



## Y2 Topic Yearly Overview

|  | <b>Autumn 1</b><br><i>The Seaside</i>   | <b>Autumn 2</b><br><i>Houses and homes</i>   | <b>Spring 1</b><br><i>China</i>  | <b>Spring 2</b><br><i>The Great Fire of London</i>  | <b>Summer 1</b><br><i>Let's Grow</i>   | <b>Summer 2</b><br><i>Food</i>  |
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| <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><br/>How seeds and bulbs grow to mature plants<br/>Conditions for growth</p> <p><u>Identify and name living things and their habitats:</u><br/>Plant habitats</p> | <p><u>Animals, including humans:</u><br/>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><br/>Food chain</p> |
| <b>History</b>                           | <p><u>Changes within living memory:</u><br/>The history of the seaside<br/>Link to railway – studied in Year 1</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><u>Changes within living memory:</u> How has food changed?</p> <p><u>Significant people used to compare aspect of life (food):</u><br/>Mrs Beeton<br/>Mary Berry</p>   |
| All events to be added to class timeline |   |  |  |   |  |   |
| <b>Geography</b>                         | <p><u>Locational knowledge:</u><br/>Name, locate and identify<br/>The four countries of the United Kingdom and its surrounding seas</p> | <p><u>Human and physical geography:</u><br/>Basic geographical vocabulary eg. house</p> <p><u>Geographical skills and fieldwork:</u></p> | <p><u>Locational knowledge:</u><br/>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 their school and its</p>                                      | <p><u>Locational knowledge:</u><br/>Name and locate the world's seven continents and five oceans</p>  |

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|  | <p><u>Geographical skills and fieldwork:</u><br/>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><br/>Basic geographical vocabulary eg. cliff</p> | <p>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><br/>Contrasting localities (Beijing and London)</p> <p><u>Geographical skills and fieldwork:</u> Using maps and globes to identify continents and oceans</p>        |  | <p>grounds and surrounding area</p> <p><u>Locational knowledge:</u><br/>identify characteristics of the four countries of the United Kingdom</p> <p><u>Human and physical geography</u><br/>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><br/>(E-safety taught separately)</p> | <p><u>Multimedia and communication:</u><br/>Filming each other on iPads</p> <p><u>Data:</u> Using digital microscopes</p> <p><u>Programming:</u><br/>Purple mash coding.</p>   | <p><u>Using technology purposefully:</u><br/>Using digital microscopes</p> <p><u>Data</u><br/>Bar charts</p> <p><u>Programming:</u><br/>Beebots:</p>  | <p><u>Data:</u><br/>Bar charts</p> <p><u>Multimedia and communication:</u><br/>Scanning QR codes to access information</p> <p><u>Multimedia and communication:</u><br/>Creating PowerPoint</p> | <p><u>Multimedia and communication:</u> Sending an email</p> <p><u>Multimedia and communication:</u><br/>Scanning QR codes to access information</p> | <p><u>Data:</u><br/>Using digital microscopes</p> <p><u>Data:</u><br/>Branching database</p>  | <p><u>Data:</u> Bar charts</p> |

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| Art               | <u>Observational drawing:</u><br>Stimulus from sound   | <u>Textiles:</u> Bunting,<br>Collograph blocks, tie dye<br>(Taught as part of DT)  | <u>Painting</u> Kandinsky /<br>Anthony Frost   | <u>Collage:</u> Kurt Schwitters /<br>Bridget Riley  | <u>Printmaking:</u> Positive /<br>negative stencils  | <u>3D:</u> Clay Slab / Junk art  |
| <b>D&amp;T</b>    | Structures – bug hotel<br>Textiles: bunting  |  |  |   | Food – making bread  |  |
| <b>Music</b>      | <u>Use their voices expressively and creatively by singing songs and speaking chants and rhymes:</u> We do love to be beside the seaside.<br><br><u>Experiment with, create, select and combine sounds using the interrelated dimensions of music:</u> We do love to be beside the seaside.<br><br><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. | <u>Experiment with, create, select and combine sounds using the interrelated dimensions of music:</u> The Three Little Pigs<br><br><u>Experiment with, create, select and combine sounds using the interrelated dimensions of music:</u> The Three Little Pigs | <u>Play tuned and untuned instruments musically:</u><br>Chinese New Year Parade<br><br><u>Experiment with, create, select and combine sounds using the interrelated dimensions of music:</u> Chinese New Year Parade | <u>Play tuned and untuned instruments musically:</u><br>Playing London’s Burning on the Guitar<br><br><u>Listen with concentration and understanding to a range of high-quality live and recorded music:</u><br>Guitar workshop | <u>Listen with concentration and understanding to a range of high-quality live and recorded music:</u><br>Listening to different music inspired by flowers<br><br><u>Play tuned and untuned instruments musically:</u><br>Composing songs inspired by plants | <u>Use their voices expressively and creatively by singing songs and speaking chants and rhymes:</u> Food Glorious Food<br><br><u>Experiment with, create, select and combine sounds using the interrelated dimensions of music:</u><br>Food Glorious Food |
| <b>Enrichment</b> | Seaside visit/Rockpool workshop  | Walk around local area   | Chinese takeaway<br><br>Chinese New Year parade  | Make and burn Pudding Lane<br><br>Visit to Nantwich Museum  | Walk around local area   | The Great British Picnic   |

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| <b>Guided Reading</b> |  |                                       | <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>Poetry: The little Plant</p> | <p>Non-fiction: How did that get in my lunchbox? The story of food.</p> <p>Poetry: Revolting Rhymes - Roald Dahl</p> |
| <b>Literacy</b>       | Lighthouse Keepers Lunch: Ronda and David Armitage | Ross Collins: This Zoo Is Not for You | <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   | Pumpkin Soup: Helen Cooper   |