			Year 2 - Yearly Over	view		
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning umbrella	,	- Romans in Britain	Europe - Ancient Greeks		Europe - French Revolution	
Phonics/Spelling	<u>Set 23</u> /c/ as 'c' /c/ as 'ch'	<u>Set 26</u> /// as 'le' /m/ as 'mb'	I can spell words accurately by chopping and listening to each phoneme.  I can use the grapheme phoneme	I know that /ee/ at the end of a word is often spelt -ey and I know how to change this into a plural.	I can use -ly suffix to turns adjectives in adverbs.  I know that a noun or a verb ending in-	I know about the 'magic w' and the strange impact it has on following letters.  I can spell words ending in -tion.
	/c/ as 'ck' /c/ as 'k'	/n/ as 'gn' and 'kn' /r/ as 'wr'	correspondences card (GPC card) to start making more accurate spelling choices/.	I can spell the /g/ phoneme at the end of a word.  I know what a compound word is and	y needs to change to -ies.  I know that a word ending in y needs to be changed when adding a suffix	I can spell some homophones and near homophones. I can spell contracted words.
	Set 24 /s/ and /z/ for 'se' /s/ as 'c(e)', 'c(i)' and 'c(y)'. /s/ as 'sc' and 'st(l)'	Set 27 /ch/as 'tch' /e/as 'ea' /sh/alternatives /u/as 'o' /w//o/as '(w)a'	I know that in each syllable of a word there is a vowel phoneme and can identify these on the GPC cards. I know that the /igh/ phoneme at the end of a word is often spelt with a -y. I know that the /ul/ sound at the end of	how best to tackle spelling it.  I can use -ness and -er suffixes to make nouns. I can use -ful and -less to make adjectives.	beginning with an 'e'.  I know that a word ending in e needs to change before adding a suffix beginning with a vowel.  I can add a suffix to words of one syllable ending in a single consonant	I can write sentences that have been dictated by my teacher.
	Set 25 /j/ as 'dge' /j/ as 'g(e)', 'g(i)' and 'g(y)'	/zh/ as 's'	words is spelt in different ways.  I know that the /or/ phoneme is spelt /a/ before an l or ll.	I can use -er and -est suffixes in adjectives.	letter after a single vowel letter.	
Grammar/punctuat ion	I understand what a sentence is and when to use a full stop. I can identify and explain what a noun is. I know when to use a capital letter and know what proper nouns are. I can identify and explain what a	I can use commas in lists. I can identify and explain what an adjective is and the role it plays in a sentence. I can begin to use expanded noun phrases to describe and specify.	I can identify when I have overused adjectives and they add nothing to my writing. I can choose precise nouns. I recognise the different pronouns and use them appropriately. I can use subordinate conjunctions.	I recognise verbs as doing words and being (is, are, am, was, were) words. I can use the past and present tense correctly and consistently. I am beginning to understand the progressive form of verbs in the present and past tense.	I can begin to follow rules of Standard English. I can use the apostrophe for contracted words. I can use the apostrophe to show singular possession. I understand when not to use the	Consolidation
	verb is. I can identify the four types of sentences and use the correct punctuation.		I can use co-ordinating conjunctions - and know the difference between them.	I recognise regular and irregular verbs.	apostrophe.	
Composition	I am developing stamina for writing by: writing about my own experiences (real and fiction; writing about real events; writing poems; and writing for different purposes.  I can think carefully about what I am going to write by planning and talking about my ideas.  I speak each sentence before writing down.  I can make simple changes or add to my writing: after evaluating it with others; re-reading to check that it makes sense; proofreading for spelling, grammar and punctuation.  I can read my writing to an audience using some intonation.					
Writing	Little Red Riding Hood - Character description  Writing to entertain  Postcard - Recount  Writing to inform	Toy man - Character description	Pudding lane - Setting description	Into the forest - Persuasive letter	Wellbeing poem - Poetry Writing to entertain  The Big Bad Wolf- Non chronological report Writing to inform	Consolidation
Key words	told, every, everybody, even, great, break, steak, pretty, beautiful, after, father, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, because	Christmas, there, their, they're, here, hear, quiet, quite, see, sea, bare, bear, won, one, sun, son, to, too, two, be, bee	whole, any, many, clothes, busy, water, again, half, money, parents, both, children, climb, which, child, only, behind,	thirty, forty, fifty, sixty, seventy, eighty, ninety, hundred, Monday, Tuesday, Wednesday, Thursday, Friday	January, February, March, April, May, June, July, August, September, October, November, December	spring, summer, autumn, winter suggested - I'm, it's don't, won't, I'll blue, blew, night, knight, piece, peace, hole, whole, right, write, new, knew, through, threw, no, know, you're
Maths	Number  Place value Addition and subtraction  Geometry		Measurement  Money  Length and height  Mass, capacity and temperature	re	Number     Fractions  Measurement     Time	3

	• Shapes	Number	Statistics	
	Janupes	Multiplication and division	Geometry	
			Position and direction	
Science	The man made world	Out of this world	The living world	
<ul> <li>I can identify and say why we would use certain materials for certain objects such as wood, plastic, rock, and glass.</li> <li>I know that some materials can change shape by stretching, squashing, and twisting.</li> <li>I can construct a simple circuit and recognise if the lamp will light.</li> <li>I can recognise that sounds get fainter as the distance from the sound source increases.</li> <li>I can recognise that shadows are formed when the light from a light source is blocked by an opaque object.</li> </ul>		I can recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. I can describe the movement of the Moon relative to the Earth I can find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. I can find out about and describe the basic needs of animals, including humans, for survival (water, food and air) I can recognise that vibrations from sounds travel through a medium to the ear	<ul> <li>I can observe and describe how seeds and bulbs grow into mature plants \$ find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</li> <li>I can find out about the basic needs of plants and animals (inc humans) for growth and survival.</li> <li>I can describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) \$ identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> <li>I can explore and compare the differences between things that are living, dead, and things that have never been alive \$ 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 \$ identify and name a variety of plants and animals in their habitats, including microhabitats.</li> </ul>	
Geography	Children know the four countries of the UK and can locate them on a map. Children know where the Atlantic Ocean is on a world map. Children know where the North Sea, Irish Sea and English Channel are on a world map. Children know where Hadrian's Wall is. Children can offer suggestions why the Romans built settlements in London and York. Children know of the features of different types of settlements and why they may change over time.	Children know what a continent is. Children know where Europe is on a map of the world. Children know where Greece and Turkey are on a map of Europe. Children know where the Mediterranean, Aegean and Black seas are on a map of Europe. Children can locate Mount Olympus. Children know what physical and geography is. Children know what human geography is. Children can identify physical and human features on an OS Map of the local area using a key for help. Children can identify physical and human features on a digital map of Athens using a key for help. Children can identify some differences in the human and physical features of both Harrogate and Athens. Children can identify some physical and human features in the local environment and mark on a map using a key. Children know how to use the four compass points.	Children can locate France and Paris on a map of the world. Children know the River Seine flows through Paris. Children know the difference between an ocean and a sea.	
History	Children know why some people resisted the Romanisation of Britain - Boudicca	Children know what caused the Ancient Greek empire to decline and fall	Children know reasons why a revolution may start	
	Children can suggest why Claudius wanted to invade Britain	Children know how the Ancient Greeks influenced our lives today	Children can suggest reasons why Divine Right might have impacted Louis XV1 decision making  Children know how the Revolution has made an impact on modern France and Europe	
	Children know how life was different for some people under Roman rule	Children know how the Ancient Greek and Roman cultures were similar to each other		
	Children can identify difference and similarities in the Roman way of life to life nowadays.	Children know how we gain information about the Ancient Greeks		
	Children know that history uses BC and AD to identify dates			
Art	Children can replicate patterns using mosaic.	Children can use a range of techniques to decorate a clay piece. E.g., applied, impressed, painted, etc.	Children can use a loom to weave.  Children know which colours can be mixed to make secondary colours.	

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Use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products.  Children are able to explain how their models will work.  Children are able to describe what their products are for.  Children are able to say how they will make their products suitable for their intended users.  Children can select from a range of tools and equipment, explaining their choices.  Children will design a product that			on ongmony.		Children can use the claw arip		
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Children are able to describe what their products are for.  Children are able to say how they will make their products suitable for their intended users.  Children can select from a range of tools and equipment, explaining their choices.  Children will design a product that	1		THE GOLD WITH WOLK.				
their products are for.  Children are able to say how they will make their products suitable for their intended users.  Children can select from a range of tools and equipment, explaining their choices.  Children will design a product that			Children are able to describe what				
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make their products suitable for their intended users.  Children can select from a range of tools and equipment, explaining their choices.  Children will design a product that	1		men products are for.		heat source.		
make their products suitable for their intended users.  Children can select from a range of tools and equipment, explaining their choices.  Children will design a product that			Children are able to say how they will		Children on Cills 1		
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Children can select from a range of tools and equipment, explaining their choices.  Children will design a product that			•		nygiene and safety.		
tools and equipment, explaining their choices.  Children will design a product that			intended users.				
tools and equipment, explaining their choices.  Children will design a product that			Children can calcat from a name of				
Children will design a product that	1						
Children will design a product that							
	1		cnoices.				
	1		Children will degin a new dock that				
makes use ot a winding mechanism.							
			makes use of a winding mechanism.				

RE	Key question: Who is Jewis	th and what do they believe?	Key question: How and why do we ce	•	1	or others and the world, and why does it	
			Questions within this thread:		matter?		
	Questions wit	Questions within this thread:		What do you celebrate and why?		Questions within this thread:	
			What stories do your family tell?		Should we care for everyone?		
	What is precious to us? Wha	t is precious to Jewish people?	• • • • • • • • • • • • • • • • • • • •	What happened at Eater and how does it make people feel?		What do Christians believe about caring for people?	
			How do Christians celebrate easter?		What do some religions say about caring for other people?		
	What does a mezuzah re	mind Jewish people about?	What matters most at Easter?		How have some people shown they cared? How is the golden rule an encouragement to		
				Why do Jewish people tell the story of Passover every year?		care?	
	How and why do Jewish people celebrate Shabbat?		What do Muslims celebrate at Id-ul-Fitr? <u>Learning Objectives:</u>		What stories do Christians and Jewish people tell about the beginning of the world and		
					how to tr	reat the world?	
	When deep the phone of Chemilton mal	e us think about? How do Jewish people	I can identify some ways Christians ce	lebrate Christmas/Easter/Harvest/	<u>Learnin</u>	g Objectives:	
	•	e us think about? How do Jewish people icles at Chanukah?	Pentecost and some ways a festival is	celebrated in another religion (A1).	I can re-tell Bible stories and stories fr	om another faith about caring for others and	
	Think about mire	icies at Chanukan?	I can re-tell stories connected with Easter	and a festival in another religion and say	the v	vorld (A2).	
			why these are importa	nt to believers (A2).	I can identify ways that some people make a response to God by caring for others and		
	<u>Learning</u>	<u>Objectives:</u>	I can ask questions and suggest answers ab	out stories to do with Christian festivals	the	world (B1).	
			and a story from a festival		I can use creative ways to express their	own ideas about the creation story and what	
	I can re-tell a story that shows what	Jewish people at Shabbat might think	•	I can collect examples of what people do, give, sing, remember or think about at the		it says about what God is like (C1)	
	about God, suggesti	ng what it means (A2).	religious celebrations studied, and say why they matter to believers (C1).		I can talk about some texts from different religions that promote the 'Golden Rule'		
	33					n if people followed this idea more (C2).	
	T can talk about how the mezuzah in	I can talk about how the mezuzah in the home reminds Jewish people about  God (A3).			· ·	right, and wrong arising from the stories (C3).	
					1 can raik about issues of good and bad,	right, and wrong arising from the stories (cs).	
	000	(73).					
	T and shalls about bout Chabbastia a gra						
	I can talk about how Shabbat is a special day of the week for Jewish people						
	and give some examples of what the	and give some examples of what they might do to celebrate Shabbat (B1).					
Music	I can understand that a piece of mus	ic is made up of different sections, e.g					
	beginning, ending, verse.						
			I can listen carefully to music, recognising the build-up of layers, such as the				
	T can show that T can hear different	moods in music and explain changes in	different ins	different instruments.		I can listen to music with increasing discernment saying what I like and dislike about it.	
		ands	I can understand how songs can tell a story or describe an idea.		I can compose in a small group with other children.		
	300	inus.					
	T can use wands / nictures / symbols t	o represent sounds and create rhythm	T and amonto disculation adjust the total	·		T and about to add my anni ideas to my newform and	
	· · ·	'	I can create simple melodies using two tones on a tuned instrument or with my voice.		I can start to add my own ideas to my performance.		
	par	terns.	I know the meaning of dynamics and tempo and can demonstrate these when singing.		I can perform and keep to the pulse of the music.		
			I know the meaning of dynamics and tempo and can demonstrate these when singing.				
	I can practice and refine perfo	rmances in groups and as a class.	I take part in singing songs, following the melody well.				
		I can use my voice and instruments to make loud and quiet sounds (dynamics).					
	I can use my voice and instruments to						
Computing	Computing systems and networks -	Creating media -	Introducing data handling	Robot algorithms	Ebook creation	Programming with ScratchJr	
Comparing	Information Technology around us	Digital photography	inii oddeing dara nandiing	RODOT digor Hilling	LDOOK CI EUTION	1 Togi animing with Sci atchor	
Latin	J.	3 1 3 1 7	2.1 Verb or	ientation	3 1 Day	Lapping verbs	
Luiiii	1.1 The origins of English 1.2 Ancient roots in English		2.1 verb 'codes'		3.1 Recapping verbs		
	1.3 Classical culture in modern times		2.2 verb codes  2.3 verbs ending practice		3.2Adverbs		
			3,		** ******		
	1.4 Inventing a product		2.4 Mythical monster making		3.3 Adverbs and curse tablets		
		1.5 Word order vs word ending		2.5 More verb endings practice		4 Story	
	1.6 Story Translation 1.7 1.7 Summary and assessment		2.5a Greek Gods 2.6 Story 2.7 Summary and Assessment		3.5 Summary and Assessment		

PE	Real PE- Unit 1 -	Real PE - Unit 2 -	Real Gym - Unit 2 - Cognitive	Real Dance - Unit 1 - Creative skills	Real PE - Unit 5 -	Athletics
		Dynamic Balance to Agility- Jumping	Flight	Artistry	Coordination - sending and receiving	Jump, throw and track.
	Coordination - footwork	and Landing	Rotation	Partnering	Agility - reaction and response	Sports day training.
		Static Balance - seated		Circles		
	Balance – one leg		Harrogate Town	Shapes	Harrogate Town	Harrogate Town
		Harrogate Town				
	Harrogate Town			Harrogate Town		
PHSE	Becoming an Active Citizen	My Healthy Lifestyle	Celebrating Differences	Changing Me	Keeping Myself Safe	Me and My Future
E-safety	Self-Image & Identity	Online Relationships	Online Reputation	Managing Online Information	Health, Wellbeing & Lifestyle	Online Bullying