymnastics movements when using equipment</li> </ul>	<b>Send and Recieve</b> <ul style="list-style-type: none"> <li>- Awareness of other children</li> <li>- Quick decisions and good timing</li> </ul> <b>Dance</b> <ul style="list-style-type: none"> <li>- A focus on under the sea</li> </ul>	<b>Athletics</b> <ul style="list-style-type: none"> <li>- Sprint, javelin, curling</li> </ul> <b>Attack and Defending</b> <ul style="list-style-type: none"> <li>- Maintain control</li> <li>- Decision making when attacking and defending</li> </ul>
Music	Learn a variety of age appropriate songs. Focus on Pitch Pulse Duration	Music in One Song John Kanacka	Continue to build singing repertoire Focus on Dynamics Tempo	Music in One Song The Penguin Song	Continue to build singing repertoire Focus on Texture Timbre	Music in One Song African Chant- Babalagumbala
SMSC/ British Values	<b>Big Questions</b>  Why do we need rules?	<b>Big Questions</b>  Why am I so special?	<b>Big Questions</b>  How can I help in my Community?	<b>Big Questions</b>  How can I show respect for other faiths and cultures?	<b>Big Questions</b>  How are we all equal?	<b>Big Questions</b>  How can I be a good citizen?
Trips/Curriculum						

Enrichment

