

Year 2 Yearly Overview 2016/2017



16-17

	Circus is coming to Town	A step back in time	Poles Apart	Welcome to the zoo	How to train a dragon	It's a Bugs Life
Geography	<p><u>Geographical Enquiry</u></p> <p>Can they label a diagram or photograph using some geographical words?</p>	<p><u>Geographical Enquiry</u></p> <p>Can they find out about London by using different sources of evidence?</p> <p>Can they find out about London by asking some good questions to someone else?</p> <p>Can they say what they like and don't like about their locality and the city of London</p>	<p><u>Geographical knowledge</u></p> <p>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>Identify the location of and seasonal/daily weather patterns of the North and South Poles</p> <p>identify the location of hot and cold areas of the world in relation to the Equator</p>	<p><u>Geographical knowledge</u></p> <p>Name/locate Countries, 5 oceans and 7 Continents</p> <p>Understand similarities and differences through human/physical geography of a small area of the UK, and of a small area in a contrasting non-European country</p>	<p><u>Human geography</u></p> <p>Can they describe some human features such jobs people do?</p> <p>Can they explain how the job people do may be different in different parts of the world?</p> <p>Do they think that people ever spoil the area? How?</p> <p>Do they think that people try to make the area better? How?</p> <p>Can they explain what facilities a town or village might need?</p>	<p><u>Geographical knowledge</u></p> <p>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>
History	<p><u>Historical understanding</u></p> <p>Can they use words and phrases like: before I was born, when I was younger?</p> <p>Can they use the words past and present correctly?</p> <p>Can they use a range of appropriate</p>	<p><u>Historical Enquiry</u></p> <p>Can they find out something about the past by talking to an older person?</p> <p>Can they research the life of a famous Briton from</p>	<p><u>Historical Knowledge</u></p> <p>Know about events beyond living memory that are significant nationally or globally</p> <p>Discuss details of the lives of significant individuals in the past who</p>	<p><u>Historical Knowledge</u></p> <p>Can they use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning?</p> <p>Can they use a range of appropriate words and</p>		<p><u>Historical Knowledge</u></p> <p>Can they answer questions by using a specific source, such as an information book?</p>

Year 2 Yearly Overview 2016/2017

	<p>words and phrases to describe the past?</p>	<p>the past using different resources to help them?</p> <p>Can they research about a famous event that happens in Britain and why it has been happening for some time</p> <p>Gunpowder Plot / Fire of London</p> <p>Famous Victorians</p>	<p>have contributed to national and international achievements.</p> <p>Know about significant historical events, people and places in their own locality.</p> <p>Scott of the Antarctic</p>	<p>phrases to describe the past?</p>		
Art	<p><u>Painting</u></p> <p>Can they mix paint to create all the secondary colours?</p> <p>Can they mix and match colours, predict outcomes?</p> <p>Can they mix their own brown?</p> <p>Can they make tints by adding white?</p> <p>Can they make tones by adding black?</p>	<p><u>Drawing</u></p> <p>Can they use three different grades of pencil in their drawing (4B, 8B, HB)?</p> <p>Can they use charcoal, pencil and pastels?</p> <p>Can they create different tones using light and dark?</p> <p>Can they show patterns and texture in their drawings?</p> <p>Can they use a viewfinder to focus on a specific part of an artefact before drawing it?</p>	<p><u>Collage</u></p> <p>Can they create individual and group collages?</p> <p>Can they use different kind of materials on their collage and explain why they have chosen them?</p> <p>Can they use repeated patterns in their collage?</p>	<p><u>Use of IT</u></p> <p>Can they create a picture independently?</p> <p>Can they use simple IT mark-making tools, e.g. brush and pen tools?</p> <p>Can they edit their own work?</p> <p>Can they take different photographs of themselves displaying different moods?</p> <p>Can they change their photographic images on a computer?</p> <p><u>Drawing</u></p> <p>Can they use three different grades of pencil in their drawing (4B, 8B, HB)?</p> <p>Can they use charcoal,</p>	<p><u>Printing</u></p> <p>Can they create a print using pressing, rolling, rubbing and stamping?</p> <p>Can they create a print like a designer?</p>	<p><u>3D/Textiles</u></p> <p>Can they make a clay model?</p> <p>Can they join to finger pots together?</p> <p>Can they add line and shape to their work?</p> <p>Can they join fabric using glue?</p> <p>Can they sew fabrics together?</p> <p>Can they create part of class patchwork?</p>

Year 2 Yearly Overview 2016/2017

				pencil and pastels? Can they create different tones using light and dark? Can they show patterns and texture in their drawings? Can they use a viewfinder to focus on a specific part of an artefact before drawing it?		
D.T.		<u>Wheels and axels</u> Explore and use wheels and axles and make a model fire engine			<u>Construction</u> Build structures exploring how they are made stiffer and stable- build a shelter to hide from the dragon	<u>Use of textiles</u> •To be able to cut textiles •To be able measure textiles Make a patchwork quilt to include examples of minibeasts
Computing	<u>Data Retrieving and Organising</u> Can they find information on a website? Can they click links in a website? Can they print a web page to use as a resource?	<u>Data Retrieving and Organising</u> Can they experiment with text, pictures and animation to make a simple slide show? Can they use the shape tools to draw?	<u>Communicating Safely</u> Can they send and reply to messages sent by a safe email partner (within school)?	<u>Communicating Safely</u> Can they word process a piece of text? Can they insert/delete a word using the mouse and arrow keys? Can they highlight text to change its format (B, U, I)?	<u>Algorithms and Programs</u> Can they predict the outcomes of a set of instructions? Can they use right angle turns? Can they use the repeat commands? Can they test and amend a set of instructions?	<u>Algorithms and Programs</u> Can they write a simple program and test it? Can they predict what the outcome of a simple program will be?
Science	Uses of everyday materials -	Uses of Everyday Materials- testing	Animals including Humans, compare	Animals including Humans -	Plants and Living Things - life cycle of plant,	Living things and their Habitats - investigation:

Year 2 Yearly Overview 2016/2017

	sort, what they do.	(bend, squash and stretch materials).	local/frozen habitats adaptation.	human life cycle.	need to grow.	bugs attracted to certain colours.
R.E	Is it possible to be kind to everyone all of the time? Christianity focus	Why did God give Jesus to the World? Christianity focus	Does praying at regular intervals everyday help a Muslim in his/her everyday life? Islam focus	Is it true that Jesus came back to life again? Christianity focus	Does going to the mosque give Muslims a sense of belonging? Islam focus	Does completing Hajj make a person a better Muslim? Islam focus
P.S.H.E.	It's our World	Say No!	Money Matters	Who likes Chocolate?	People around us	Growing up
P.E.	Hockey/ Gymnastics- balances / rolls / sequences	Netball/ Fire Dance	Tag Rugby/ Ice Dance	Football/Gym - sequence including like/unlike balances	Tennis/ Carnival of the animals Dance (to Saint Saens)	Football/Gym - jumps/ sequence
Music	The Long and Short of it- duration	Feel the Pulse- rhythm	Taking off- pitch	What's the Score?- instruments and symbols	Rain, Rain Go Away- exploring timbre, tempo and dynamics	Sounds interesting- exploring sounds
Trips/ stunning starts/fabulous finishes	<u>Stunning start</u> Circus Cinema- Dumbo. <u>Fabulous Finish</u> Circus show/workshop Backstage circus.	<u>Stunning start</u> Dress up classroom and dress up the kids and complete a Victorian classroom. <u>Fabulous finish</u> Set fire to the London street in forest school Book Jason to do this,	<u>Stunning start</u> Snow machine One activity before break/after break- Make Sock puppets Make things to decorate the room- craft morning. <u>Fabulous Finish</u> Inspire- create an igloo.	<u>Stunning Start</u> Dress up as an animal, make animal masks. <u>Fabulous finish</u> Twycross Zoo	<u>Stunning start</u> Go to the cinema up the road and book the film 'How to train a dragon'. <u>Fabulous finish</u> Make dragon boats and have a dragon boat race- using a paddling pool.	<u>Stunning start</u> Go to Leasowes Woods and go on a bug hunt. <u>Fabulous Finish</u> Ugly Bug Ball.
Texts used	Angelo by Quentin Blake Bubble and Squeak by James Mayhew + Clara Vullinmy	Ways into History- The Great Fire of London The Great Fire of London and The Gunpowder Plot both by Liz Gogerly	The Snowman by Rayond Briggs. The Rainbow Bear by Michael Morpurgo.	Dear Zoo. Chimpanzee.	George and the dragon. How to train a dragon.	A bugs life- film Antz film Sam's sandwich by David Pelham

Year 2 Yearly Overview 2016/2017

	Dumbo by Walt Disney If I Ran The Circus by Dr Seuss	Gunpowder Guy by Stewart Ross and Sue Shields				The Very Quiet Cricket by Eric Carle The Bee Tree by Patricia Polacco Incredible Insects by Play Bac
--	---	---	--	--	--	--