



## Year 2 Long Term Overview 2018-19

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cornerstone Theme	Street Detectives <b>HISTORY</b>	Beat Band Boogie! <b>MUSIC</b>	Wriggle and Crawl <b>SCIENCE</b>	Towers, tunnels and Turrets. <b>DESIGN TECHNOLOGY</b>	The Scented Garden <b>SCIENCE</b>	Beachcombers <b>SCIENCE</b>
English	Six Dinner Sid Introduce everyday toolkit Little Red Riding Hood EPG: exclamation sentences, questions, possessive apostrophe (not all children), CEW, suffixes: -ing, -ed, -er and -est, co-ordination (and, but)	The Singing Mermaid EPG: CEW, suffixes – ing, -ed, -er, -est, expanded noun phrase, commas in a list, adverbs –ly.	The Bad Tempered Ladybird EPG: CEW, suffixes, verbs, adverbs (-ly), conjunctions, contractions	The Egg (M.P Robertson) EPG: CEW, possessive apostrophes, contractions, conjunctions.	The Enormous Turnip/ Jack and the Beanstalk EPG: All objectives taught in the English NC.	The lighthouse Keeper’s Lunch The Snail and the Whale/ Tiddler EPG: All objectives taught in the English NC.
Talk for Writing Focus:	Suspense/ Dilemma	Characterisation	Dialogue	Openings and endings	Description	Openings and endings
Non-Fiction:	Recounts – Summer holiday Visit from Mayor Walk around Godmanchester EPG: Tense, CEW	Instruction: How to make a ... Imitation – singing mermaid Innovation – band of aliens IA - own EPS: CEW, CL/FS, adverbs/verbs.	Information text Imitation – ladybirds Innovation – butterflies IA- own minibeast	Non-Chronological report about castles EPG: punctuation – capital letters, full stops, exclamations and question marks.	Non-chronological report – plants EPG: punctuation – capital letters, full stops, exclamations and question marks.	Information text about seashores. EPG: punctuation – capital letters, full stops, exclamations and question marks.

<b>Poetry:</b>		Revolting Rhymes Turning fairy tales into poems EPG: CEW, expanded noun phrase.	Riddles and acrostic poems – mini-beasts EPG: Exclamation, statement, question suffixes –ful, -less, -ness, -ful, -ly			Sea poetry – Commotion in the Ocean EPG: suffixes, CEW
<b>Phonic/ spellings</b>	RWI	RWI	RWI	RWI	RWI	RWI
<b>Other opportunities for writing</b>	Diary writing – As a Mayor what would it be like? What would you do?	Newspaper report – about musical event.	Guidebook for insects Letter Writing – found a new species. Instructions: How to care for ...	Diary – castle life	Instructions – through Science Recount – trip?	Postcard from the seaside. Describe the seashore.
<b>Y2 Maths</b>	<b>Number:</b> Place Value (3 weeks) <b>Number:</b> Addition and Subtraction (3/4 weeks)	<b>Number:</b> Addition and Subtraction (1/2 weeks) <b>Measurement:</b> Money (2 weeks) <b>Number:</b> Multiplication and Division (2 weeks)	<b>Number:</b> Multiplication and Division. (2 weeks) <b>Statistics</b> (2 weeks) <b>Geometry:</b> Properties of shapes. (2 weeks)	<b>Geometry:</b> Properties of shapes. (1 weeks) <b>Number:</b> Fractions (3 weeks) <b>Measurement:</b> Length and Height (1 week) <b>Consolidation</b>	<b>Measurement:</b> Time (3 weeks) <b>Measurement:</b> Mass, Capacity and Temperature. (2/3 weeks)	<b>Measurement:</b> Mass, Capacity and Temperature. (1/2 weeks) <b>Position and direction</b> (3 weeks) <b>Problem Solving and efficient methods.</b> (2/3 weeks)
<b>Science</b>	<b>Materials:</b> Identifying and comparing everyday materials (properties) – building strongest house/building.	<b>Sound:</b> <b>Animals including Humans:</b> Describe the importance for humans of exercise, eating the right amounts	<b>Living things and their habitats:</b> Name and identify a variety of plants and animals in their habitats/micro-habitats.	<b>Use of everyday Materials:</b> Suitability of materials. Find out how the shapes of solid objects can be changed.	<b>Plants:</b> Observe and describe how seeds and bulbs grow into mature plants. Find out and describe how	<b>Living things and their habitats:</b> Food chains: Basic needs of the animals. <b>Working Scientifically:</b>

	<p>Suitability of materials.</p> <p><b>Plants:</b> Identifying plants in local area.</p> <p><b>Working scientifically:</b> Identify and classify. Performing a simple test. Observe closely. Gather and record data.</p>	<p>of different types of food and hygiene.</p> <p><b>Working scientifically:</b> Perform simple tests. Use their observations and ideas to answer questions. Gather and record data. Identify and classify.</p>	<p>Describe habitats – basic needs, survival of animals, depend on the day.</p> <p><b>Working Scientifically:</b> Ask simple questions. Perform simple tests. Use observations to answer Questions.</p>	<p><b>Living things and their habitats:</b> Habitats/ Microhabitats – tunnelling animals.</p> <p><b>Working Scientifically:</b> Identify and classify. Perform simple tests.</p>	<p>plants need, water, air, light, suitable temperature to grow and stay healthy. Plants in the local environment. Plants of the world.</p> <p><b>Working Scientifically:</b> Perform simple tests. Use their observations and ideas to answer questions. Gather and record data.</p>	<p>Perform simple tests.</p> <p><b>Animals including Humans:</b> Animals, inc humans, have offspring that grow into adults. Basic needs of animals, inc humans, for survival.</p>
<b>Computing</b>	Algorithms	Garage Band	<p>Creating and debugging programs/Algorithms</p> <p>Uses of ICT beyond school</p>	<p>Create castles using drawing software.</p> <p>Stop motion animation</p>	<p>Present information</p> <p>Digital presentations</p>	<p>Web searches</p> <p>Common uses of ICT</p> <p>Digital presentations</p>

<p><b>History</b></p>	<p><b>Changes within living memory/:</b> Godmanchester <b>Significant people, places and events in local area:</b> Visit from Mayor</p>		<p><b>Significant people:</b> Charles Darwin/David Attenborough</p>	<p><b>Events beyond living memory:</b> Castles and castle life (Medieval)</p> <p><b>Significant people:</b> Isambard Kingdom Brunel/ Queen Elizabeth/Queen Victoria</p>		<p><b>Events beyond/within living memory:</b> Seasides – Victorian times and now.</p>
<p><b>Geography</b></p>	<p><b>Geography skills: Fieldwork</b> in the local area Looking at aerial images. Using and making maps with keys; use compass directions. <b>Human and physical features:</b> identify human features – village, shop and town.</p>	<p><b>Geography skills: Fieldwork:</b> Making sketch maps, construct symbols in a key.</p>		<p><b>Locational knowledge/ Place knowledge:</b> Amazing structures around the world. Identify places on a map. Compare two countries – human and physical geography.</p>	<p><b>Geography skills: Fieldwork:</b> Plants in the local environment. Plants of the world. <b>Walk around Godmanchester</b></p>	<p><b>Human and Physical features:</b> Costal features <b>Locational knowledge:</b> name and locate the world's 7 oceans and continents.</p>
<p><b>DT</b></p>	<p><b>Select and use a wide range of materials:</b> Sign making; Designing buildings <b>Critique, test and evaluate ideas:</b></p>	<p><b>Design and make high quality products:</b> Making percussions instruments</p>	<p><b>Understand where food comes from:</b> Where does food they eat come from? Honey taste test. <b>Select and use a wide range of materials:</b></p>	<p><b>Select and use a wide range of materials:</b> Build a model castle. <b>Critique, test and evaluate ideas:</b></p>	<p><b>Design product/Test and evaluate ideas:</b> Making scented playdough.</p>	<p><b>Design and make high quality products:</b> Finger puppets</p>

	Strongest building		3D model of a mini-beast.	Rapunzel's tower – make stronger, stiffer and more stable		
<b>Art</b>	<b>Artists:</b> Famous local artists; Drawing or painting of landscapes.	Large-scale painting	<b>Use drawing, painting and sculpture to develop and share ideas. Develop a wide range of techniques.</b> Drawings of mini-beasts – using drawing pencils/colouring pencils.	<b>Use a range of materials creatively to design and make products.</b> Use natural materials to create a tower/turret.	<b>Use drawing, painting and sculpture to develop and share ideas. Develop a wide range of techniques.</b> Drawings of plants – different mediums (pencil, oil pastel)	Clay tiles
<b>Music</b>	<b>Play tuned and untuned instruments:</b> Ocarinas	<b>Play tuned and untuned instruments:</b> Create their own band Ocarinas <b>Use their voices expressively:</b> Singing rounds, changing their voices – loud/soft <b>Listen to a wide range of high quality live and recorded music.</b>	<b>Play tuned and untuned instruments:</b> Ocarinas	<b>Play tuned and untuned instruments:</b> Ocarinas	<b>Use their voices expressively:</b> Create a song for caring for plants.	<b>Play tuned and untuned instruments:</b> Ocarinas



<b>RE</b>	<b>Christianity</b> Who celebrates Harvest and why?	<b>Christianity</b> Who was Jesus? A great leader or a great teacher?	<b>Christianity</b> The big story old testament	<b>Christianity</b> The big story New testament	<b>Sikhism</b> How do stories from the gurus and the concept of seva affect Sikh children?	<b>Sikhism</b> How does Khalsa influence the lives of the Sikh families?
<b>PSHE</b>	<b>Rights and Responsibilities</b> Belonging to a community	<b>Family and Friends</b>	<b>Financial Capability</b> Money sense in?	<b>Personal Safety</b>	<b>Drug Education</b>	<b>Sex Education</b>
<b>Outdoor PE</b>	<b>Fundamentals Unit 1</b> Cambs scheme of work	<b>Invasion games</b> Old cambs scheme Foot control, kicking, dribble and receive.	Swimming?	<b>Invasion games</b> Old cambs scheme Foot control, kicking, dribble and receive.	<b>Fundamentals Unit 2</b> Cambs scheme of work	<b>Cricket</b> striking and fielding
<b>Indoor PE</b>	<b>Dance</b> Cambs scheme	<b>Gymnastics</b> Cambs scheme Points of contact	<b>Dance</b> Cambs scheme of work Magical Friendships.	Swimming?	<b>Dance</b> Maypole	<b>Gymnastics</b> Cambs scheme. Big, tall and wall.