



College Town Primary School - Year 2 Overview



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Working Scientifically	<p><i>Ask simple questions and recognise that they can be answered in different ways including use of scientific language from the national curriculum (Year 2 focus)</i></p> <p><i>Use simple equipment to observe closely including changes over time (Year 2 focus)</i></p> <p><i>Communicate his/her ideas, what he/she does and what he/she finds out in a variety of ways</i></p> <p><i>Perform simple comparative tests (Year 2 focus)</i></p> <p><i>Identify, group and classify (Year 2 focus)</i></p> <p><i>Use his/her observations and ideas to suggest answers to questions noticing similarities, differences and patterns (Year 2 focus)</i></p> <p><i>Gather and record data to help in answering questions including from secondary sources of information (Year 2 focus)</i></p>					
Science	<p>Living Things and their Habitats</p> <p><i>Understand that animals, including humans, have offspring which grow into adults</i></p> <p><i>Describe the basic needs of animals, including humans, for survival (water, food and air)</i></p> <p><i>Explore and compare the differences between things that are living, dead, and things that have never been alive</i></p>	<p>Living Things and their Habitats</p> <p><i>Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of animals and plants, and how they depend on each other</i></p> <p><i>Identify and name a variety of plants and animals in their habitats, including micro-habitats</i></p> <p><i>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</i></p>	<p>Use of Everyday Materials</p> <p><i>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</i></p> <p><i>Describe how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</i></p>	<p>Plants</p> <p><i>Observe and describe how seeds and bulbs grow into mature plants</i></p> <p><i>Describe how plants need water, light and a suitable temperature to grow and stay healthy, and describe the impact of changing these</i></p>	<p>Humans</p> <p><i>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</i></p> <p><i>Describe the basic needs of animals, including humans, for survival (water, food and air)</i></p>	<p>Revision and Expansion</p> <p>Suggested Science Unit: Sustainable food & Farming – <u>Where does our food come from?</u> <i>Make own pizzeria with sustainable food products, healthy eating and growing food. Loads of videos on life on a farm and agricultural scientists. Food companies helping to be sustainable. Could investigate what happens to our food waste. Do compost in a bucket experiment.</i></p> <p>Science Week</p>

Art		Australia – Clay <i>To use a range of materials creatively to design and make products</i> <i>To use sculpture to develop and share their ideas</i> <i>Represent things observed, remembered or imagined using colour/tools</i> <i>Know that different artistic works are made by craftspeople from different cultures and times</i>		William Morris – Printing and making patterns <i>Give reasons for his/her preferences when looking at art/craft or design work</i> <i>Know that different artistic works are made by craftspeople from different cultures and times</i> <i>Experiment with basic tools on rigid and flexible materials</i> <i>Use a variety of techniques including carbon printing, relief, press and fabric printing and rubbings</i> <i>Develop techniques to join fabrics and apply decorations such as a running or over stitch</i>		Ten Pieces Project (Environmental Art) <i>Try out different activities and make sensible choices about what to do next</i> <i>Select particular techniques to create a chosen product and develop some care and control over materials and their use</i> <i>Experiment with tones using pencils, chalk or charcoal</i> <i>Represent things observed, remembered or imagined using colour/tools</i> <i>He/she is able to make textured collages from a variety of media and by folding, crumpling and tearing materials.</i>
Computing	E -Safety <i>Use technology safely and keep personal information private.</i>			Using ICT – Simple PowerPoint <i>Recognise common uses of information technology beyond school</i> <i>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</i>	Programming – Sequence and order <i>Use logical reasoning to predict the behaviour of simple programs</i> <i>Create simple programs</i> <i>Create and debug simple programs</i> <i>Debug simple programs by using logical reasoning to predict the</i>	

					<p><i>actions instructed by the code</i></p> <p><i>Understand that programs execute by following precise and unambiguous instructions.</i></p>	
Design Technology	<p>Design a mode of Transport</p> <p><i>Design purposeful, functional, appealing products for himself/herself and other users based on design criteria</i></p> <p><i>Generate, develop, model and communicate his/her ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</i></p> <p><i>Choose appropriate tools, equipment, techniques and materials from a wide range</i></p> <p><i>Safely measure, mark out, cut and shape materials and components using a range of tools</i></p> <p><i>Evaluate and assess existing products and those that he/she has made using a design criteria.</i></p>		<p>Make A Castle</p> <p><i>Design purposeful, functional, appealing products for himself/herself and other users based on design criteria</i></p> <p><i>Generate, develop, model and communicate his/her ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</i></p> <p><i>Choose appropriate tools, equipment, techniques and materials from a wide range</i></p> <p><i>Investigate different techniques for stiffening a variety of materials and explore different methods of enabling structures to remain stable.</i></p> <p><i>Explore and use mechanisms e.g. levers, sliders, wheels and axles, in his/her products</i></p>		<p>Design a Sandwich</p> <p><i>Understand the need for a variety of food in a diet</i></p> <p><i>Understand that all food has to be farmed, grown or caught</i></p> <p><i>Use a wider range of cookery techniques to prepare food safely</i></p>	
History	<p>History of flight</p> <p><i>Show an awareness of the past, using common</i></p>		<p>Local History Study (Windsor)</p>		<p>Explorers</p> <p><i>Show an awareness of the past, using common</i></p>	

	<p><i>words and phrases relating to the passing of time</i></p> <p><i>Describe where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods</i></p> <p><i>Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events</i></p> <p><i>Describe changes within living memory and aspects of change in national life</i></p> <p><i>Describe events beyond living memory that are significant n nationally or globally e.g. The Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries.</i></p>		<p><i>Show an awareness of the past, using common words and phrases relating to the passing of time</i></p> <p><i>Describe where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods</i></p> <p><i>Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented</i></p> <p><i>Describe significant historical events, people and places in his/her own locality</i></p> <p><i>Use a wide vocabulary of everyday historical terms</i></p> <p><i>Record what he/she has learned by drawing and writing</i></p> <p><i>Discuss the lives of significant individuals in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods.</i></p>		<p><i>words and phrases relating to the passing of time</i></p> <p><i>Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented</i></p> <p><i>Use a wide vocabulary of everyday historical terms</i></p> <p><i>Speak about how he/she has found out about the past</i></p> <p><i>Record what he/she has learned by drawing and writing</i></p> <p><i>Discuss the lives of significant individuals in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods</i></p> <p><i>Describe changes within living memory and aspects of change in national life</i></p>	
Geography		<p>Let's visit Australia</p> <p><i>Understand geographical similarities and differences through</i></p>		<p>Where do I live? (Lessons 1-3)</p> <p><i>Use world maps, atlases and globes to identify</i></p>		<p>Around the World</p> <p><i>Name and locate the world's seven continents and five oceans</i></p>

		<p><i>studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</i></p> <p><i>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment</i></p> <p><i>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</i></p> <p><i>Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</i></p> <p><i>Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</i></p>		<p><i>the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</i></p> <p><i>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom</i></p> <p><i>Name, locate and identify characteristics of the seas surrounding the United Kingdom</i></p> <p><i>Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</i></p> <p><i>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</i></p> <p><i>Name and locate the world's seven continents and five oceans.</i></p>		<p><i>Use simple compass directions (North, South, East and West) and locational and directional language <eg>near and far; left and right</eg>, to describe the location of features and routes on a map</i></p> <p><i>Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</i></p>
Music	Out of the Ark harvest songs	Nativity songs Various Nativity songs practise	Exploring feelings through music Rainbows	Instruments: recorder course This is a course to properly introduce	Music that makes you dance	Exploring improvisation

	<p>A happy little harvest song Down, down to the allotment</p> <p><i>Experiment with, create, select and combine sounds using the inter-related dimensions of music</i></p> <p><i>Use his/her voice expressively and creatively by singing songs and speaking chants and rhymes with growing confidence</i></p> <p><i>Develop an understanding of melody, the words and their importance in the music being listened to</i></p>	<p>ready for nativity play in December</p> <p><i>Listen with concentration and understanding to a range of high-quality live and recorded music</i></p> <p><i>Build an understanding of the pulse and internalise it when listening to a piece of music</i></p> <p><i>Develop an understanding of melody, the words and their importance in the music being listened to</i></p> <p><i>Sing a song in two parts</i></p> <p><i>Practise, rehearse and present performances to audiences with a growing awareness of the people watching</i></p>	<p>Hands, feet, heart All around the world</p> <p><i>Listen with concentration and understanding to a range of high-quality live and recorded music</i></p> <p><i>Build an understanding of the pulse and internalise it when listening to a piece of music</i></p> <p><i>Improvise a simple rhythm using different instruments including the voice</i></p> <p><i>Understand that timbre describes the character or quality of a sound</i></p> <p><i>Experiment with, create, select and combine sounds using the inter-related dimensions of music</i></p> <p><i>Use tuned and untuned classroom percussion to play accompaniments and tunes</i></p> <p><i>Understanding how music makes us feel and performing through a range of mediums.</i></p>	<p>how to use a recorder</p> <p><i>Listen with concentration and understanding to a range of high-quality live and recorded music</i></p> <p><i>Build an understanding of the pulse and internalise it when listening to a piece of music</i></p> <p><i>Improvise a simple rhythm using different instruments including the voice</i></p> <p><i>Experiment with, create, select and combine sounds using the inter-related dimensions of music</i></p> <p><i>Use tuned and untuned classroom percussion to play accompaniments and tunes</i></p>	<p><i>Use his/her voice expressively and creatively by singing songs and speaking chants and rhymes with growing confidence</i></p> <p><i>Experiment with, create, select and combine sounds using the inter-related dimensions of music</i></p> <p><i>Improvise a simple rhythm and movement whilst listening to a variety of songs</i></p> <p><i>Understand that structure describes how different sections of music are ordered</i></p> <p><i>Begin to describe a piece of music using a developing understanding of the interrelated musical dimensions</i></p>	<p><i>Experiment with, create, select and combine sounds using the inter-related dimensions of music</i></p> <p><i>Use tuned and untuned classroom percussion to compose and improvise</i></p> <p><i>Play instruments using the correct techniques with respect</i></p> <p><i>Use his/her voice expressively and creatively by singing songs and speaking chants and rhymes with growing confidence</i></p> <p><i>Build an understanding of the pulse and internalise it when listening to a piece of music</i></p> <p><i>Understand that structure describes how different sections of music are ordered</i></p> <p><i>Begin to describe a piece of music using a developing understanding of the interrelated musical dimensions</i></p>
RE	<p>Christianity <i>Recognise and give simple accounts of the core beliefs.</i></p>	<p>Christianity <i>Retell a range of religious stories and explain how they link to the core beliefs and practices.</i></p>	<p>Christianity <i>Recognise the roles of religious leaders and sacred texts.</i></p>	<p>Sikhism <i>Recognise and give simple accounts of the core beliefs.</i></p>	<p>Christianity <i>Describe some festivals, celebrations and practices and say how they reflect the core beliefs.</i></p>	<p>Sikhism <i>Retell a range of religious stories and explain how they link to the core beliefs and practices.</i></p>

	<i>How do some religions demonstrate that everyone is special?</i>	<i>Why do symbols and stories play important roles in religions?</i>	<i>Why do some people follow religious leaders and teachings?</i>	<i>How do some religions demonstrate that everyone is special?</i>	<i>Why are religious celebrations important to some people but not to others?</i>	<i>Why do symbols and stories play important roles in religions?</i>
	<p><i>Describe Some Religious Ideas From Stories And Some Basic Religious Beliefs And Teachings, Using Some Religious Vocabulary.</i></p> <p><i>Describe Some Religious Objects/Places/ People And Practices And Begin To Be Aware Of Similarities In Religions.</i></p> <p><i>Begin To Suggest Meanings For Some Religious Actions And Symbols And Describe How Religious Belief Is Expressed In Different Ways.</i></p> <p><i>Describe And Respond Sensitive To His/Her Own And Others' Experiences And Feelings, Including Characters In Stories With Religious Meaning.</i></p> <p><i>Ask Questions About Puzzling Aspects Of Life And Experience And Suggest Answers, Including Religious Ones.</i></p> <p><i>Recognise And Describe Some Religious Values In Relation To Matters Of Right And Wrong And Make Links Between These And His/Her Own Values.</i></p>					
PSHE	<p>Being Me in My World</p> <p><i>To contribute my own views and ideas</i></p> <p><i>To recognise the choices I make have consequences</i></p> <p><i>To understand the rights and responsibilities as a member of my class</i></p> <p><i>To identify hopes and fears for the year.</i></p> <p><u>British Values Covered</u> Democracy Rule of Law Individual Liberty Mutual Respect Tolerance of those of different faiths and beliefs</p>	<p>Celebrating Differences</p> <p><i>To explain how I am different from my friends.</i></p> <p><i>To know how to make new friends</i></p> <p><i>To recognise what is right and wrong.</i></p> <p><i>To understand what 'bullying' is</i></p> <p><i>To understand ways in which boys and girls are similar.</i></p> <p><u>British Values Covered</u> Democracy Rule of Law Individual Liberty Mutual Respect Tolerance of those of different faiths and beliefs</p>	<p>Dreams and Goals</p> <p><i>To express my appreciation for people who are special to me</i></p> <p><i>To recognise and appreciate people who can help me.</i></p> <p><i>To know who can help me in my school community.</i></p> <p><i>To know identify that some things can cause conflict.</i></p> <p><i>To identify what is acceptable forms of physical contact.</i></p> <p><i>To identify different family members.</i></p> <p><u>British Values Covered</u> Democracy Rule of Law Individual Liberty Mutual Respect Tolerance of those of different faiths and beliefs</p>	<p>Relationships</p> <p><i>To identify different family members.</i></p> <p><i>To identify what is acceptable forms of physical contact.</i></p> <p><i>To know identify that some things can cause conflict.</i></p> <p><i>To know who can help me in my school community.</i></p> <p><i>To recognise and appreciate people who can help me.</i></p> <p><i>To express my appreciation for people who are special to me.</i></p> <p><u>British Values Covered</u> Democracy Rule of Law Individual Liberty Mutual Respect Tolerance of those of different faiths and beliefs</p>	<p>Healthy Me</p> <p><i>To understand how to keep my body healthy.</i></p> <p><i>To understand what being relaxed means.</i></p> <p><i>To understand how medicines work.</i></p> <p><i>To recognise foods that belongs in different food groups.</i></p> <p><u>British Values Covered</u> Rule of Law Individual Liberty Mutual Respect</p>	<p>Changing Me</p> <p><i>To express myself confidently.</i></p> <p><i>To recognise the physical difference between boys and girls.</i></p> <p><i>To understand how my body has changed.</i></p> <p><i>To understand that changes are ok.</i></p> <p><u>British Values Covered</u> Democracy Rule of Law Individual Liberty Mutual Respect</p>

PE	Multi Sports (Outside) Catch a small ball Throw a small ball overarm, using the correct technique Hit a small ball, using the correct technique Participate in team games to developing simple tactics for attacking and defending	Dance Structure sequences of actions and skills in different orders to improve performance (speed / direction / level / etc) Compare his/her performance with others.	Gymnastics Structure sequences of actions and skills in different orders to improve performance (speed / direction / level / etc) Compare his/her performance with others.	Racket and Ball Skills Catch a small ball Throw a small ball overarm, using the correct technique Hit a small ball, using the correct technique Participate in team games to developing simple tactics for attacking and defending	Athletics Zig zag through a series of tightly spaced markers Hop along a straight line using the same foot Jump for distance controlling the landing Jump for height with a controlled landing Catch a small ball Throw a small ball overarm, using the correct technique.	Athletics Zig zag through a series of tightly spaced markers Hop along a straight line using the same foot Jump for distance controlling the landing Jump for height with a controlled landing Catch a small ball Throw a small ball overarm, using the correct technique
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