



YEAR 2 TOPIC OVERVIEW 2014 – 2015



YEAR 1	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
TOPIC	Here and there		What's it made of?		Changes	
SCIENCE	ANIMALS INCLUDING HUMANS - HEALTHY EATING	ELECTRICITY	Materials	LIVING THINGS IN THEIR HABITATS - PLANTS AND ANIMALS	Plants	FORCES
HISTORY		THE GREAT FIRE OF LONDON		ISAMBARD KINGDOM BRUNEL		VICTORIAN SEASIDE HOLIDAYS
GEOGRAPHY	TOCUARO - A MEXICAN VILLAGE		ISLAND HOME - KATIE MORAG		SEADIDES	
ART	MEXICAN ART AND DESIGN		BUILDINGS		MOTHER NATURE	
DT		PUPPETS		VEHICLES		A COAT FOR MOSES
PE	Dance Games	Dance games	Gymnastics dance	Gymnastics Games	Athletics Forest Schools	Athletics Forest Schools
MUSIC	hands, feet, heart	Little Angel - Christmas play	Glockenspiel	I wanna play in a band	Zootime	Reflect, rewind, and replay
COMPUTING	E safety	Using the internet Using a word processor	Control - beebots and probots	Espresso Coding	Databases - minibeasts	Animation
RE	HARVEST SUKKOT	DIVALI - Festivals of lights	MOSQUE VISIT	Easter	MOSES	VISIT TO THE CHURCH
PSHE	New Beginnings Citizenship	Getting on, falling out Firework safety/safety in the home	Going for goals Outside Danger/ 999	Good to be me My money week Walk to school	Relationships Sun safety	Changes Road safety/ hygiene

TOPIC PLANNING - YEAR 2

TOPIC	SUBJECT	NATIONAL CURRICULUM OBJECTIVES	CLJ SKILLS/APP Skills
Term 1 Health and growth	Science Healthy eating	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ notice that animals, including humans, have offspring which grow into adults ▪ find out about and describe the basic needs of animals, including humans, for survival (water, food and air) ▪ describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. 	<p>Science Learning Focus: Questions - Year 2 - Ask and answer questions using my results I can ask questions that I want to find out the answer to. I can use my observations to answer questions. I can say what evidence I have that proves my answer.</p>
	Geography Mexico	<p>Place knowledge</p> <ul style="list-style-type: none"> ▪ understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and small area in a contrasting non-European country <p>Human and physical geography</p> <ul style="list-style-type: none"> ▪ use basic geographical vocabulary to refer to: ▪ key physical features, including: beach, 	<p><u>Year 2 - Geography Skills</u> <u>Enquiry and Skills (at a local scale and beyond)</u> <i>Ge16</i> I can ask and answer questions about <i>Geography</i>. <i>Ge17</i> I can find, describe and record physical and human features. <i>Ge18</i> I can give my own opinions about people, places and their effect on</p>

		<p>cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <ul style="list-style-type: none"> ▪ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> ▪ 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>environments.</p> <p><i>Ge19</i> I can use appropriate geographical vocabulary, such as mountains, rivers, map, atlas.</p> <p><i>Ge21</i> I can use globes, maps and plans.</p> <p><i>Ge23</i> I can make maps and plans.</p>
	<p>Music Long and short sounds</p>	<p>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 untuned 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>Mu 18 Begin to sing in tune</p> <p>Mu 19 perform and accompany simple rhythmic patterns</p> <p>Mu20 Select and order sounds within simple structures and sounds in response to given starting points</p> <p>Mu 21 Use musical elements to create different moods and effects</p> <p>Mu22 Improve their own work</p> <p>Mu23 Recognise and explore how sounds can be organised</p> <p>Mu24 Represent sounds with symbols</p>
	PE		

	DT		
	ICT		
	Art Mexican Art and design	<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 ▪ 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. 	<p>Ar 11 Explore ideas</p> <p>Ar 12 Investigate and use a variety of materials and techniques</p> <p>Ar13 Comment on the differences between their own and others' work</p> <p>Ar14 Adapt and improve their work</p>
Term 2 Great Fire of London	Science Electricity (not in new NC)	<p>Sc4 1a Learn about everyday appliances that use electricity.</p> <p>Sc4 1b Learn about simple series circuits involving batteries, wires, bulbs and other components.</p> <p>2a Use scientific language to name & describe phenomena & processes.</p> <p>Sc4 1c Know how a switch can be used to break a circuit.</p>	<p>Term 2 – Variables and Predictions</p> <p>Year 2 – What can we change and measure?</p> <p>I can say what we can change about objects.</p> <p>I can say what I can measure in investigations.</p> <p>I can make simple predictions, explaining what I think will happen in</p>

		Sc4 1b Use simple series circuit to solve a problem.	an investigation.
History Great Fire of London		<ul style="list-style-type: none"> events beyond living memory that are significant nationally or globally (e.g. the Great Fire of London) 	<p><u>Year 2 - History Skills</u></p> <p>Hi19 I can put events and objects in time order.</p> <p>Hi10 I can use words about time passing (eg. In Tudor/Victorian times, hundreds of years ago)</p> <p>Hi11 I can say why some things happened in the past.</p> <p>Hi12 I can talk about how life was different at different times in history.</p> <p>Hi13 I can talk about different ways that people can give you information about the past.</p> <p>Hi14 I can use several different sources to find out about the past.</p> <p>Hi15 I can ask and answer questions about the past.</p> <p>Hi16 I can share things I know about history in different ways (eg. models, pictures, writing).</p>
PE ICT See Matt's			
Music Feel the pulse		<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> use their voices expressively and 	<p>Mu 18 Begin to sing in tune</p> <p>Mu 19 perform and accompany</p>

		<p>creatively by singing songs and speaking chants and rhymes</p> <ul style="list-style-type: none"> ▪ play tuned and untuned 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>simple rhythmic patterns</p> <p>Mu20 Select and order sounds within simple structures and sounds in response to given starting points</p> <p>Mu 21 Use musical elements to create different moods and effects</p> <p>Mu22 Improve their own work</p> <p>Mu23 Recognise and explore how sounds can be organised</p> <p>Mu24 Represent sounds with symbols</p>
	<p>Art Mexican Art Continued alternate weeks with Geography</p>	<p>As above</p>	<p>As above</p>
	<p>Geography Continued alternate weeks with Art</p>	<p>Place knowledge understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and small area in a contrasting non-European country</p> <p>Human and physical geography</p> <ul style="list-style-type: none"> ▪ use basic geographical vocabulary to refer to: ▪ key physical features, including: beach, 	<p><u>Year 2 - Geography Skills</u> <u>Enquiry and Skills (at a local scale and beyond)</u></p> <p>Ge16 I can ask and answer questions about Geography.</p> <p>Ge17 I can find, describe and record physical and human features.</p> <p>Ge18 I can give my own opinions about people, places and their effect on</p>

		<p>cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <ul style="list-style-type: none"> ▪ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> ▪ 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>environments.</p> <p>Ge19 I can use appropriate geographical vocabulary, such as mountains, rivers, map, atlas.</p> <p>Ge21 I can use globes, maps and plans.</p> <p>Ge22 I can use books and the internet to find things out.</p> <p>Ge23 I can make maps and plans.</p>
<p>Term 3</p> <p>CLJ focus – What’s it made of? (Science)</p> <p>Katie Morag- An island home (Geog)</p>	<p>Science</p> <p>Changing materials</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses <p>find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p>Science Learning Focus: Writing and following a method, selecting equipment, using it correctly and safely.</p> <p>I can say how I am going to find things out.</p> <p>I can say how I am going to collect my data.</p> <p>I can choose the equipment to do my investigation.</p>
	<p>Geography</p> <p>Katie Morag – An island home</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas 	<p><u>Year 2 – Geography Skills Enquiry and Skills (at a local scale and beyond)</u></p> <p>Ge16 I can ask and answer questions about Geography.</p> <p>Ge17 I can find, describe and record physical and human features.</p> <p>Ge18 I can give my own opinions</p>

		<p>identify seasonal and daily weather patterns in the United Kingdom</p> <ul style="list-style-type: none"> ▪ use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> ▪ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather ▪ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop ▪ 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 ▪ use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map ▪ use aerial photographs and plan 	<p>about people, places and their effect on environments.</p> <p>Ge19 I can use appropriate geographical vocabulary, such as mountains, rivers, map, atlas.</p> <p>Ge21 I can use globes, maps and plans.</p> <p>Ge23 I can make maps and plans.</p>
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		<p>perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p>	
Art	Can buildings speak?	<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 ▪ 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. 	<p>Ar 11 Explore ideas</p> <p>Ar 12 Investigate and use a variety of materials and techniques</p> <p>Ar13 Comment on the differences between their own and others' work</p> <p>Ar14 Adapt and improve their work</p>
Music		<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ use their voices expressively and creatively by singing songs and speaking 	<p>Mu 18 Begin to sing in tune</p> <p>Mu 19 perform and accompany simple rhythmic patterns</p>

		<p>chants and rhymes</p> <ul style="list-style-type: none"> ▪ play tuned and untuned 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>Mu20 Select and order sounds within simple structures and sounds in response to given starting points</p> <p>Mu 21 Use musical elements to create different moods and effects</p> <p>Mu22 Improve their own work</p> <p>Mu23 Recognise and explore how sounds can be organised</p> <p>Mu24 Represent sounds with symbols</p>
	PE		
	ICT		
Term 4 Brunel	Science Plants and Animals in our local environment	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ observe and describe how seeds and bulbs grow into mature plants <p>find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ notice that animals, including humans, have offspring which grow into adults ▪ find out about and describe the basic 	<p>Science Learning Focus: Measure correctly and make careful observations</p> <p>Level 1 - I can make simple measurements and observations with support.</p> <p>Level 2 - I can make careful observations and measurements.</p> <p>Level 3 - I can show my measurements and observations in appropriate ways (talking, drawings, simple charts).</p>

		needs of animals, including humans, for survival (water, food and air)	
History Brunel	<ul style="list-style-type: none"> ▪ significant historical events, people and places in their own locality. 	<p>Hi9 I can put events and objects in time order.</p> <p>Hi10 I can use words about time passing (eg. In Tudor/Victorian times, hundreds of years ago)</p> <p>Hi11 I can say why some things happened in the past.</p> <p>Hi12 I can talk about how life was different at different times in history.</p> <p>Hi13 I can talk about different ways that people can give you information about the past.</p> <p>Hi14 I can use several different sources to find out about the past.</p> <p>Hi15 I can ask and answer questions about the past.</p> <p>Hi16 I can share things I know about history in different ways (eg. models, pictures, writing).</p>	
Art			

	Music		
	PE		
	ICT		
Term 5	Science Variation	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ 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 micro-habitats <p>describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ notice that animals, including humans, have offspring which grow into adults 	<p><u>Year 2 Variation Term 5 Science</u></p> <p>Science Learning Focus: Drawing</p> <p>Conclusions</p> <p>Level 1 - I can say what happened in my investigation.</p> <p>Level 2 - I can say if what happened was what I expected to happen.</p> <p>Level 3 - I can suggest different ways of doing things.</p>

		<ul style="list-style-type: none"> find out about and describe the basic needs of animals, including humans, for survival (water, food and air) 	
	Art		
	Music		
	PE		
	ICT		
Term 6	Science Forces	Compare things moving on different surfaces	<p><u>Year 2 Forces Term 6 Science</u> Science Learning Focus: A World of Science in Year 2. Level 1 - I can identify people who use Science to help others. Level 2 - I can describe how Science helps people to do things. Level 3 - I can say what is good and bad about Science.</p>
	History Victorian Seasides		<p>Hi9 I can put events and objects in time order. Hi10 I can use words about time passing (eg. In Tudor/Victorian times,</p>

			<p>hundreds of years ago)</p> <p>Hi11 I can say why some things happened in the past.</p> <p>Hi12 I can talk about how life was different at different times in history.</p> <p>Hi13 I can talk about different ways that people can give you information about the past.</p> <p>Hi14 I can use several different sources to find out about the past.</p> <p>Hi15 I can ask and answer questions about the past.</p> <p>Hi16 I can share things I know about history in different ways (eg. models, pictures, writing).</p>
	Music		
	Art		