Broadwood Primary School
Year 2
Yearly Overview

	Autumn Term	*Spring Term*	*Summer Term*
English (Texts)	Clean up Stanley's Stick	**The Gentle Giant** **Rainbow Bear**	**Vlad and the Great Fire of London**
Science Knowledge and Skills	**Living things and their Habitats** Know how living things are suited and adapted to their habitats Describe life and changes in habitats Explore and identify solutions to the dangers that face habitats **Skills** Observe closely, using simple equipment Perform simple tests Identify and classify Use their observations and ideas to suggest answers to questions **Use of everyday materials** Know how new materials have helped solve problems Sort and classify materials Use suitable materials to build models **Skills** Observe closely, using simple equipment Perform simple tests Identify and classify Gather and record data to help in answering questions.	**Animals including humans – Lifecycles** Learn how to order the stages of the human lifecycle, describing the stages of life from adulthood to old age. Explore the lifecyle of a chicken, a butterfly and a frog and compare the different stages. **Skills** Observe closely, using simple equipment Asking simple questions and recognise that they can be answered in different ways Perform simple tests Identify and classify **Living things and their Habitats – habitats around the world** Describe different habitats Understand how habitats vary Observe and explain an assortment of habitats **Skills** Observe closely, using simple equipment Perform simple tests Identify and classify Use their observations and ideas to suggest answers to questions	**Plants** 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 **Skills** Observe closely, using simple equipment Perform simple tests Gather and record data to help in answering questions. **Animals including humans – Growth** Identify what animals and humans need to survive. Explore the importance of healthy, balanced diet. Describe ways to maintain health and care for our bodies through exercise Understand and carry out measurements which are useful for monitoring health **Skills** Observe closely, using simple equipment Ask simple questions and recognise that they can be answered in different ways
History	**Florence Nightingale** Why is Florence Nightingale remembered today and what did she do in her life? Why do you think Florence took the brave step to go to the Crimea and who influenced her? What did Florence do to help the soldiers and did everyone have the same opinion of her?		**The Great Fire** How can we work out why the Great Fire started? What actually happened during the Great Fire and how can we know for sure 350 years later? Why did the Great Fire burn down so many buildings?

	What were the most important achievements of Florence's life? How do we know so much about Florence's life when she lived so long ago? Should the statue to Mary Seacole in St Thomas' hospital grounds be replaced by one to Florence Nightingale?		Could more have been done to stop the Fire? How did people manage to live through the Great Fire? How shall we rebuild London?
Geography	**Hot and cold places** How hot or cold is our school? What do hot and cold places feel like? Where are hot and cold places found on earth? How does temperature affect hot and cold places? What features does and animal need to live in a hot/cold place? How have real animals adapted to hot and cold places?	**Comparing countries of the UK** What is the UK? Where do people live in the UK? What are the capital cities of the UK? Which UK countries have we visited? What is it like in a capital city? What would you write in a postcard from a capital City?	
ICT Knowledge and Skills	**Computing systems and networks – IT around us** Use technology purposefully to create, organise, store, manipulate and retrieve digital content Recognise common uses of information technology beyond school Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies **Creating Media - Digital Photography** Use technology purposefully to create, organise, store, manipulate, and retrieve digital content Recognise common uses of information technology beyond school Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies Use the keyboard on their device to add, delete and space text for others to read Open and save files on the device they use Talk about an online tool that will help them share their ideas with other people Use technology to organise and present their ideas in different ways	**Creating Media – Making Music** Use technology purposefully to create, organise, store, manipulate and retrieve digital content **Data and information – Pictograms.** Use technology purposefully to create, organise, store, manipulate and retrieve digital content Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies Save and open files on the device they use Use technology to organise and present their ideas in different ways Talk about the different ways they can use technology to collect information e.g. a camera, microscope or sound recorder Make and save a chart or graph using data they collect Talk about the data that is shown on their chart or graph	**Programming – Robot Algorithms** Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions Create and debug simple programs Use logical reasoning to predict the behaviour of simple programs Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies **Programming – An Introduction to Quizzes** Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions Create and debug simple programs Use logical reasoning to predict the behaviour of simple programs Understands algorithms are used to achieve specific goals. Understands an algorithm is a program used on a range of digital devices. Know what a bug is in a program. Can identify and debug an error in an algorithm. Can plan and create an algorithm to achieve specific goals. Design, test and successfully run an algorithm on a number of applications and devices. Use Logic to plan and predict the intended outcome of an

	E-Safety Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. Use the keyboard on their device to add, delete and space text for others to read Save and open files on the device they use Talk about an online tool that will help them to share their ideas with other people Talk about different ways to use technology Use technology to organise and present their ideas in different ways		algorithm.
PSHE Knowledge and Skills	**Me and my relationships** Our ideal classroom *(Rules and laws, decision making)* Our ideal classroom *(Decision making, British Values)* How are you feeling today? *(feelings, emotions)* Bullying or teasing? *(Antibullying)* Don't do that! *(Getting help for bullying)* Types of bullying *(Different kinds of bullying)* Being a good friend *(Respect, being kind)* Let's all be happy *(Recognise and name how to deal with feelings)* **Valuing difference** What makes us who we are? *(Showing respect)* How do we make others feel? *(Falling out and communication)* My special people *(Explain why people are special to them)* When someone is feeling left out *(Feeling part of a group and tolerance)* An act of kindness *(Showing and sharing acts of kindness)* Solve the problem *(Active listening techniques, resolving conflict between children)*	**Keeping myself safe** Harold's picnic *(Safety and responsibility around medicines)* How safe would you feel? *(Identify situations that make you feel safe/ unsafe)* What should Harold say? *(Identify situations where you might need to tell an adult to keep yourself safe)* I don't like that *(NSPCC PANTS rule – keeping safe)* Fun or not? *(Identifying different types of touch)* Should I tell? *(Recognising safe and unsafe secrets and when to tell someone)* Some secrets should never be kept *(Importance of telling trusted adults uncomfortable secrets)* **Rights and Responsibilities** Getting on with others (*Record ways of getting on with others*) When I feel like erupting *(Identify strategies for impulsive behaviour)* Feeling safe *(Recognise how to ask for help)* How can we look after our environment? *(Citizenship, how we can look after the environment around us)* Harold saves for something special *(Choices about spending their money)* Harold goes camping *(Recognise money can be spent on essential/ non-essential items)* Playing games *(E-safety and keeping safe online)*	**Being my Best** You can do it! (Developing a growth mindset) My day *(Explain when choices can be healthy and unhealthy)* Harold's postcard – helping us to keep clean and healthy *(Describing simple hygiene routines)* Harold's bathroom (*Explain the importance of good dental hygiene*) My body needs... *(Recognise exercise and sleep are good for health)* What does my body do? *(Name major body parts)* **Growing and Changing** A helping hand *(Simple ways of giving positive feedback to others)* Sam moves away *(Recognise feelings that are associated with loss)* Haven't you grown *(Different stages of growth)* My body, your body, Respecting privacy *(Identify which parts of the body are private, including scientific names for genitals)* Respecting privacy *(What is meant by privacy, different types of private information)* Basic first aid *(Concepts of basic first aid)*
Art Knowledge and Skills	**Aboriginal art** (pointillism) Producing patterns, textures and tones with a single pencil Mix thick and thin paint and understand how texture	**Transient Art** (create with natural materials then produce still life) Produce a growing range of patterns and textures and tones with a single pencil	**Local artist**, Anthony Gormley (sculpture) **Transient art** – Andy Goldsworthy Use pinch, coil and slab techniques to produce a clay object Join clay using slip

	affects the final product Understand that tint is adding white and tone is adding black Control paint using tools delicately Use colour to show emotion Start to record simple media explorations within a sketch book Work from direct observation Work from imagination Select and control materials Use colour to show emotion Share work and share opinions about other children's work, and that of other artists	Experiment using charcoal and white chalk Begin to show light and shadow Solidly infill shapes using colour pencils, pastels, etc Use a range of drawing media in different ways: hatching, scribble, stippling, blending Working from direct observation	Make distinct patterns with impressed shapes Combine different media to create a collage Select and control materials Take digital photographs, beginning to think about composing their shots
Design and Technology Knowledge and Skills	**Make a trolley for a small child to transport their toys** Mechanisms: Wheels and axles – Explore and use wheels, axles and axle holders Distinguish between fixed and freely moving axles Know and use the technical vocabulary relevant to the project	**Prepare fruit and vegetable salad dishes** Food: Preparing fruit and vegetables – Understand where a range of fruit and vegetables come from Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of "The Eatwell Plate." Know and use technical and sensory vocabulary relevant to the project	**Create "mood" puppets with which to explore emotions and feelings** Textiles: Templates and joining techniques – Understand how simple 3-D textile products are made, using a template to create 2 identical shapes Understand how to join fabrics using different techniques eg running stitch, glue, overstitch, stapling Explore different finishing techniques eg using painting, fabric crayons, stitching, sequins, buttons and ribbons
Music Knowledge and Skills	(Hands/feet/heart) Ho, Ho, Ho Additionally, Australian folk songs/Christmas Listen to live and recorded music Sing a song of two parts Sing and perform Reinforce pitch, tempo and dynamics from Y1 Help to create a simple melody using one, two or three notes Record with letter names	I want to play in a band/friendship song Recognise different instruments: drums, electric guitars, bass guitar, saxophone, trumpet and vocals Play tuned and untuned instruments musically Improvise a simple 3 note rhythm using instrument and voice	(Zoo time/reflect rewind and replay) Understand timbre and structure Be able to distinguish between Crotchets Quavers Minims and Semibreves e.g. by marching, strolling round the room
Religious Education Knowledge and Skills	**Christian Beliefs and Practices** Know that religious people express their faith through worship and in the way they live their lives **Ideas about God in Christianity and Judaism** That Christians and Jews believe that God is the Creator of the Universe and active within it **Concept Progression: Christmas** – the different characters **Concept Progression: God** – as a communicator – creation and prayer	**Judaism: Torah and Shabbat** Know that the Torah is the key source of teaching for Jewish people upon which they base their living and religious customs and practices **Concept Progression: Easter** – the different characters **Concept Progression: The Bible** (Torah) – as a tool to tell us what God is like Know that the Jewish holy book is the Torah and explain how it is treated Understand that Jewish people believe that the Torah teaches	**Judaism: Beliefs and Practice** Know that Jewish people express their faith through worship, festivals celebrating key events in Jewish history and in the way they live their lives Recall some key events in the life of Moses Know the key facts about Hannukkah and Passover Begin to understand the symbolism associated with Jewish artefacts, e.g. hanukiyah, menorah Identify the main features of Jewish belief and practice Connect some key ideas with their own experience

	Concept Progression: Self – appreciating creation, communicating with God Know about some of the ways in which Christians express their beliefs in practice, particularly through worship Know some key features of Christian worship Make connections between beliefs and the major festivals Name some artefacts and know how and when they are used Recount some of the key stories/teachings from the Bible and explore the contribution they make to beliefs and practices Link some key ideas with their own and others' experience Know that Christians and Jewish people believe that God is the creator and sustainer of the Universe and have a perception of God as a loving parent and friend Recognise that these understandings of God come from the Torah, the Bible and human experience; Reflect on their own responses to creation and their experiences of love, caring and friendship	them how God wants them to live Begin to understand the symbolism associated with Shabbat and artefacts, e.g. the mezuzah; Relate the idea of something precious to something they value in their own lives Explore who or what guides them on how they should live	
Physical Education Knowledge and Skills	**Health Related Fitness** Sustain pace for a period of time Motivate to do best Show determination and perseverance Perform a variety of exercises demonstrating good technique. Show a desire to improve Prepare properly for exercise Communicate with others and agree what to do as a group Work as part of a group to set up a circuit of exercises. **Dance** Use my body to create themed related shapes, movement, feelings and actions Communicate effectively with a partner Travel creatively Remember and perform a simple sequence Evaluate own and others work **Swimming**	**Invasion Games Skills** Throw and catch overarm (one bounce or no bounce) To move / track / dodge my opponent around the court Pass, retain and intercept a ball Compete in a team game **Gymnastics – pathways – straight, zig-zag and curving** Jump and turn Create sequences with a clear start and finish position Perform with control To give peer feedback Use both floor and apparatus.	**Athletics** Balance and coordination Jump in a variety of ways, coordinate a run with a jump and a hop Throw with good technique and using a run To give peer feedback **Invasion Games Skills** Throw and catch overarm (one bounce or no bounce) To move / track / dodge my opponent around the court Pass, retain and intercept a ball Perform basic techniques of catching and throwing to a good level of consistency when moving standing still. Use a variety of simple tactics in a small sided game. Begin to watch others and focus on specific actions to improve won skills Compete in a team game

	Water confidence - Enter a pool safely Floating Develop swimming techniques		
Modern Foreign Languages Knowledge and Skills	Spanish is not taught as a discrete subject in KS1. Children are introduced to greetings, fruit, feeling and numbers 1 – 10.		
	Listening Listen to key vocabulary **Speaking** Repeat and recall from memory with good pronunciation and high accuracy a variety of nouns and articles –	**Listening** Match the language with images and words they have been taught **Speaking** Build up a bank of core vocabulary that they can relate and reuse in Spanish to develop memory and retention skills to enable them to retain and recall vocabulary.	**Listening** Listen attentively and show understanding by joining in and responding Appreciate stories, songs, poems and rhymes in the language **Speaking** Say some common nouns: people, places, things and actions orally