

Year 2 - Yearly Overview						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning umbrella	British History - Romans in Britain		Europe - Ancient Greeks		Europe - French Revolution	
Phonics/Spelling	<p><u>Set 23</u></p> <p>/c/ as 'c'</p> <p>/c/ as 'ch'</p> <p>/c/ as 'ck'</p> <p>/c/ as 'k'</p> <p><u>Set 24</u></p> <p>/s/ and /z/ for 'se'</p> <p>/s/ as 'c(e)', 'c(i)' and 'c(y)'.</p> <p>/s/ as 'sc' and 'st(l)'</p> <p><u>Set 25</u></p> <p>/j/ as 'dge'</p> <p>/j/ as 'g(e)', 'g(i)' and 'g(y)'</p>	<p><u>Set 26</u></p> <p>/l/ as 'le'</p> <p>/m/ as 'mb'</p> <p>/n/ as 'gn' and 'kn'</p> <p>/r/ as 'wr'</p> <p><u>Set 27</u></p> <p>/ch/ as 'tch'</p> <p>/e/ as 'ea'</p> <p>/sh/ alternatives</p> <p>/u/ as 'o'</p> <p>/w/ /o/ as '(w)a'</p> <p>/zh/ as 's'</p>	<p>I can spell words accurately by chopping and listening to each phoneme.</p> <p>I can use the grapheme phoneme correspondences card (GPC card) to start making more accurate spelling choices/.</p> <p>I know that in each syllable of a word there is a vowel phoneme and can identify these on the GPC cards.</p> <p>I know that the /igh/ phoneme at the end of a word is often spelt with a -y.</p> <p>I know that the /ul/ sound at the end of words is spelt in different ways.</p> <p>I know that the /or/ phoneme is spelt /a/ before an l or ll.</p>	<p>I know that /ee/ at the end of a word is often spelt -ey and I know how to change this into a plural.</p> <p>I can spell the /g/ phoneme at the end of a word.</p> <p>I know what a compound word is and how best to tackle spelling it.</p> <p>I can use -ness and -er suffixes to make nouns.</p> <p>I can use -ful and -less to make adjectives.</p> <p>I can use -er and -est suffixes in adjectives.</p>	<p>I can use -ly suffix to turns adjectives in adverbs.</p> <p>I know that a noun or a verb ending in-y needs to change to -ies.</p> <p>I know that a word ending in y needs to be changed when adding a suffix beginning with an 'e'.</p> <p>I know that a word ending in e needs to change before adding a suffix beginning with a vowel.</p> <p>I can add a suffix to words of one syllable ending in a single consonant letter after a single vowel letter.</p>	<p>I know about the 'magic w' and the strange impact it has on following letters.</p> <p>I can spell words ending in -tion.</p> <p>I can spell some homophones and near homophones.</p> <p>I can spell contracted words.</p> <p>I can write sentences that have been dictated by my teacher.</p>
Grammar/punctuation	<p>I understand what a sentence is and when to use a full stop.</p> <p>I can identify and explain what a noun is.</p> <p>I know when to use a capital letter and know what proper nouns are.</p> <p>I can identify and explain what a verb is.</p> <p>I can identify the four types of sentences and use the correct punctuation.</p>	<p>I can use commas in lists.</p> <p>I can identify and explain what an adjective is and the role it plays in a sentence.</p> <p>I can begin to use expanded noun phrases to describe and specify.</p>	<p>I can identify when I have overused adjectives and they add nothing to my writing.</p> <p>I can choose precise nouns.</p> <p>I recognise the different pronouns and use them appropriately.</p> <p>I can use subordinate conjunctions.</p> <p>I can use co-ordinating conjunctions - and know the difference between them.</p>	<p>I recognise verbs as doing words and being (is, are, am, was, were) words.</p> <p>I can use the past and present tense correctly and consistently.</p> <p>I am beginning to understand the progressive form of verbs in the present and past tense.</p> <p>I recognise regular and irregular verbs.</p>	<p>I can begin to follow rules of Standard English.</p> <p>I can use the apostrophe for contracted words.</p> <p>I can use the apostrophe to show singular possession.</p> <p>I understand when not to use the apostrophe.</p>	Consolidation
Composition	<p>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.</p> <p>I can think carefully about what I am going to write by planning and talking about my ideas.</p> <p>I speak each sentence before writing down.</p> <p>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.</p> <p>I can read my writing to an audience using some intonation.</p>					
Writing	<p>Little Red Riding Hood - Character description</p> <ul style="list-style-type: none"> <li>Writing to entertain</li> </ul> <p>Postcard - Recount</p> <ul style="list-style-type: none"> <li>Writing to inform</li> </ul>	<p>Toy man - Character description</p> <ul style="list-style-type: none"> <li>Writing to entertain</li> </ul> <p>How to find buried treasure - Instructions</p> <ul style="list-style-type: none"> <li>Writing to entertain</li> </ul>	<p>Pudding lane - Setting description</p> <ul style="list-style-type: none"> <li>Writing to entertain</li> </ul> <p>Day in the life of a pirate diary - Recount</p> <ul style="list-style-type: none"> <li>Writing to inform</li> </ul>	<p>Into the forest - Persuasive letter</p> <ul style="list-style-type: none"> <li>Writing to inform</li> </ul> <p>How to make a new broom - Instructions</p> <ul style="list-style-type: none"> <li>Writing to inform</li> </ul>	<p>Wellbeing poem - Poetry</p> <ul style="list-style-type: none"> <li>Writing to entertain</li> </ul> <p>The Big Bad Wolf- Non chronological report</p> <ul style="list-style-type: none"> <li>Writing to inform</li> </ul>	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, your, you're
Maths	<p><u>Number</u></p> <ul style="list-style-type: none"> <li>Place value</li> <li>Addition and subtraction</li> </ul> <p><u>Geometry</u></p>		<p><u>Measurement</u></p> <ul style="list-style-type: none"> <li>Money</li> <li>Length and height</li> <li>Mass, capacity and temperature</li> </ul>		<p><u>Number</u></p> <ul style="list-style-type: none"> <li>Fractions</li> </ul> <p><u>Measurement</u></p> <ul style="list-style-type: none"> <li>Time</li> </ul>	

	<ul style="list-style-type: none"><li>Shapes</li></ul>		<u>Number</u> <ul style="list-style-type: none"><li>Multiplication and division</li></ul>		<u>Statistics</u> <u>Geometry</u> <ul style="list-style-type: none"><li>Position and direction</li></ul>	
Science	<u>The man made world</u> <ul style="list-style-type: none"><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>		<u>Out of this world</u> <ul style="list-style-type: none"><li>I can recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</li><li>I can describe the movement of the Moon relative to the Earth</li><li>I can 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 and describe the basic needs of animals, including humans, for survival (water, food and air)</li><li>I can recognise that vibrations from sounds travel through a medium to the ear</li></ul>		<u>The living world</u> <ul style="list-style-type: none"><li>I can observe and describe how seeds and bulbs grow into mature plants &amp; 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) &amp; 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 &amp; 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 &amp; identify and name a variety of plants and animals in their habitats, including microhabitats.</li></ul>	
Geography	<ul style="list-style-type: none"><li>Children know the four countries of the UK and can locate them on a map.</li><li>Children know where the Atlantic Ocean is on a world map.</li><li>Children know where the North Sea, Irish Sea and English Channel are on a world map.</li><li>Children know where Hadrian's Wall is.</li><li>Children can offer suggestions why the Romans built settlements in London and York.</li><li>Children know of the features of different types of settlements and why they may change over time.</li></ul>		<ul style="list-style-type: none"><li>Children know what a continent is.</li><li>Children know where Europe is on a map of the world.</li><li>Children know where Greece and Turkey are on a map of Europe.</li><li>Children know where the Mediterranean, Aegean and Black seas are on a map of Europe.</li><li>Children can locate Mount Olympus.</li><li>Children know what physical and geography is.</li><li>Children know what human geography is.</li><li>Children can identify physical and human features on an OS Map of the local area using a key for help.</li><li>Children can identify physical and human features on a digital map of Athens using a key for help.</li><li>Children can identify some differences in the human and physical features of both Harrogate and Athens.</li><li>Children can identify some physical and human features in the local environment and mark on a map using a key.</li><li>Children know how to use the four compass points.</li></ul>		<ul style="list-style-type: none"><li>Children can locate France and Paris on a map of the world.</li><li>Children know the River Seine flows through Paris.</li><li>Children know the difference between an ocean and a sea.</li></ul>	
History	Children know why some people resisted the Romanisation of Britain - Boudicca  Children can suggest why Claudius wanted to invade Britain  Children know how life was different for some people under Roman rule  Children can identify difference and similarities in the Roman way of life to life nowadays.  Children know that history uses BC and AD to identify dates		Children know what caused the Ancient Greek empire to decline and fall  Children know how the Ancient Greeks influenced our lives today  Children know how the Ancient Greek and Roman cultures were similar to each other  Children know how we gain information about the Ancient Greeks		Children know reasons why a revolution may start  Children can suggest reasons why Divine Right might have impacted Louis XVI decision making  Children know how the Revolution has made an impact on modern France and Europe	
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.

	<p>Children can take inspiration from history to create a mosaic.</p> <p>Children can summarise the history of mosaics.</p> <p>Children are able to make a simple mosaic by organising shapes to produce a pattern or shape.</p>		<p>Children know how to join and manipulate clay to make a desired shape.</p> <p>Children are able to observe and describe patterns and replicate them in their own artwork.</p> <p>Children understand the importance of art in helping us understand periods of history.</p> <p>Children can replicate patterns and textures in a 3D form based on the work of other sculptors.</p>		<p>Children know how to cut, glue and trim material.</p>	<p>Children know that they can mix materials to create texture.</p> <p>Children will have become more familiar with different drawing tools and surfaces.</p> <p>Children are able to critique the artwork of notable artists, giving reasons for their opinions.</p> <p>Children can apply colour using dotting, scratching and splashing to imitate an artist.</p> <p>Children enjoy listening to other people's views about artwork made by others.</p> <p>Children know that adding white to colours changes the tint.</p> <p>Children know that adding black to colours changes the tone.</p> <p>Children can choose colours based on what mood they want to create.</p>
DT		<p>Children will demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen).</p> <p>Use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products.</p> <p>Children are able to explain how their models will work.</p> <p>Children are able to describe what their products are for.</p> <p>Children are able to say how they will make their products suitable for their intended users.</p> <p>Children can select from a range of tools and equipment, explaining their choices.</p> <p>Children will design a product that makes use of a winding mechanism.</p>		<p>Children know that everyone should eat at least five portions of fruit and vegetables every day.</p> <p>Children can use the claw grip technique to slice vegetables and fruit safely.</p> <p>Children can use the bridge hold technique to chop vegetables and fruit safely.</p> <p>Children can prepare simple dishes safely and hygienically, without using a heat source.</p> <p>Children can follow procedures for hygiene and safety.</p>		

RE	<p><b>Key question: Who is Jewish and what do they believe?</b></p> <p><u>Questions within this thread:</u></p> <p>What is precious to us? What is precious to Jewish people?</p> <p>What does a mezuzah remind Jewish people about?</p> <p>How and why do Jewish people celebrate Shabbat?</p> <p>What does the story of Chanukah make us think about? How do Jewish people think about miracles at Chanukah?</p> <p><u>Learning Objectives:</u></p> <p>I can re-tell a story that shows what Jewish people at Shabbat might think about God, suggesting what it means (A2).</p> <p>I can talk about how the mezuzah in the home reminds Jewish people about God (A3).</p> <p>I can talk about how Shabbat is a special day of the week for Jewish people and give some examples of what they might do to celebrate Shabbat (B1).</p>		<p><b>Key question: How and why do we celebrate special and sacred times?</b></p> <p><u>Questions within this thread:</u></p> <p>What do you celebrate and why?</p> <p>What stories do your family tell?</p> <p>What happened at Easter and how does it make people feel?</p> <p>How do Christians celebrate easter?</p> <p>What matters most at Easter?</p> <p>Why do Jewish people tell the story of Passover every year?</p> <p>What do Muslims celebrate at Id-ul-Fitr?</p> <p><u>Learning Objectives:</u></p> <p>I can identify some ways Christians celebrate Christmas/Easter/Harvest/ Pentecost and some ways a festival is celebrated in another religion (A1).</p> <p>I can re-tell stories connected with Easter and a festival in another religion and say why these are important to believers (A2).</p> <p>I can ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion (B1).</p> <p>I can collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers (C1).</p>		<p><b>Key question: How should we care for others and the world, and why does it matter?</b></p> <p><u>Questions within this thread:</u></p> <p>Should we care for everyone?</p> <p>What do Christians believe about caring for people?</p> <p>What do some religions say about caring for other people?</p> <p>How have some people shown they cared? How is the golden rule an encouragement to care?</p> <p>What stories do Christians and Jewish people tell about the beginning of the world and how to treat the world?</p> <p><u>Learning Objectives:</u></p> <p>I can re-tell Bible stories and stories from another faith about caring for others and the world (A2).</p> <p>I can identify ways that some people make a response to God by caring for others and the world (B1).</p> <p>I can use creative ways to express their own ideas about the creation story and what it says about what God is like (C1)</p> <p>I can talk about some texts from different religions that promote the 'Golden Rule' and think about what would happen if people followed this idea more (C2).</p> <p>I can talk about issues of good and bad, right, and wrong arising from the stories (C3).</p>	
Music	<p>I can understand that a piece of music is made up of different sections, e.g beginning, ending, verse.</p> <p>I can show that I can hear different moods in music and explain changes in sounds.</p> <p>I can use words/ pictures/ symbols to represent sounds and create rhythm patterns.</p> <p>I can practice and refine performances in groups and as a class.</p> <p>I can use my voice and instruments to make loud and quiet sounds (dynamics).</p>		<p>I can listen carefully to music, recognising the build-up of layers, such as the different instruments.</p> <p>I can understand how songs can tell a story or describe an idea.</p> <p>I can create simple melodies using two tones on a tuned instrument or with my voice.</p> <p>I know the meaning of dynamics and tempo and can demonstrate these when singing.</p> <p>I take part in singing songs, following the melody well.</p>		<p>I can listen to music with increasing discernment saying what I like and dislike about it.</p> <p>I can compose in a small group with other children.</p> <p>I can start to add my own ideas to my performance.</p> <p>I can perform and keep to the pulse of the music.</p>	
Computing	Computing systems and networks - Information Technology around us	Creating media - Digital photography	Introducing data handling	Robot algorithms	Ebook creation	Programming with ScratchJr
Latin	<p>1.1 The origins of English</p> <p>1.2 Ancient roots in English</p> <p>1.3 Classical culture in modern times</p> <p>1.4 Inventing a product</p> <p>1.5 Word order vs word ending</p> <p>1.6 Story Translation</p> <p>1.7 1.7 Summary and assessment</p>		<p>2.1 Verb orientation</p> <p>2.2 verb 'codes'</p> <p>2.3 verbs ending practice</p> <p>2.4 Mythical monster making</p> <p>2.5 More verb endings practice</p> <p>2.5a Greek Gods</p> <p>2.6 Story</p> <p>2.7 Summary and Assessment</p>		<p>3.1 Recapping verbs</p> <p>3.1a Mosaics</p> <p>3.2 Adverbs</p> <p>3.3 Adverbs and curse tablets</p> <p>3.4 Story</p> <p>3.5 Summary and Assessment</p>	

PE	Real PE- Unit 1 -  Coordination - footwork  Balance - one leg  Harrogate Town	Real PE - Unit 2 - Dynamic Balance to Agility- Jumping and Landing Static Balance - seated  Harrogate Town	Real Gym - Unit 2 - Cognitive Flight Rotation  Harrogate Town	Real Dance - Unit 1 - Creative skills Artistry Partnering Circles Shapes  Harrogate Town	Real PE - Unit 5 - Coordination - sending and receiving Agility - reaction and response  Harrogate Town	Athletics Jump, throw and track. Sports day training.  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