



## Year 2 2024- 2025 Long Term Overview

	Autumn A (7)+2	Autumn B (7)	Spring A (7)	Spring B (5)	Summer A (6)	Summer B (6)+3
<b>Topic Title</b>	Where do owls live?		What can we learn from events in the past?		How can we look after our environment and community?	
<b>Learning Behaviour</b>	Diversity	Perseverance	Resilience	Flexibility	Making links and connections	Collaboration
<b>Enrichment</b>					Trip to Chester Zoo	
<b>S+L opps</b>	Listen and respond Give well- structured descriptions (fieldwork)		Participate in performances (poetry) Consider and evaluate view points	Give well- structured descriptions and narratives. Build vocabulary	Give well- structured descriptions and narratives (zoo) Build vocabulary	Participate in performances (poetry)
<b>Text</b>	Troll Swap by Leigh Hodgkinson Trolls go home by Alan MacDonald	The Owl who was afraid of the dark by Jill Tomlinson (picture book and chapter book)	Dragon Machine by Helen Ward The Dragonsitter series by Josh Lacey	Major Glad, Major Dizzy by Jan Oke Naughty Amelia Jane by Enid Blyton	The Last Wolf by Mini Grey Fantastic Mr. Fox by Roald Dahl	Grandad's Secret Giant by David Litchfield The BFG by Roald Dahl
<b>English</b>  <b>Pathways to Write</b>	Outcome- Fiction: story with focus on characters Greater Depth: Story about two independently invented contrasting characters who swap places	Outcome- Non-chronological report: report about owls Greater Depth: Alter the layout to include own subheadings and extra features	Outcome- Fiction: story with adventure focus Extension: Instructions Greater Depth: Story written in 1st person	Outcome- Recount: diary entry from point of view of a toy Greater Depth: Recount: diary entry from point of view of one of the children	Outcome- Letter: letter in role as the character persuading to save the trees Greater Depth: Real life letter to specific audience e.g. local MP	Outcome- Fiction: story with moral focus Greater Depth: Story from the point of view of the giant
<b>Maths</b>  <b>White Rose Maths</b>	Place Value (4 weeks) Addition and subtraction (5 weeks) Shape (3 weeks)		Money (2 weeks) Multiplication and division (5 weeks) Length and height (2 weeks) Mass, capacity and temperature (3 weeks)		Fractions (3 weeks) Time (3 weeks) Statistics (2 weeks) Position and Direction (2 weeks) Consolidation (2 weeks)	

<p><b>Science</b></p> <p><b>Switched on Science- Rising Stars</b></p>	Plants – pupils should use the local environment throughout the year to observe how different plants grow					
<p><b>Computing</b></p> <p><b>Teach Computing</b></p>	<p><b>Healthy Me- Animals including humans</b> Humans have offspring which grow into adults</p>	<p><b>Local Environment- Basic needs of animals</b> Animals and offspring</p>	<p><b>Materials</b> Monster – what can we use to build our machine? Compare suitability of materials</p>	<p><b>How can solid objects be changed by squashing, bending, twisting and stretching</b></p>	<p><b>Young Gardeners- Plants (trees) – how plants need water, light and a suitable temperature to grow and stay healthy</b></p>	<p><b>Little Master Chefs- Working Scientifically</b> -Link to kapow unit in DT, creating a healthy wrap</p>
<p><b>History</b></p>		<p><b>Creating media – Digital photography</b> Learners will learn to recognise that different devices can be used to capture photographs and will gain experience capturing, editing, and improving photos. Finally, they will use this knowledge to recognise that images they see may not be real.</p>	<p><b>Programming A – Robot algorithms</b> Learners’ develop an understanding of instructions in sequences and the use of logical reasoning to predict outcomes. Learners will use given commands in different orders to investigate how the order affects the outcome.</p>	<p><b>Data and information – Pictograms</b> Learners will begin to understand what data means and how this can be collected in the form of a tally chart. They will learn the term ‘attribute’ and use this to help them organise data. They will then progress onto presenting data in the form of pictograms and finally block diagrams.</p>	<p><b>Creating media - Digital music</b> Learners will explore how music can make them think and feel. They will make patterns and use those patterns to make music with both percussion instruments and digital tools. They will also create different rhythms and tunes, using the movement of animals for inspiration.</p>	<p><b>Programming B - programming quizzes</b> Learners begin to understand that sequences of commands have an outcome and make predictions based on their learning. They use and modify designs to create their own quiz questions in ScratchJr and realise these designs in ScratchJr using blocks of code.</p>
		<p><b>What do we remember in November?</b></p> <p><b>Main focus</b> Events beyond living memory – Gunpowder</p>	<p><b>In depth study of Great fire of London. Link to revision unit.</b> <b>1666</b></p>	<p><b>Discuss the timeline in Major Glad, which shows the chronology of events from gun powder plot and forwards in chronology.</b></p> <p><b>Significant historical events, people and places in their own locality</b></p> <p>Which people have been influential?</p>		

		<p>plot 1605/ link with Bonfire night 5<sup>th</sup> – Bonfire night</p> <p>11<sup>th</sup> November – why do we wear poppies – one lesson on this only.</p>		<p>When did Ellesmere Port start – <b>in between great fire of London and WW1</b></p> <p>Famous people – Telford and Jessop the opening of the Canal and a little touch on woodlands</p>	
<p><b>Geography</b></p>	<p>1) <b>RECAP World’s seven continents and 5 oceans from Y1</b></p> <p>2) Introduce the 4 capital cities of the four countries and 4 sounding seas</p> <p><b>- Physical features: beach, cliff, coast, forest, hill, sea, ocean, valley</b></p>	<p><b>Birds eye view – link to maps and globes (links to English book about owls having a Birdseye view)</b></p> <p>Remind them again of Four countries and capitals in the UK and surrounding seas but this time have a huge focus on maps looking at their features again – understanding/drawing maps.</p> <p>Physical features: beach, cliff, coast, forest, hill, sea, ocean, valley</p>		<p><b>Compare a small area of the UK with a small area in a contrasting non-European country</b></p> <p>Compare Pointe a Pierre (Trinidad) to Elton (revisiting y1 hot and cold place of the world)</p> <p><b>Human and physical geography of local area</b></p> <p>Complete this unit about Elton and the Northwest in detail.</p> <p>Physical features: forest, hill, vegetation, soil, river</p> <p>Human features: city, town, village, factory, farm, house, office, port, harbour, shop</p>	
<p><b>Art</b></p> <p><b>Kapow</b></p>	<p><b>Drawing: Tell a story</b> Using storybook illustration as a stimulus, children develop their mark-making to explore a wider range of tools and experiment with</p>	<p><b>Painting and mixed media: Life in colour</b> Developing colour mixing skills, learning about the work of artist Romare Bearden and creating textured papers using paint,</p>	<p><b>Craft and design: Map it out</b> Responding to a design brief, children learn three techniques for working creatively with</p>		

	creating texture to add detail to drawings.	children compose collages inspired by their exploration of colour and texture in the world around them.	materials and at the end of the project, evaluate their design ideas.			
<b>DT</b> <b>Kapow</b>				<b>Structures: Baby Bear's chair</b> Explore stability and methods to strengthen structures, to understand Baby Bear's chair weaknesses and develop an improved solution for him to use.	<b>Mechanisms: Making a moving monster</b> Explore levers, linkages and pivots through existing products and experimentation, use this research to construct and assemble a moving monster.	<b>Cooking and nutrition: Balanced diet</b> Our refreshed Y2 cooking and nutrition unit including opportunities for children to learn about the importance of a balanced diet and use that knowledge to create a tasty wrap.
<b>RE</b> <b>C.W.A.C. Judaism</b>	What do Jews believe about God?	How do Jews show faith through practices and celebrations?	Why is the Bible a special book for Christians?	Who was Jesus, why did he teach through stories and why is he important to Christians today? (Includes Easter	What do Humanists think a good life is about?	Life Stages
<b>PE</b> <b>Complete P.E.</b>	<u>Ball skills</u> – hands  <u>Ball skills</u> - feet	<u>Locomotion - Jumping</u>  <u>Health and Wellbeing</u>	<u>Dance</u> – Explorers  <u>Gymnastics</u> - Linking	<u>Dance</u> – Water  <u>Gymnastics</u> – pathways	<u>Athletics</u> – sports day practice  <u>Attacking and defending – games for understanding</u>	<u>Team building</u>  <u>Ball skills</u> – hands part 2

<p><b>Music</b></p> <p><b>Kapow</b></p>	<p><b>Call and response song (Theme: Animals)</b> Using instruments to represent animals, copying rhythms and creating call and response rhythms.</p>	<p><b>Instruments (Theme: Musical storytelling)</b>  Learn how events, actions and feelings within stories can be represented by pitch, dynamics and tempo.</p>	<p><b>Singing (Theme: On this island)</b> Learning folk songs and creating sounds to represent three contrasting landscapes: seaside, countryside and city.</p>	<p><b>Contrasting Dynamics (Theme: Space)</b> Developing knowledge and understanding of dynamics using instruments; learning to compose and play rhythms to represent planets.</p>	<p><b>Structure (Theme: Myths and legends)</b>  Developing an understanding of structure by exploring and ordering rhythms.</p>	<p><b>Pitch (Theme: Musical Me)</b>  Exploring the song 'Once a Man Fell in a Well', playing it using tuned percussion and reading simple symbols representing pitch.</p>
<p><b>P4C</b></p>	<p>Dream Team Respect Tolerance Identity Perseverance</p>		<p>Industrialisation Mental Health Behaviour Safety</p>		<p>Health Family Ethnicity Disability</p>	