

Year 2 Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>English</b>	<p><b>Transition Week Unit:</b> (1 week) <b>Text:</b> <i>The Mega Magic Teacher Swap</i> by Rochelle Humes</p> <p><b>Writing Outcomes:</b> -simple sentence to describe the first week</p> <p><b>Fiction:</b> Action story (2 weeks) <b>Text:</b> <i>Supertato</i> by Sue Hendra</p> <p><b>Writing Outcome:</b> - Imitate and innovate characters</p> <p><b>EGPS Focuses:</b></p> <ul style="list-style-type: none"> <li>• Capital letters, full stops, finger spaces</li> <li>• Expanded noun phrases</li> <li>• Exclamation marks</li> </ul> <p><b>Fiction:</b> Traditional Tales (2 weeks) <b>Text:</b> <i>The Enormous Turnip</i></p> <p><b>Writing Outcome:</b> -Write the opening of the story (setting, characters)</p>	<p><b>Poetry:</b> Senses (1 week) <b>Text:</b> <i>Sparks in the Sky</i> eBook (Twinkl)</p> <p><b>Writing outcomes:</b> -Firework senses poem (based on I can see, I can smell, I can hear etc.)</p> <p><b>EGPS Focuses:</b></p> <ul style="list-style-type: none"> <li>• Exclamations</li> <li>• Expanded noun phrases</li> <li>• Adjectives</li> <li>• Use of 'ly' to turn adjective into adverb</li> </ul> <p><b>Fiction:</b> Story with a moral dilemma (3 weeks) <b>Text:</b> <i>The Rainbow Bear</i> by Michael Morpurgo</p> <p><b>Writing Outcomes:</b> - Character description - Setting description</p> <p><b>EGPS Focuses:</b></p> <ul style="list-style-type: none"> <li>• Suffixes that can be added to verbs (adding ed, ing or er)</li> </ul>	<p><b>Fiction:</b> Stories from different cultures (3 weeks) <b>Text:</b> <i>The Proudest Blue</i> by Ibtihaj Muhammad</p> <p><b>Writing Outcome:</b> - Diary entry - Imitate and innovate a section of the story</p> <p><b>EGPS Focuses:</b></p> <ul style="list-style-type: none"> <li>• Subordination (using when, if, that, because) and Co-ordination (using or, and, but)</li> </ul> <p><b>Non-Fiction:</b> Chinese New Year (1 week) <b>Text:</b> Example letters, Chinese New Year non-fiction Text</p> <p><b>Writing Outcome:</b> -Write a letter to another class describing the key events of Chinese New Year.</p> <p><b>EGPS Focuses:</b></p> <ul style="list-style-type: none"> <li>• Past and present tense</li> </ul>	<p><b>Fiction:</b> Modern classic fiction (4 weeks) <b>Text:</b> <i>The Lighthouse Keepers Lunch</i> by Ronda and David Armitage</p> <p><b>Writing outcome:</b> - Imitate and innovate the story</p> <p><b>EGPS Focuses:</b></p> <ul style="list-style-type: none"> <li>• Commas in a list</li> <li>• Expanded noun phrases</li> <li>• Apostrophes for possession</li> </ul> <p><b>Fiction:</b> Stories from the same author (3 weeks) <b>Text:</b> <i>Katie Morag seaside stories</i> by Mairi Hedderwick</p> <p><b>Writing Outcomes:</b> - Innovate the problem in the story</p> <p><b>EGPS Focuses:</b></p> <ul style="list-style-type: none"> <li>• Past and present tense</li> <li>• Apostrophes for omission</li> <li>• Forming adjectives using suffixes ('ful' and 'less').</li> </ul>	<p><b>Fiction:</b> Story with a moral (2 weeks) <b>Text:</b> <i>Clean Up!</i> by Nathan Bryon</p> <p><b>Writing Outcome:</b> - Setting description - Persuasive letter</p> <p><b>EGPS Focuses:</b></p> <ul style="list-style-type: none"> <li>• Prefix un linked to text (unkind, unwilling, unfortunately, untidy, unhappy)</li> <li>• Commas in a list</li> <li>• Co-ordination (using or, and, but)</li> <li>• Exclamation and question marks</li> </ul> <p>SATs preparation (2 weeks) -</p> <p><b>Non-Fiction:</b> Explanation Text (2 weeks) <b>Text:</b> <i>The Extraordinary Gardener</i> by Sam Boughton</p> <p><b>Writing Outcome:</b> -Explanation: How a seed grows (life cycle)</p> <p><b>EGPS Focuses:</b></p>	<p><b>Fiction:</b> Stories from familiar settings (3 weeks) <b>Text:</b> <i>Our Tower</i> – Joseph Coelho</p> <p><b>Writing Outcome:</b> - Imitate and innovate a character in the story</p> <p><b>EGPS Focuses:</b></p> <ul style="list-style-type: none"> <li>• Suffixes that can be added to verbs (adding ed, ing or er)</li> <li>• Expanded noun phrases</li> <li>• Inverted commas for speech</li> </ul> <p><b>Non-fiction:</b> Recounts (2 week)</p> <p><b>Writing Outcome:</b> Write a recount of a class trip</p> <p><b>EGPS Focuses:</b></p> <ul style="list-style-type: none"> <li>• Past and present tense</li> <li>• Suffixes that can be added to verbs (adding ed, ing or er)</li> </ul>

	<p><b>EGPS Focuses:</b></p> <ul style="list-style-type: none"> <li>• Capital letters, full stops, finger spaces</li> <li>• Using capital letters for names and the personal pronoun.</li> </ul> <p><b>Non-Fiction:</b> Instructions (1 week) <b>Text:</b> <i>A range of recipes and instructions</i></p> <p><b>Writing outcome:</b> -Write a set of developed instructions for how to brush your teeth</p> <p><b>EGPS Focuses:</b></p> <ul style="list-style-type: none"> <li>• Imperative verbs</li> <li>• Commands</li> <li>• Plural noun suffixes (es, s)</li> <li>• Accurate use of a and an</li> <li>• Commas in a list</li> </ul>	<ul style="list-style-type: none"> <li>• Use of suffix 'er' and 'est' in adjectives</li> </ul> <p><b>Non-Fiction:</b> Information Text (2 weeks) <b>Text:</b> <i>The Rainbow Bear by Michael Morpurgo</i></p> <p><b>Writing Outcomes:</b> -Write a non-chronological report on a polar bear</p> <p><b>EGPS Focuses:</b></p> <ul style="list-style-type: none"> <li>• Questions</li> <li>• Statements</li> <li>• Forming nouns using suffixes ('ness' and 'er') and by compounding (e.g; cupcake, superman).</li> </ul> <p><b>Christmas Week</b> (1 week) <b>Text:</b> <i>WAGOLL</i></p> <p><b>Writing Outcomes:</b> -Recount: write a letter recounting the events of the Christmas elves.</p> <p><b>EGPS Focuses:</b></p> <ul style="list-style-type: none"> <li>• Using capital letters for names and the personal pronoun</li> <li>• Full stops, exclamation marks and question marks.</li> </ul>	<ul style="list-style-type: none"> <li>• Exclamation and question marks</li> </ul> <p><b>Poetry:</b> Rhyming (2 weeks) <b>Text:</b> <i>Monkey Puzzle by Julia Donaldson</i></p> <p><b>Writing Outcome:</b> -Write and perform a series of rhyming couplets to tell part of the story.</p> <p><b>EGPS Focuses:</b></p> <ul style="list-style-type: none"> <li>• Verbs – progressive in the past and present</li> </ul>		<ul style="list-style-type: none"> <li>• Using a and an accurately</li> <li>• Commands</li> <li>• Imperative verbs</li> <li>• Exclamation and question marks</li> </ul>	<ul style="list-style-type: none"> <li>• Use of suffix 'er' and 'est' in adjectives.</li> </ul> <p><b>Poetry</b> Humorous poetry (1 week) <b>Text:</b> Silly seaside riddles/descriptive poetry</p> <p><b>Writing Outcome:</b> -Write and perform own riddles/descriptive poetry</p> <p><b>EGPS Focuses:</b></p> <ul style="list-style-type: none"> <li>• Commas in a list</li> <li>• Co-ordination (and, but)</li> </ul>
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<b>Maths</b>	<b>Number:</b> Place Value	<b>Number:</b> Addition and Subtraction  <b>Geometry:</b> Shape	<b>Measurement:</b> Money  <b>Number:</b> Multiplication and Division	<b>Measurement:</b> Length and Height  <b>Measurement:</b> Mass, Capacity and Temperature	<b>Number:</b> Fractions  <b>Measurement:</b> Time	<b>Statistics</b>  <b>Geometry:</b> Position and Direction  <b>Problem solving and efficient methods</b>
<b>Science</b>	Animal needs for survival (4 weeks) Humans (2 weeks) Materials (5 weeks) Plastic ( 1 week)		Plants – light and dark (3 weeks) Living things are their habitats (7 weeks) Light and dark (1 week)		Plants – bulbs and seeds (2 weeks) Growing up (4 weeks) Growing up (1 week) Wildlife (2 weeks)	
<b>Computing</b>	<b>iProgram</b> Children will learn to program physical and virtual toys.	<b>iSearch</b> Children will use the web to find things out.	<b>iAnimate</b> Children will be introduced to animation.	<b>iPublish</b> Children will create interactive ebooks.	<b>iBlog</b> Children will be writing and responding to Blogs.	<b>iDo Mail</b> Children will be introduced to Email.  <b>iProgram 2</b> Children explore coding and computational thinking
<b>DT</b>		<b>Design Technology</b> Structures: Baby bear’s chair 4 lessons		<b>Design Technology</b> Mechanisms: Fairground wheel 4 lessons		<b>Design Technology</b> Mechanisms: Making a moving monster
<b>History</b>	How was school different in the past?		How did we learn to fly?		What is a monarch?	

<b>Geography</b>		Would you prefer to live in a hot or cold place?		Why is our world wonderful?		What is it like to live by the coast?
<b>Art</b>	<b>Art and Design</b> Drawing: Understanding tone & texture  Painting: Mixed media		<b>Art and Design</b> Sculpture and 3D: Clay houses		<b>Craft &amp; Design:</b> Map it Out	
<b>Music</b>	Instruments – musical storytelling	Call and response – animals	Contrasting dynamics – space	Singing – On the island	Structure – Myths and Legends	Pitch – Musical me
<b>PE</b>	Invasion Games (Football)	Gymnastics (key shapes, rolls, sequencing)	Dance (African Dance)	Multi-Skills (Sports UK)	Striking & Fielding (Cricket)	Athletics (running, jumping & throwing)
<b>RE</b>	<b>Theme:</b> What did Jesus teach? <b>Concept:</b> Gospel <b>Key Question:</b> Is it possible to be kind to everyone all of the time? <b>Religion:</b> Christianity	<b>Theme:</b> Christmas - Jesus as gift from God <b>Concept:</b> Incarnation <b>Key Question:</b> Why do Christians believe God gave Jesus to the world? <b>Religion:</b> Christianity	<b>Theme:</b> Prayer at home <b>Key Question:</b> Does praying at regular intervals help a Muslim in his/her everyday life? <b>Religion:</b> Islam	<b>Theme:</b> Easter - Resurrection <b>Concept:</b> Salvation <b>Key Question:</b> How important is it to Christians that Jesus came back to life after His crucifixion? <b>Religion:</b> Christianity	<b>Theme:</b> Community and Belonging <b>Key Question:</b> Does going to a mosque give Muslims a sense of belonging? <b>Religion:</b> Islam	<b>Theme:</b> Hajj <b>Key Question:</b> Does completing Hajj make a person a better Muslim? <b>Religion:</b> Islam
<b>PSHE</b>	The new girl	Grandads Camper	Chicken Clicking	Ravi's Roar	The girl who never made mistakes	Aliens love underpants
<b>Educational Events and Visits</b>	Victorian School Day		Airport visit		Yorkshire Wildlife Park	
<b>Cavendish Curriculum</b>						

