

Topics Overview Year 2 Miss Temple 2018-2019

	Autumn		Spring		Summer	
	Fire! Fire!	The Lighthouse Keeper	Marvellous Me!	Please look after this bear	Here today, gone tomorrow?	Ahoy, matey!
Hook	<i>The Fire Drill</i>	<i>Basket – Whose is it?</i>	<i>Fitness afternoon with Duncan</i>	<i>Clues around the school.</i>	<i>Tiger who came to tea – who came to visit?</i>	<i>Where is Miss Temple?</i>
Outcome	<i>Parent Share</i>	<i>Christmas Performance</i>	<i>Florence Nightingale booklet</i>	<i>Parent Share – Teddy bear’s picnic</i>	<i>Powerpoints</i>	<i>Parent share</i>
Trips/visitor	<i>Fire Brigade Police / RNLI?</i>	<i>Mr or Mrs Grinling Warbutons</i>	<i>Fitness afternoon Medical parents?</i>		<i>Monkey World</i>	<i>Studland beach</i>
PBL	<i>Putting out the Great Fire of London</i>	<i>How can they get the picnic to Mr Grinling safely?</i>		<i>Design boat for Paddington to travel to London on</i>	<i>Make habitat for endangered animal</i>	<i>Pirate artefacts</i>
English (topic only)	Poems Non-Fiction Text – Safety Instructions Diary – of Samuel Pepys	Character descriptions Story writing based on The Lighthouse Keeper’s Lunch	Florence Nightingale information Traction Man story writing	Newspaper articles Paddington adventure story Recount – postcard to Aunt Lucy Sequencing bath time	King of the birds Kennings poetry Clocktower	Traditional tales Poetry Pirate facts
Science	<p>Ask simple questions and recognise that they can be answered in different ways. Perform simple tests. Use observations and ideas to suggest answers to questions. Observe closely, using simple equipment. Identify and classify. Gather and record data to help answer questions.</p>					
	<p>Use of Everyday Materials - Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper, and cardboards for particular uses. - Compare how things move on different surfaces. - Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>		<p>Animals, including Humans - Find out about and describe the basic needs of animals, including humans, for survival (Water, food and air) - Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. - Find out about and describe the basic needs of animals, including humans, for survival (Water, food and air)</p>	<p>Use of Everyday Materials - Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper, and cardboards for particular uses. - Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p>Animals - Notice that animals, including humans, have offspring which grow into adults. Living things and their habitats - Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. - Identify and name a variety of plants and animals in their habitats, including micro-habitats. - Explore and compare the differences between things that are living, dead, and things that have never been alive.</p>	<p>Plants - Observe and describe how seeds and bulbs grow into mature plants. - Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. Living things and their habitats - 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.</p>

History	<ul style="list-style-type: none"> - Events beyond living memory that are significant nationally or globally e.g. the Great Fire of London - Changes within living memory 		<ul style="list-style-type: none"> - The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. e.g. Florence Nightingale - Changes within living memory 			<ul style="list-style-type: none"> - Significant historical events, people and places in their own locality. - The lives of significant individuals in the past who have contributed to national and international achievements.
Geography	<p>Location knowledge</p> <ul style="list-style-type: none"> - Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom. 	<p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> - 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. <p>Human and Physical Geography</p> <ul style="list-style-type: none"> - Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop - Key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. 		<p>Human and Physical Geography</p> <ul style="list-style-type: none"> - 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. <p>Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> - Use world maps, atlases and globes to identify the United Kingdom and its countries, continents and oceans studied at this key stage. <p>Location knowledge</p> <ul style="list-style-type: none"> - Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom. - Name and locate the worlds 7 continents and 5 oceans. 	<p>Location knowledge</p> <ul style="list-style-type: none"> - Name and locate the worlds 7 continents and 5 oceans. 	<p>Location knowledge</p> <ul style="list-style-type: none"> - Name and locate the worlds 7 continents and 5 oceans. <p>Human and Physical Geography</p> <ul style="list-style-type: none"> - Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> - Key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. <p>Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> - Use world maps, atlases and globes to identify the United Kingdom and its countries, continents and oceans studied at this key stage. - Use simple compass directions (North, South, East and West) and locational and directional language (For example: near and far; left and right), to describe the location of features and routes on a map. - plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.
Computing	<ul style="list-style-type: none"> understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions create and debug simple programs use logical reasoning to predict the behaviour of simple programs use technology purposefully to create, organise, store, manipulate and retrieve digital content use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies recognise common uses of information technology beyond school 					

D&T	Design -Design purposeful, functional, appealing products for themselves and other users based on design criteria -generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Make -select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] Evaluate -explore and evaluate a range of existing products -evaluate their ideas and products against design criteria					
	Technical knowledge Explore and use mechanisms - wheels and axles, in their products.	Technical knowledge Build structures, exploring how they can be made stronger, stiffer and more stable. Cooking and nutrition: Use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from.	Cooking and nutrition: Use the basic principles of a healthy and varied diet to prepare dishes.	Technical knowledge Build structures, exploring how they can be made stronger, stiffer and more stable.		
Art & Design	- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. - To use a range of materials creatively to design and make products - To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. - About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.					
Music	-use their voices expressively and creatively by singing songs and speaking chants and rhymes -play tuned and untuned instruments musically -listen with concentration and understanding to a range of high-quality live and recorded music -experiment with, create, select and combine sounds using the inter-related dimensions of music.					
	Use their voices expressively and creatively by singing songs	Use their voices expressively and creatively by singing songs		Listen with concentration and understanding to a range of high quality live and recorded music.	Use their voices expressively and creatively by singing songs	Use their voices expressively and creatively by singing songs
PSHE / SMSC / RRS	- Feeling Safe (Article 32)		- Healthy Life Style (Article 24) - Disease (Article 24) - Medicines - Growing and Changing	- Respecting Difference (Article 6)	Is it right to hunt animals?	Are pirate good or bad?
PE	Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities					
	Gymnastics: Leap into life participate in team games, developing simple tactics for attacking and defending: FA skills football	participate in team games, developing simple tactics for attacking and defending: Tag Rugby / Rugby perform dances using simple movement patterns: Snowflake Christmas dance	Gymnastics: Families of actions Participate in team games, developing simple tactics for attacking and defending: football	participate in team games, developing simple tactics for attacking and defending: 3 Touch ball Netball: Invasion Game Multi skills	participate in team games, developing simple tactics for attacking and defending Strike & Field - Rounders	Athletics (Sports' Day)
R. E.	Christianity – Showing Kindness	Christianity - Christmas	Judaism - Passover	Christianity – Easter	Judaism – Commitment to God	Judaism – Relationship with God