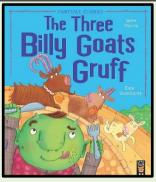


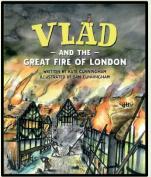
Broadwood Primary School Year 2 **Yearly Overview**

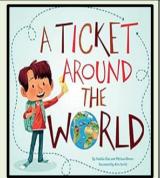
Autumn Term Spring Term Summer Term

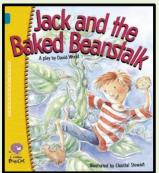
English (Texts)

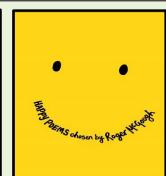


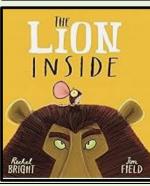


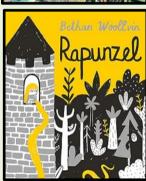


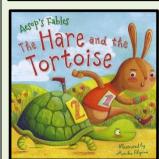












Science

Living Things and their Habitats - Local Habitats

- 1: Are the things I find alive, have they never been alive or were they once alive?
- 2: What lives in my tree?
- 3: What animals live in this woody habitat?
- 4: What animals live in this grassy habitat?
- 5: What do animals that live in the woods eat?
- 6: What do the animals that live in the pond eat?
- 6: Unit Checkout Local Habitats.



Links to Class Texts (Three Billy Goats Gruff and The 3: Does temperature affect the growth of mature plants? Lion Inside).



Visit to Scotswood Garden.

Uses of Everyday Materials - Changing Materials

- 1: How can I change the shape of an object?
- 2: What properties allow a material to be changed?
- 3: Which material is fit for purpose?
- 4: What can pushes and pulls do?
- 4: Unit Checkout Changing Materials.

Plants – Growing Healthy Plants

- 1: How can we care for our plants?
- 2: Do mature plants need light?
- 4: Do mature plants need water?
- 5: What have we learnt about what mature plants need to grow healthy?
- 5: Unit Checkout Growing Healthy Plants.

Plants - Growing Seeds and Bulbs

- 1: How do plants grow and change over time?
- 2: How are seeds and bulbs different?
- 3: What do seeds need to germinate?
- 4: How tall will they grow?
- 5: What have we learnt about how a seed germinates?
- 5: Unit Checkout Growing Seeds and Bulbs.



Links to the Class Text (Jack and the Baked Beanstalk).



Visit to Scotswood Garden.

Animals, including Humans – Growing Up

	Cap-a-Pie's Microbes Workshop. Use of Everyday Materials – Choosing Materials 1: Is that a good choice of material?	Links to Class Text (Jack and the Baked Beanstalk). Visit to Scotswood Garden.	3: How can we sort food into groups? 4: How do humans stay clean?
	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.		5: How can humans stay active? 6: How do humans stay healthy? 6: Unit Checkout– Growing Up.
History	Florence Nightingale What does nurses today have to thank Florence Nightingale for?	The Great Fire of London Why did the Great Fire of 1666 spread so easily?	Sinking of the Titanic If the Titanic was 'unsinkable,' how come it sank?
	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.	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?	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.
Geography	Why is our World Wonderful? 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.	Would you prefer to live in a hot or cold place? 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.	What is it like to live by the coast? 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.
	Visit Newcastle-upon-Tyne landmarks.	Links to the Class Text (A Ticket Around the World).	Visit to Tynemouth.
Computing	Computing Systems and Networks – What is a Computer? 1: Computer Parts	Computing Systems and Networks – Word Processing (Teach Computing Yr1 Unit) 1: Exploring the Keyboard	Stop Motion – Using iPads 1: What is animation 2: My First Animation
	2: Inputs	1 0 7	3: Planning My Project

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

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

Religious	Why do we need to give thanks?	How do we know some people feel a better	How do some people talk to God?
Education	Trily do we need to give thanks.	connection to God?	now do some people talk to cou.
Luucation	1: Introductory lesson: Respectful Religion and worldviews		1: Why do some people talk to God?
	- What are big questions?	1: How can we tell Jesus is special to some people?	2: What can prayer mean?
	2: How and why do some people show thanks?	2: Why might some people believe Guru Nanak was	3: How do some people use their bodies in prayer?
	3: Why is harvest an important time for giving thanks?	special?	4: What objects do some people use when they pray?
	4: Why do some people thank God?	3: How do religious stories show some people are	5: How do some Hindu people pray?
	5: How can puja express thanks?	special?	6: Where do some prayers come from?
	6: How do some people thank God?	4: How do we know that Krishna is special to some	6: Unit Checkout – Assessment Quiz.
	7: How do some Christians use music to express	people?	
	gratitude?	5: What can a story tell us about why Muhammad is	Where do some people talk to God?
	7: Unit Checkout – Assessment Quiz.	special to some people?	where do some people talk to dou.
	7 01110 01100110 0110 0110 0110	6: Why might some people believe Jesus was special	1: Why do some Muslim people pray in a mosque?
	What do candles mean to people?	when he grew up?	2: What can Orthodox churches suggest about some
	1.What are candles?	6: Unit Checkout – Assessment Quiz.	Christians' beliefs?
	2.Who were Rama and Sita?	o. ome checkode Assessment Quiz.	3: What can we learn by exploring different Christian places
	3. How are candles used during Diwali?	What is a Prophet?	of worship?
	4. How are candles used during Advent?	1: What characteristics did some prophets have?	4: Why do some Jewish people go to a synagogue?
	5.What do candles symbolise at Hanukkah?	2: How might it feel to be a prophet?	5: Why do some Sikh people visit a gurdwara?
	5. Unit Checkout – Assessment Quiz.	3: What promises do some people believe God made to	6: What makes a place important to believers?
	3. One checkode 7/35c55ment Quiz.	some prophets?	6: Unit Checkout – Assessment Quiz.
	Perform a Christmas Nativity.	4: How do we know that Muhammad was the last	o. othe checkout 7 35033ment Quiz.
	· · · · · · · · · · · · · · · · · · ·	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.	
Physical	Autumn 1 – Fundamentals and Dance:	Spring 1 - Gymnastics and Hit, Catch and Throw	Summer 1 – Attack, Defend and Shoot/ Run, Jump
Education			and Throw
	Foundations:	Gymnastics – Unit 2:	
	·	1: To use a relevé walk in a sequence.	Attack, Defend and Shoot – Unit 2:
	standing.	2: To perform a dish and arch shape moving smoothly	1: To throw different types of equipment.
	2: Know several examples of balance positions.	from one to the other.	2: To move to space after passing the ball.
	3: Know and show 3 areas of the body that make up the	3: To develop our strength in back support and crab.	3: To pass and move forward to a target with a partner.
	core muscles.	4: To frog jump and leapfrog.	4: To position ourselves as a goalkeeper.
	4: Know the location of muscles that keep the upper body	=	5: To intercept a ball from a person on the other team.
	stable when taking weight.	6: To bring rhythm and flow to our sequence.	6: To use the skills we have developed in a competition
	5: Know some activities that will improve flexibility.		
	6: Know what coordination is.	Hit, Catch and Throw – Unit 1:	Run, Jump and Throw – Unit 1:
		1: To hit a ball and score points running to cones.	1: To move quickly whilst being aware of others around.
	Dance – Unit 1:	2: To defend a target by kicking.	2: To create power with our legs to turn at speed.
	1: How to move like a	3: To bowl underarm with control.	3: To move through an obstacle course with speed and
	2: How to mover like a	4: To hit a ball using different bats and techniques.	control.

- 3: How to move like a...
- 4: How to move like the sea using canon.
- 5: How to make an ending to a dance.
- 6: How to perform a class dance with beginning, middle and end



Delivered by NEPSSS.

Autumn 2 - Dance and Gymnastics

Dance - Unit 2:

- 1: To develop a dance that shows different emotions.
- 2: to dance with rhythm following a clockwork pattern.
- 3: To work on our own to create a short movement phrase. 5: To bounce the ball while we are moving (dribbling).
- 4: To watch, copy and repeat actions to create a 'motif'.
- 5: To perform our motif in different formations.
- 6: To use different movement pathways in our dance.



Perform to Year 1 and a Christmas Nativity Dance.

Gymnastics - Unit 1:

- 1: To combine 4 elements into a floor sequence.
- 2: To create power in a variety of different jumps.
- 3: To take weight on our hands and move in different ways.
- 4: To use our flexibility in a bridge and japana gymnastic shape.
- 5: To perform the point balance arabesque.
- 6: To perform a teddy roll.

- 5: To throw accurately to a base.
- 6: To hit a ball into space, away from fielders.



Delivered by Chance to Shine.

Spring 2 - Swimming and Attack, Defend and Shoot

Attack, Defend and Shoot - Unit 1:

- 1: To kick the ball over long and short distances
- 2: To stop a ball with control using the foot.
- 3: To work as a team to keep the ball.
- 4: To bounce a ball with my partner.
- 6: To pass the ball forward in a game.



Introduction to Games with Year 1.

Swimming:

1-6: Lessons will follow Swim England's Learn to Swim Framework, Stages 1 to 7.



Providers from Elswick Swimming Pool.

- 4: To choose the best throw for different situations.
- 5: To use quick feet whilst sprinting.
- 6: To perform static and dynamic balances.

Summer 2 - Run, Jump and Throw and Outdoor Adventurous Activities (OAA)

Run, Jump and Throw - Unit 2:

- 1: To work individually to run over a longer distance.
- 2: To improve strength to increase our jumping distance.
- 3: To create power when throwing for distance.
- 4: To use breathing techniques to be able to run more.
- 5: To cooperate with our partners to complete a task well.
- 6: To listen to others and work as a team to achieve the highest score possible.



Links to Class Text (Tortoise and the Hare).



Delivered by NEPSSS.



Sports Day.

Outdoor Adventurous Activities (OAA):

- 1: To work as a team to complete a task
- 2: To use problem-solving skills to complete a treasure hunt.
- 3: To copy then create simple pattern movements.
- 4: To give clues to a blindfolded person safely.
- 5: To improve performance through repetition.
- 6: To use a key on a map to re-create a map with accuracy.



Throughout the year, different groups of children will take part in West End Trust and School Games competitions.



Additional Swimming in Summer 2 for a Target Group.

British Sign Language

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Our BSL curriculum is under development to

Ask and Answer Questions

- 1: To know the fingerspelling alphabet
- 2: To know the fingerspelling alphabet 3: Introduce yourself
- 4: Numbers to 20
- 5: Ask and answer questions

Weather

- 1: Summer weather
- 2: Clothes for summer weather
- 3: Winter weather
- 4: Clothes for winter weather
- 5: Weather forecast

In the Classroom

- 1: Equipment
- 2: Ask for equipment
- 3: Furniture
- 4: Prepositions
- 5: Tell someone where to put equipment

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