Topics Overview Year 2 Mrs Harmon 2020-2021

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Autumn | | | Spring | | | Summer | | | | | |
|  | Fire! Fire! | Lunch at the Lighthouse | | World Changers | | Endangered or Extinct? | Please look after this bear, thank you! | | Ahoy, matey! | | |
| *Hook* | *The Fire Drill*  *What is an emergency?* | *Basket – Whose is it?* | | *If you could invent anything what would it be?* | | *Animal Puzzle* | *Letter from Paddington* | | *Attack of the Pirates!* | | |
| *Outco me* | *Fire of London court case* | *Christmas Performance* | | *Change the world performance* | | *Whole class information booklet* | *Gallery of bears* | | *Pirate Performance* | | |
| *Trips/ visitor* | *Fire Brigade* | *Mr or Mrs Grinling Warbutons* | | *Medical parents* | | *Monkey World* | *Sewing afternoons* | | *Beach* | | |
| *Driving subjects* | *History/Science* | *DT/Geography* | | *History/PSHE/Music* | | *Geography/Science/Art* | *Art/DT* | | *Geography/Music/ History* | | |
| English (topic only) | Poetry  Non-Fiction Text – Safety Instructions  Diary – of Samuel Pepys | Character descriptions Story writing based on The Lighthouse Keeper’s Lunch | | Florence Nightingale information text  Persuasive text about changing the world | | Poetry  Recount of Monkey World  Zoo story writing | Newspaper articles Paddington adventure story Recount – postcard to Aunt Lucy  Sequencing bath time | | Poetry  Pirate facts  Trouble at sea story writing | | |
| Science | 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.  **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. | | | | | | | | | | | |
| **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. | **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) | **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) | | **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.  **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. | | | . **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.   **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. | |  |  | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |
| History | * Events beyond living memory that are significant nationally or globally e.g. the Great Fire of London * Changes within living memory |  | * 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 | * . |  | * 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 | **Location knowledge** | **Geographical skills and** |  | **Human and Physical** | **Location knowledge** | **Location knowledge** |
| - Name, locate and identify | **fieldwork** | **Geography** | - Name and locate the worlds | - Name and locate the worlds 7 |
| characteristics of the four | - Use aerial photographs and | - Identify seasonal and daily | 7 continents and 5 oceans. | continents and 5 oceans. |
| countries and capital cities of | plan perspectives to recognise | weather patterns in the United |  | **Human and Physical** |
| the United Kingdom. | landmarks and basic human | Kingdom and the location of |  | **Geography** |
|  | and physical features; devise | hot and cold areas of the |  | - Use basic geographical |
|  | a simple map; and use and | world in relation to the |  | vocabulary to refer to: |
|  | construct basic symbols in a | equator and the North and |  | - Key physical features, |
|  | key. | South poles. |  | including beach, cliff, coast, |
|  | **Human and Physical** | **Geographical Skills and** |  | forest, hill, mountain, sea, |
|  | **Geography** | **Fieldwork** |  | ocean, river, soil, valley, |
|  | - Key human features, | - Use world maps, atlases and |  | vegetation, season and |
|  | including: city, town, village, | globes to identify the United |  | weather. |
|  | factory, farm, house, office, | Kingdom and its countries, |  | **Geographical Skills and** |
|  | port, harbour and shop | continents and oceans studied |  | **Fieldwork** |
|  | - Key physical features, | at this key stage. |  | - Use world maps, atlases and |
|  | including beach, cliff, coast, | **Location knowledge** |  | globes to identify the United |
|  | forest, hill, mountain, sea, | - Name, locate and identify |  | Kingdom and its countries, |
|  | ocean, river, soil, valley, | characteristics of the four |  | continents and oceans studied |
|  | vegetation, season and | countries and capital cities of |  | at this key stage. |
|  | weather. | the United Kingdom. |  | - Use simple compass |
|  |  | - Name and locate the worlds |  | directions (North, South, East |
|  |  | 7 continents and 5 oceans. |  | 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 | 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. |  | **Technical knowledge** Build structures, exploring how they can be made stronger, stiffer and more stable. | Design, make and evaluate process making a bear. |  |
| 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 | Experiment with, create, select and combine sounds using the inter-related dimensions of music. | 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 | My Wellbeing  Families and people who care for us | Respectful Relationships  Caring Friendships | Internet Safety  Online Relationships | Being Safe  Basic First Aid | Physical Health and Fitness | Changes |
| 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 | Christianity - Christmas | Judaism | Christianity – Easter story | Hinduism | Christianity- Stories of Jesus |