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|  | **Year 2 2022- 2023 Long Term Overview** | | | | | |
|  | Autumn A (7)+2 | Autumn B (7) | Spring A (7) | Spring B (5) | Summer A (6) | Summer B (6)+3 |
| **Topic Title** | Where do owls live? | | What can we learn from events in the past? | | How can we look after our environment and community? | |
| **Learning Behaviour** | Diversity | Perseverance | Resilience | Flexibility | Making links and connections | Collaboration |
| **Enrichment** | Chester zoo visit- Night time animals | | Trip to Chester Zoo | | Foxhowl residential | |
| **S+L opps** | 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) |
| **Text** | 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 |
| **English**  **Pathways to Write** | 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 |
| **Maths**  **White Rose Maths** | 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) | |
| **Science**  **Switched on Science-**  **Rising Stars** | Plants – pupils should use the local environment throughout the year to observe how different plants grow | | | | | |
| Healthy Me-  Animals including humans Humans have offspring which grow into adults | Local Environment- Basic needs of animals Animals and offspring | Materials Monster – what can we use to build our machine? Compare suitability of materials | How can solid objects be changed by squashing, bending, twisting and stretching | Young Gardeners- Plants (trees) – how plants need water, light and a suitable temperature to grow and stay healthy | Little Master Chefs- Working Scientifically |
| **Computing**  **Common Sense Education**  **Mr Andrews Online** | Safety – Digital Literacy | Mr Andrews: Programming: Getting Started | | Mr Andrews: What is a computer | | Mr Andrews: First Footsteps in a digital world |
| **History** |  | **What do we remember in November?**  **Main focus**  Events beyond living memory – Gunpowder plot 1605/ link with Bonfire night  5th – Bonfire night  11th November – why do we wear poppies – one lesson on this only. | **In depth study of Great fire of London. Link to revision unit.**  **1666** | **Discuss the timeline in Major Glad, which shows the chronology of events from gun powder plot and forwards in chronology.**  **Significant historical events, people and places in their own locality**  Which people have been influential?  When did Ellesmere Port start – **in between great fire of London and WW1**  Famous people – Telford and Jessop the opening of the Canal and a little touch on woodlands | |  |
| **Geography** | 1. **RECAP World’s seven continents and 5 oceans from Y1** 2. Introduce the 4 capital cities of the four countries and 4 sounding seas   **CHARACTERISTICS OF THEM USING THE LANGUAGE - Physical features: beach, cliff, coast, forest, hill, sea, ocean, valley** | **Birds eye view – link to maps and globes (links to English book about owls having a Birdseye view)**  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.  Physical features: beach, cliff, coast, forest, hill, sea, ocean, valley |  |  | **Human and physical geography of local area**  Complete this unit about Elton and the Northwest in detail.  This will ensure that the children are ready to use this information to do a comparison of Trinidad in Summer 2.  Physical features: forest, hill, vegetation, soil, river    Human features: city, town, village, factory, farm, house, office, port, harbour, shop | **Compare a small area of the UK with a small area in a contrasting non-European country**  Use the book ‘Coming to England’ – planning from Chris on staff share – small part of Trinidad compared to Elton (revisiting y1 hot and cold place of the world) |
| **Art** | Sketching/3D/Scuplture  Study of Joan Miro – create your own troll Joan Miro style  Using colour, pattern, texture, line, shape, form and space.  Outline of lessons:  -Colour mixing and darkening colours  -Shades and tones  -Draw and paint  -Sculpture- modroc |  |  |  | Printing- Graffiti Art  Banksy  Develop a wide range of techniques/ work of artists  Outline of lessons:  -Look at Banksy’s art  -Learn print making strategies  -Design Banksy inspired print- screen printing  -Print the design- print on different backgrounds  -Finally go outside and print on the playground- this time use chalk so it washes away | Textiles  Make samplers and practise tie dye, fabric crayons, weaving |
| **DT** |  | **The owl who was afraid of the dark**  **Food Technology** Create a fat ball to feed an owl  Evaluate existing products. Design make task. | **Dragon Machine**  Designing and making a functional machine exploring a range of materials to support written stories  Pre-links to using levers/sliders wheels | **Great Fire of London**  **Major Glad and Major Dizzy**  Moving Toys – design and make  Levers/sliders/wheel axis |  |  |
| **RE**  **C.W.A.C. Judaism** | 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 and why is he important to Christians today? | Why did Jesus teach people through stories? | What do humanists believe makes us special?  How do humanists believe we can be happy? |
| **PE**  **Complete P.E.** | Ball skills – hands  Ball skills - feet | Locomotion - Jumping    Health and Wellbeing | Dance – Explorers  Gymnastics - Linking | Dance – Water  Gymnastics – pathways | Athletics – sports day practice  Attacking and defending – games for understanding | Team building  Ball skills – hands part 2 |
| **Music**  **Charanga** | Charanaga-  Y2 - Hands, feet, heart | Charanaga-  Ho Ho Ho | Charanaga – I wanna play in a band | Charanaga – Zoo time | Charanaga – Friendship Song | Charanaga  – Reflect, rewind and replay |
| **P4C** | Dream Team  Respect  Tolerance  Identity  Perseverance | | Industrialisation  Mental Health  Behaviour  Safety | | Health  Family  Ethnicity  Disability | |