

## Y2 Topic Yearly Overview

	<b>Autumn 1</b> <i>The Seaside</i>	<b>Autumn 2</b> <i>Houses and homes</i>	<b>Spring 1</b> <i>China</i>	<b>Spring 2</b> <i>The Great Fire of London</i>	<b>Summer 1</b> <i>Let's Grow</i>	<b>Summer 2</b> <i>Food</i>
<b>Science</b>	<p><u>Living things and their habitats:</u> Living things found at the seaside</p> <p>Food chains</p>	<p><u>Living things and their habitats:</u> Microhabitats</p> <p><u>Uses of materials:</u> Houses</p>	<p><u>Living things and their habitats:</u> Animals native to China.</p>		<p><u>Plants:</u> How seeds and bulbs grow to mature plants Conditions for growth</p> <p><u>Identify and name living things and their habitats:</u> Plant habitats</p>	<p><u>Animals, including humans:</u> Basic needs of animals including humans</p> <p>Importance of exercise / right amounts of different types of food</p> <p>Offspring of animals</p> <p><u>Living things and their habitats</u> Food chain</p>
<b>History</b>	<p><u>Changes within living memory:</u> How have holidays changed in living memory?</p> <p>Local history: Linking history of Crewe with the history of the seaside (impact of the railway)</p>		<p><u>Local history:</u> The Potteries and the development of the Willow Pattern</p>	<p><u>Events beyond living memory:</u> The Great Fire of London</p> <p><u>Local history:</u> Fire of Nantwich</p> <p>Significant people: Samuel Pepys Christopher Wren</p>		<p><u>Changes within living memory:</u> How has food changed?</p> <p><u>Significant people used to compare aspect of life (food):</u> Mrs Beeton Mary Berry</p>
All events to be added to class timeline						
<b>Geography</b>	<p><u>Locational knowledge:</u> Name, locate and identify The four countries of the United Kingdom and its surrounding seas</p>	<p><u>Human and physical geography:</u> Basic geographical vocabulary e.g. house</p>	<p><u>Locational knowledge:</u> Name and locate the world's seven continents and five oceans</p>		<p><u>Geographical skills and fieldwork:</u> Use simple fieldwork and observational skills to study the geography of</p>	<p><u>Locational knowledge:</u> Name and locate the world's seven continents and five oceans</p>

	<p><u>Geographical skills and fieldwork:</u> Use maps and globes to identify UK</p> <p>Use aerial photographs</p> <p>Devise a simple map</p> <p>Use and construct map with key</p> <p><u>Human and physical geography:</u> Basic geographical vocabulary e.g. cliff</p>	<p><u>Geographical skills and fieldwork:</u> Use simple compass directions</p> <p>Use aerial photographs</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and surrounding area</p>	<p><u>Place knowledge:</u> Contrasting localities (Beijing and London)</p> <p><u>Geographical skills and fieldwork:</u> Using maps and globes to identify continents and oceans</p>		<p>their school and its grounds and surrounding area</p> <p><u>Locational knowledge:</u> identify characteristics of the four countries of the United Kingdom</p> <p><u>Human and physical geography</u> Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p>	
<p><b>Computing</b> (E-safety taught separately)</p>	<p><u>Multimedia and communication:</u> Filming each other on iPads</p> <p><u>Data:</u> Using digital microscopes</p> <p><u>Programming:</u> Purple mash coding.</p>	<p><u>Using technology purposefully:</u> Using digital microscopes</p> <p><u>Data</u> Bar charts</p> <p><u>Programming:</u> Beebots</p>	<p><u>Data:</u> Bar charts</p> <p><u>Multimedia and communication:</u> Creating PowerPoint using research on the internet</p> <p><u>Multimedia and communication:</u> Scanning QR codes to access information</p>	<p><u>Multimedia and communication:</u> Scanning QR codes to access information</p> <p><u>Programming:</u> Beebots</p>	<p><u>Data:</u> Using digital microscopes</p> <p><u>Data:</u> Branching database</p>	<p><u>Data:</u> Bar charts</p>
<p>Art</p>	<p><u>Observational drawing:</u> Stimulus from sound</p>	<p><u>Textiles:</u> Bunting, Collograph blocks, tie dye (Taught as part of DT)</p>	<p><u>Painting</u> Kandinsky / Anthony Frost</p>	<p><u>Collage:</u> Kurt Schwitters / Bridget Riley</p>	<p><u>Printmaking:</u> Positive / negative stencils</p>	<p><u>3D:</u> Clay Slab / Junk art</p>

D&T	Structures – bug hotel Textiles: bunting				Food – making bread	
<b>Music</b>	<p><u>Use their voices expressively and creatively by singing songs and speaking chants and rhymes:</u> We do love to be beside the seaside.</p> <p><u>Experiment with, create, select and combine sounds using the interrelated dimensions of music:</u> We do love to be beside the seaside.</p> <p><u>Listen with concentration and understanding to a range of high-quality live and recorded music:</u> We do love to be beside the seaside.</p>	<p><u>Experiment with, create, select and combine sounds using the interrelated dimensions of music:</u> The Three Little Pigs</p> <p><u>Experiment with, create, select and combine sounds using the interrelated dimensions of music:</u> The Three Little Pigs</p>	<p><u>Play tuned and untuned instruments musically:</u> Chinese New Year Parade</p> <p><u>Experiment with, create, select and combine sounds using the interrelated dimensions of music:</u> Chinese New Year Parade</p>	<p><u>Play tuned and untuned instruments musically:</u> Playing London’s Burning on the Guitar</p> <p><u>Listen with concentration and understanding to a range of high-quality live and recorded music:</u> Guitar workshop</p>	<p><u>Listen with concentration and understanding to a range of high-quality live and recorded music:</u> Listening to different music inspired by flowers</p> <p><u>Play tuned and untuned instruments musically:</u> Composing songs inspired by plants</p>	<p><u>Use their voices expressively and creatively by singing songs and speaking chants and rhymes:</u> Food Glorious Food</p> <p><u>Experiment with, create, select and combine sounds using the interrelated dimensions of music:</u> Food Glorious Food</p>
<b>Enrichment</b>	Seaside visit/Rockpool workshop	Walk around local area	Chinese New Year parade	Make and burn Pudding Lane Visit to Nantwich Museum	Walk around local area	Make bread
<b>Guided Reading</b>	<p>Non-Fiction: Seaside holidays then and now</p> <p>Fiction: Sally and the Limpet</p> <p>Poetry: Seaside poem</p>	<p>Non-Fiction: Bugs</p> <p>Fiction: In every house on every street</p> <p>Poetry: Chocolate fireguard</p>	<p>Non-Fiction: China</p> <p>Fiction: The Great race</p> <p>Poetry: Chinese New Year</p>	<p>Non-Fiction: Great Fire of London</p> <p>Fiction: Katie in London- James Mayhew</p> <p>Poetry: All Aboard the London Bus</p>	<p>Fiction: Jack and the Beanstalk</p> <p>SATS</p>	<p>Non-fiction: How did that get in my lunchbox? The story of food.</p> <p>Poetry: An ogre came for dinner</p>
<b>Literacy</b>	Oliver and Patch	Number 7 Evergreen street	<p>Tell Me a Dragon: Jackie Morris</p> <p>The Dragon’s Tears: Manju Gregory</p>	The Great Fire of London	Jack and the Beanstalk	<p>Pumpkin Soup: Helen Cooper</p> <p>The pineapple that spoke</p>