








# Broadwood Primary School




## Year 2

### Yearly Overview


	Autumn Term	Spring Term	Summer Term
English (Texts)			
Science	<p><b><u>Living Things and their Habitats - Local Habitats</u></b></p> <ol style="list-style-type: none"> <li>1: Are the things I find alive, have they never been alive or were they once alive?</li> <li>2: What lives in my tree?</li> <li>3: What animals live in this woody habitat?</li> <li>4: What animals live in this grassy habitat?</li> <li>5: What do animals that live in the woods eat?</li> <li>6: What do the animals that live in the pond eat?</li> <li>6: Unit Checkout - Local Habitats.</li> </ol> <p> <a href="#">Links to Class Texts (Three Billy Goats Gruff and The Lion Inside).</a></p> <p> <a href="#">Visit to Scotswood Garden.</a></p>	<p><b><u>Uses of Everyday Materials – Changing Materials</u></b></p> <ol style="list-style-type: none"> <li>1: How can I change the shape of an object?</li> <li>2: What properties allow a material to be changed?</li> <li>3: Which material is fit for purpose?</li> <li>4: What can pushes and pulls do?</li> <li>4: Unit Checkout – Changing Materials.</li> </ol> <p><b><u>Plants – Growing Healthy Plants</u></b></p> <ol style="list-style-type: none"> <li>1: How can we care for our plants?</li> <li>2: Do mature plants need light?</li> <li>3: Does temperature affect the growth of mature plants?</li> <li>4: Do mature plants need water?</li> <li>5: What have we learnt about what mature plants need to grow healthy?</li> <li>5: Unit Checkout – Growing Healthy Plants.</li> </ol>	<p><b><u>Plants – Growing Seeds and Bulbs</u></b></p> <ol style="list-style-type: none"> <li>1: How do plants grow and change over time?</li> <li>2: How are seeds and bulbs different?</li> <li>3: What do seeds need to germinate?</li> <li>4: How tall will they grow?</li> <li>5: What have we learnt about how a seed germinates?</li> <li>5: Unit Checkout – Growing Seeds and Bulbs.</li> </ol> <p> <a href="#">Links to the Class Text (Jack and the Baked Beanstalk).</a></p> <p> <a href="#">Visit to Scotswood Garden.</a></p> <p><b><u>Animals, including Humans – Growing Up</u></b></p>












	 <a href="#">Cap-a-Pie's Microbes Workshop.</a>  <b><u>Use of Everyday Materials – Choosing Materials</u></b> 1: Is that a good choice of material? 2: Which ball bounces highest? 3: Which materials are good for a toddler's play dungarees? 4: Who develops new materials? 4: Unit Checkout – Choosing Materials.	 <a href="#">Links to Class Text (Jack and the Baked Beanstalk).</a>   <a href="#">Visit to Scotswood Garden.</a>	1: How do animals change as they grow? 2: What do animals need to survive? 3: How can we sort food into groups? 4: How do humans stay clean? 5: How can humans stay active? 6: How do humans stay healthy? 6: Unit Checkout– Growing Up.
<b>History</b>	<b><u>Florence Nightingale</u></b> <b>What does nurses today have to thank Florence Nightingale for?</b>  1: Why is Florence Nightingale remembered today and what did she do in her life? 2: Why do you think Florence took the brave step to go to the Crimea and who influenced her? 3: What did Florence do to help the soldiers and did everyone have the same opinion of her? 4: What were the most important achievements of Florence's life? 5: How do we know so much about Florence's life when she lived so long ago? 6: Should the statue to Mary Seacole in St Thomas' hospital grounds be replaced by one to Florence Nightingale? 6: Unit Checkout – Assessment Quiz.	<b><u>The Great Fire of London</u></b> <b>Why did the Great Fire of 1666 spread so easily?</b>  1: How can we safely build a fire? 2: What were the problems with London in 1666? 3: What happened and how do we know? 4: What did eyewitnesses say about the Great Fire? 5: What are causes and consequences? 6: Why did the Great Fire of 1666 spread so easily? 6: Unit Checkout – Assessment Quiz.   <a href="#">Links to the Class Text (VLAD and the Great Fire of London).</a>	<b><u>Sinking of the Titanic</u></b> <b>If the Titanic was 'unsinkable,' how come it sank?</b>  1: What do we already know about the Titanic and what can we work out from the picture? 2: What was so special about the Titanic and what was life on board like? 3: Why and how did the 'unsinkable' Titanic sink? 4: How should we show the sinking of the Titanic? 5: Why weren't more people saved from the Titanic? 6: How did they stop a disaster like the Titanic happening again? 6: Unit Checkout – Assessment Quiz.
<b>Geography</b>	<b><u>Why is our World Wonderful?</u></b> 1: What are some of the UK's amazing features and landmarks? 2: Where are some of the world's most amazing places? 3: Where are our oceans? 4: What is amazing about our local area? 5: Why are natural habitats special? 5: Unit Checkout – Assessment Quiz.   <a href="#">Visit Newcastle-upon-Tyne landmarks.</a>	<b><u>Would you prefer to live in a hot or cold place?</u></b> 1: Where are the continents? 2: Where are the coldest places on Earth? 3: Where is the Equator? 4: What is life like in a hot place? 5: Do we live in a hot or a cold place? 6: Would you prefer to live in a hot or a cold place? 6: Unit Checkout – Assessment Quiz.   <a href="#">Links to the Class Text (A Ticket Around the World).</a>	<b><u>What is it like to live by the coast?</u></b> 1: Where are the seas and oceans surrounding the UK? 2: What is the coast? 3: What are the features of the Jurassic Coast? 4: Why do people use Weymouth? 5: How do people use our local coast? (Data collection) 6: How do people use our local coast? (Findings) 6: Unit Checkout – Assessment Quiz.   <a href="#">Visit to Tynemouth.</a>
<b>Computing</b>	<b><u>Computing Systems and Networks – What is a Computer?</u></b> 1: Computer Parts 2: Inputs	<b><u>Computing Systems and Networks – Word Processing (Teach Computing Yr1 Unit)</u></b> 1: Exploring the Keyboard 2: Adding and Removing Text	<b><u>Stop Motion – Using iPads</u></b> 1: What is animation 2: My First Animation 3: Planning My Project


	3: Technology Safari 4: Invention 5: Real World Role Play <b>6: E-Safety L1 – What happens when we post online?</b>  <u><b>Programming - Algorithms and Debugging</b></u> 1: Dinosaur Algorithm 2: Machine Learning 3: Through the Maze 4: Making Maps 5: Unplugged Debugging <b>6: E-safety L2 – How do I Keep My Things Safe Online</b>	3: Exploring the Toolbar 4: Making Changes to Text 5: Explaining my Choices.  <u><b>Programming – Block Code Using Scratch Jr</b></u> 1: Using Scratch Jr 2: Creating an Animation 3: Making a Musical Instrument 4: Programming a Joke 5: The Three Little Pigs  *E-Safety lesson taught in PSHE Curriculum this half term. *E-safety L3 to be taught in Spring 2 if Summer 1 is a shorter term.	4: Creating My Project 5: Creating My Project <b>6: E-Safety L3 – It's My Choice</b>  <u><b>Data Handling – International Space Station</b></u> 1: Homes in Space 2: Space Bag 3: Warmer, Colder 4: Experiments in Space 5: Goldilocks Planets <b>6: E-Safety L4 – Is It True?</b>
<b>PSHE</b>	<u><b>Me and My Relationships</b></u> 1: Our ideal classroom ( <i>Rules and laws, decision making</i> ) 2: Our ideal classroom ( <i>Decision making, British Values</i> ) 3: How are you feeling today? ( <i>feelings, emotions</i> ) 4: Let's all be happy ( <i>Recognise and name how to deal with feelings</i> ) 5: Being a good friend ( <i>Respect, being kind</i> ) 6: Types of bullying ( <i>Different kinds of bullying</i> ) 7: Don't do that! ( <i>Getting help for bullying</i> ) 8: Bullying or teasing? ( <i>Antibullying</i> )   <a href="#">Links to Class Text (The Lion Inside).</a>  <u><b>Valuing Difference</b></u> 1: What makes us who we are? ( <i>Showing respect</i> ) 2: My special people ( <i>Explain why people are special to them</i> ) 3: How do we make others feel? ( <i>Falling out and communication</i> ) 4: When someone is feeling left out ( <i>Feeling part of a group and tolerance</i> ) 5: An act of kindness ( <i>Showing and sharing acts of kindness</i> ) 6: Solve the problem ( <i>Active listening techniques, resolving conflict between children</i> )	<u><b>Keeping Myself Safe</b></u> 1: Harold's picnic ( <i>Safety and responsibility around medicines</i> ) 2: How safe would you feel? ( <i>Identify situations that make you feel safe/ unsafe</i> ) 3: What should Harold say? ( <i>Identify situations where you might need to tell an adult to keep yourself safe</i> ) 4: I don't like that ( <i>NSPCC PANTS rule – keeping safe</i> ) 5: Fun or not? ( <i>Identifying different types of touch</i> ) 6: Should I tell? ( <i>Recognising safe and unsafe secrets and when to tell someone</i> )  <u><b>Rights and Respect</b></u> 1: Getting on with others ( <i>Record ways of getting on with others</i> ) 2: When I feel like erupting ( <i>Identify strategies for impulsive behaviour</i> ) 3: Feeling safe ( <i>Recognise how to ask for help</i> ) 4: Playing games ( <i>E-safety and keeping safe online</i> ) 5: Harold saves for something special ( <i>Choices about spending their money</i> ) 6: Harold goes camping ( <i>Recognise money can be spent on essential/ non-essential items</i> ) 7: How can we look after our environment? ( <i>Citizenship, how we can look after the environment around us</i> )	<u><b>Being my Best</b></u> 1: You can do it! ( <i>Developing a growth mindset</i> ) 2: My day ( <i>Explain when choices can be healthy and unhealthy</i> ) 3: Harold's postcard – helping us to keep clean and healthy ( <i>Describing simple hygiene routines</i> ) 4: Harold's bathroom ( <i>Explain the importance of good dental hygiene</i> ) 5: What does my body do? ( <i>Name major body parts</i> ) 6: My body needs... ( <i>Recognise exercise and sleep are good for health</i> ) 7: Basic first aid ( <i>Concepts of basic first aid</i> )   <a href="#">Links to Class Text (Happy Poems).</a>  <u><b>Growing and Changing</b></u> 1: A helping hand ( <i>Simple ways of giving positive feedback to others</i> ) 2: Sam moves away ( <i>Recognise feelings that are associated with loss</i> ) 3: Haven't you grown ( <i>Different stages of growth</i> ) 4: My body, your body, Respecting privacy ( <i>Identify which parts of the body are private, including scientific names for genitals</i> ) 5: Respecting privacy ( <i>What is meant by privacy, different types of private information</i> ) 6: Some secrets should never be kept ( <i>Importance of telling trusted adults uncomfortable secrets</i> )

<b>Art</b>	<b><u>Craft and Design – Map it Out</u></b> 1: Creative journeys 2: Relief maps 3: Abstract maps 4: Print possibilities 5: Gallery experience 5: Unit Checkout – Assessment Quiz	<b><u>Painting and Mixed Media – Life in Colour</u></b> 1: Colour magic 2: Texture hunt 3: Making textures 4: Collage creation 5: Developing detail 5: Unit Checkout – Assessment Quiz	<b><u>Sculpture and 3D – Clay Houses</u></b> 1: Exploring clay 2: Pinch pots 3: Applying skills in clay 4: Designing a tile 5: House tiles 5: Unit Checkout – Assessment Quiz
<b>Design and Technology</b>	<b><u>Cooking and Nutrition – Balanced Diet</u></b> 1: Crunchy apple boats 2: Pin wheel sandwiches and fruit cones 3: Pepper boats 4: Salad boxes and trifle 5: Carbonara and mandarin crunch 5: Unit Checkout – Assessment Quiz   Delivered as part of the Little Chef Project.	<b><u>Structures - Baby Bear's Chair</u></b> 1: Exploring stability 2: Strengthening materials 3: Making Baby Bear's chair 4: Fixing and Testing Baby Bear's chair 4: Unit Checkout – Assessment Quiz	<b><u>Mechanisms - Making a Moving Monster</u></b> 1: Pivots, levers and linkage 2: Making linkages 3: Designing my monster 4: Making my monster 4: Unit Checkout – Assessment Quiz
<b>Music</b>  Our Music curriculum is not linked across the curriculum as it often leads to fragmented musical learning.	<b><u>Piccolo with Perri teacher</u></b> 1-6: Lessons to follow Newcastle Music Service Piccolo programme.   Delivered by 'Perri' at Newcastle Music Service.  <b><u>Carnival of the animals</u></b> 1: Learn about Carnival of the animals and listen to 'Aquarium'. 2: How a composer uses timbre to create character and responding to the music through art. 3: How a composer uses rhythm and articulation to create character and responding to the music through movement.  <b><u>Composing music inspired by birdsong</u></b> 1: Birds, names, and body percussion. 2: Exploring birdsong using instruments. 3: Flight!	<b><u>Grandma Rap</u></b> 1: Introduce the song – mark the pulse, learn the actions, and recap Hi lo chicka lo from Term 1. 2: Learn Grandma rap words and actions, practise pitch pencils, discover the 'walk' duration (action and notation). 3: Progression snapshot activity 2. Make a video recording of children singing. 4: Rehearse the rap, introduce the 'jogging' duration and practise 'walk' duration with notation. 5: Create 4-beat rhythms featuring 'walk' and 'jogging' durations using a rhythm grid. 6: Create a looped backing (or body percussion accompaniment) to perform Grandma rap to  <b><u>Orawa</u></b> 1: Listen, draw, and chant. 2: Listen, move, alternate. 3: Structure ideas and perform composed pieces  <b><u>Trains</u></b> 1: Transport. 2: Train rhythms. 3: A musical journey.	<b><u>Swing-a-long with Shostakovich</u></b> 1: Get moving and swing to the beat! 2: Feel the beat using body percussion. 3: Be creative on the beat.  <b><u>Charlie Chaplin</u></b> 1: Duration – short and long. 2: Pitch – high and low. 3: Dynamics – loud and soft.  <b><u>Tańczymy labada</u></b> 1: Learn the song and how to sidestep in a circle. 2: Learn to play the game to Tańczymy labada. 3: Progression snapshot 3. Make a video recording of children singing. 4: Invent new words and actions for Tańczymy labada and play an accompaniment on tuned percussion. 5: Learn a new singing game – Płynie statek. 6: Prepare a performance for other classes in the school.



<b>Religious Education</b>	<p><b><u>Why do we need to give thanks?</u></b></p> <p>1: Introductory lesson: Respectful Religion and worldviews – What are big questions?  2: How and why do some people show thanks?  3: Why is harvest an important time for giving thanks?  4: Why do some people thank God?  5: How can puja express thanks?  6: How do some people thank God?  7: How do some Christians use music to express gratitude?  7: Unit Checkout – Assessment Quiz.</p> <p><b><u>What do candles mean to people?</u></b></p> <p>1.What are candles?  2.Who were Rama and Sita?  3.How are candles used during Diwali?  4.How are candles used during Advent?  5.What do candles symbolise at Hanukkah?  5. Unit Checkout – Assessment Quiz.</p> <p> <b>Perform a Christmas Nativity.</b></p>	<p><b><u>How do we know some people feel a better connection to God?</u></b></p> <p>1: How can we tell Jesus is special to some people?  2: Why might some people believe Guru Nanak was special?  3: How do religious stories show some people are special?  4: How do we know that Krishna is special to some people?  5: What can a story tell us about why Muhammad is special to some people?  6: Why might some people believe Jesus was special when he grew up?  6: Unit Checkout – Assessment Quiz.</p> <p><b><u>What is a Prophet?</u></b></p> <p>1: What characteristics did some prophets have?  2: How might it feel to be a prophet?  3: What promises do some people believe God made to some prophets?  4: How do we know that Muhammad was the last prophet in the Muslim worldview?  5: Why is Jesus important to some religious people?  6: Why might some Sikhs believe Guru Nanak is special?  6: Unit Checkout – Assessment Quiz.</p>	<p><b><u>How do some people talk to God?</u></b></p> <p>1: Why do some people talk to God?  2: What can prayer mean?  3: How do some people use their bodies in prayer?  4: What objects do some people use when they pray?  5: How do some Hindu people pray?  6: Where do some prayers come from?  6: Unit Checkout – Assessment Quiz.</p> <p><b><u>Where do some people talk to God?</u></b></p> <p>1: Why do some Muslim people pray in a mosque?  2: What can Orthodox churches suggest about some Christians’ beliefs?  3: What can we learn by exploring different Christian places of worship?  4: Why do some Jewish people go to a synagogue?  5: Why do some Sikh people visit a gurdwara?  6: What makes a place important to believers?  6: Unit Checkout – Assessment Quiz.</p>
<b>Physical Education</b>	<p><b><u>Autumn 1 – Fundamentals and Dance:</u></b></p> <p><b>Foundations:</b></p> <p>1: Know the location of muscles that keep us stable when standing.  2: Know several examples of balance positions.  3: Know and show 3 areas of the body that make up the core muscles.  4: Know the location of muscles that keep the upper body stable when taking weight.  5: Know some activities that will improve flexibility.  6: Know what coordination is.</p> <p><b>Dance – Unit 1:</b></p> <p>1: How to move like a...  2: How to mover like a...</p>	<p><b><u>Spring 1 - Gymnastics and Hit, Catch and Throw</u></b></p> <p><b>Gymnastics – Unit 2:</b></p> <p>1: To use a relevé walk in a sequence.  2: To perform a dish and arch shape moving smoothly from one to the other.  3: To develop our strength in back support and crab.  4: To frog jump and leapfrog.  5: To hold an L-sit with a straight back.  6: To bring rhythm and flow to our sequence.</p> <p><b>Hit, Catch and Throw – Unit 1:</b></p> <p>1: To hit a ball and score points running to cones.  2: To defend a target by kicking.  3: To bowl underarm with control.  4: To hit a ball using different bats and techniques.</p>	<p><b><u>Summer 1 – Attack, Defend and Shoot/ Run, Jump and Throw</u></b></p> <p><b>Attack, Defend and Shoot – Unit 2:</b></p> <p>1: To throw different types of equipment.  2: To move to space after passing the ball.  3: To pass and move forward to a target with a partner.  4: To position ourselves as a goalkeeper.  5: To intercept a ball from a person on the other team.  6: To use the skills we have developed in a competition</p> <p><b>Run, Jump and Throw – Unit 1:</b></p> <p>1: To move quickly whilst being aware of others around.  2: To create power with our legs to turn at speed.  3: To move through an obstacle course with speed and control.</p>

	<p>3: How to move like a...</p> <p>4: How to move like the sea using canon.</p> <p>5: How to make an ending to a dance.</p> <p>6: How to perform a class dance with beginning, middle and end.</p> <p> Delivered by NEPSSS.</p> <p><b><u>Autumn 2 – Dance and Gymnastics</u></b></p> <p><b>Dance – Unit 2:</b></p> <p>1: To develop a dance that shows different emotions,</p> <p>2: to dance with rhythm following a clockwork pattern.</p> <p>3: To work on our own to create a short movement phrase.</p> <p>4: To watch, copy and repeat actions to create a ‘motif’.</p> <p>5: To perform our motif in different formations.</p> <p>6: To use different movement pathways in our dance.</p> <p> Perform to Year 1 and a Christmas Nativity Dance.</p> <p><b>Gymnastics – Unit 1:</b></p> <p>1: To combine 4 elements into a floor sequence.</p> <p>2: To create power in a variety of different jumps.</p> <p>3: To take weight on our hands and move in different ways.</p> <p>4: To use our flexibility in a bridge and japana gymnastic shape.</p> <p>5: To perform the point balance arabesque.</p> <p>6: To perform a teddy roll.</p>	<p>5: To throw accurately to a base.</p> <p>6: To hit a ball into space, away from fielders.</p> <p> Delivered by Chance to Shine.</p> <p><b><u>Spring 2 – Swimming and Attack, Defend and Shoot</u></b></p> <p><b>Attack, Defend and Shoot – Unit 1:</b></p> <p>1: To kick the ball over long and short distances</p> <p>2: To stop a ball with control using the foot.</p> <p>3: To work as a team to keep the ball.</p> <p>4: To bounce a ball with my partner.</p> <p>5: To bounce the ball while we are moving (dribbling).</p> <p>6: To pass the ball forward in a game.</p> <p> Introduction to Games with Year 1.</p> <p><b>Swimming:</b></p> <p>1-6: Lessons will follow Swim England’s Learn to Swim Framework, Stages 1 to 7.</p> <p> Providers from Elswick Swimming Pool.</p>	<p>4: To choose the best throw for different situations.</p> <p>5: To use quick feet whilst sprinting.</p> <p>6: To perform static and dynamic balances.</p> <p><b><u>Summer 2 - Run, Jump and Throw and Outdoor Adventurous Activities (OAA)</u></b></p> <p><b>Run, Jump and Throw – Unit 2:</b></p> <p>1: To work individually to run over a longer distance.</p> <p>2: To improve strength to increase our jumping distance.</p> <p>3: To create power when throwing for distance.</p> <p>4: To use breathing techniques to be able to run more.</p> <p>5: To cooperate with our partners to complete a task well.</p> <p>6: To listen to others and work as a team to achieve the highest score possible.</p> <p> Links to Class Text (Tortoise and the Hare).</p> <p> Delivered by NEPSSS.</p> <p> Sports Day.</p> <p><b>Outdoor Adventurous Activities (OAA):</b></p> <p>1: To work as a team to complete a task</p> <p>2: To use problem-solving skills to complete a treasure hunt.</p> <p>3: To copy then create simple pattern movements.</p> <p>4: To give clues to a blindfolded person safely.</p> <p>5: To improve performance through repetition.</p> <p>6: To use a key on a map to re-create a map with accuracy.</p> <p> Throughout the year, different groups of children will take part in West End Trust and School Games competitions.</p> <p> Additional Swimming in Summer 2 for a Target Group.</p>
<p><b>British Sign Language</b></p> <p></p> <p>Our BSL curriculum is under development to</p>	<p><b><u>Ask and Answer Questions</u></b></p> <p>1: To know the fingerspelling alphabet</p> <p>2: To know the fingerspelling alphabet</p> <p>3: Introduce yourself</p> <p>4: Numbers to 20</p> <p>5: Ask and answer questions</p>	<p><b><u>Weather</u></b></p> <p>1: Summer weather</p> <p>2: Clothes for summer weather</p> <p>3: Winter weather</p> <p>4: Clothes for winter weather</p> <p>5: Weather forecast</p>	<p><b><u>In the Classroom</u></b></p> <p>1: Equipment</p> <p>2: Ask for equipment</p> <p>3: Furniture</p> <p>4: Prepositions</p> <p>5: Tell someone where to put equipment</p>

<p>meet the needs of our HIARP context.</p>	<p><b><u>Clothes</u></b></p> <p>1: Colours 2: School clothes 3: Home clothes 4: My favourite outfit 5: Shopping for clothes</p>	<p><b><u>A trip to the Park</u></b></p> <p>1: Park 2: Food at the park 3: Who went to the park 4: What did you do 5: Ask and answer questions about a trip to the park</p>	<p><b><u>Deaf Awareness</u></b></p> <p>1: How the ear works 2: What a hearing aid does 3: Deaf role model</p> <p> <b>Deaf Awareness Week.</b></p>
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