

Year Two Topic Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic and leading question	<p>Scrumdiddlyumptious</p> <p>Why can't I have chocolate for breakfast?</p>	<p>Fire, Fire!</p> <p>Why are houses made from brick?</p>	<p>At Home and Further Away</p> <p>Why are the Beatles famous?</p>	<p>Extreme Earth</p> <p>Why are the poles so cold?</p>	<p>Wonderful Woodland</p> <p>Why are squirrels suited to a woodland?</p>	<p>Changes</p> <p>Why do frogs eat butterflies?</p>
Trips and Enhancements	<p>Roald Dahl Day</p> <p>Health Week e.g. Police, Warburtons-bread making, Dentist and Road safety team</p> <p>Teddy Bear Hospital</p> <p>National Poetry Day</p> <p>Harvest Assembly</p>	<p>Road Safety Week</p> <p>Christmas Nativity</p> <p>Great Fire of London Workshop by historical theatre company</p> <p>Visit to the local fire station</p>	<p>Swimming</p> <p>Beatles Day</p> <p>National Storytelling Week</p> <p>Safer Internet Day</p> <p>Relationships Day</p> <p>Trip to the Cavern Club, Hard Day's Night Hotel and the Magical Beatle's Museum.</p>	<p>Planting in the school grounds</p> <p>World Book Week</p> <p>M&M Production</p> <p>Science Week</p> <p>World Autism Day</p>	<p>Walk to School Week</p> <p>Trip to Crosby and Formby beach</p>	<p>Money Week</p> <p>Maths Party Day</p> <p>Sports Day</p> <p>Visit from Croxteth Farm-Birds of Prey</p> <p>Arrival of caterpillars</p>

English	Instructions Recount Stories with a familiar setting	Report Recount Poetry – Really Looking	Traditional Tales Recount Poetry - Patterns on a Page	Different Stories by the same author Information Text	Poetry - Silly Stuff Recount	Stories with a familiar setting Explanations
Maths	Number: Place Value Number: Addition & Subtraction Measurement: Money Number: Multiplication & Division		Number: Addition & Subtraction Measurement: Length and Height Number: Multiplication & Division Statistics Geometry: Properties of Shape Number: Fractions		Geometry: Position & Direction Problem Solving and efficient methods Measurement: Time Measurement: Mass, Capacity and Temperature Investigations	
Science	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	Everyday Materials identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching	Living Things and their habitats (Microhabitats and habitats far away) explore and compare the differences between things that are living, dead, and things that have never been alive identify and name a variety of plants and animals in their habitats, including microhabitats 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,	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 (woodland and seaside habitats) explore and compare the differences between things that are living, dead, and things that have never been alive identify and name a variety of plants and animals in their habitats, including microhabitats 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	Animals including Humans notice that animals, including humans, have offspring which grow into adults 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

Geography/History	<p>Place Knowledge Non EU country: Brazil</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p>	<p>Events beyond living memory</p> <p>The Great Fire of London</p> <p>Key People: Samuel Pepys, Charles II</p>	<p>Famous Individuals</p> <p>Significant historical events, people and places in their locality</p> <p>The Beatles</p> <p>Key People: Paul McCartney, John Lennon, Ringo Starr, George Harrison (locality link)</p>	<p>Geography: Locational Knowledge</p> <p>Name and locate the world's 7 continents and 5 oceans</p> <p>Name, locate and identify the United Kingdom surrounding seas</p> <p>Human and Physical Geography</p> <p>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- Africa</p>	<p>Geographical Skills and Fieldwork</p> <p>Use world maps, atlases and globes</p> <p>Use simple compass directions, locational and directional language</p> <p>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> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment (locality link)</p>	<p>Events Within Living Memory</p> <p>Seaside Holidays</p>
DT/Art	<p>DT: Food and Nutrition</p> <p>To design, make and evaluate a healthy sandwich (link to Sam's Sandwich text) *This is taught throughout the year but is the main focus this half term.</p> <p>(Food and Nutrition: fruit salad, making bread)</p>	<p>Art: Drawing</p> <p>Observational drawing of candles</p> <p>Focus: line and tone</p>	<p>DT: Mechanisms</p> <p>To design, make and evaluate a card with a moving part.</p>	<p>Art: Painting</p> <p>Key artist: Van Gogh</p> <p>Focus: mixing secondary colours</p>	<p>Art: Sculpture</p> <p>Key artist: Antony Gormley (locality link)</p> <p>(locality link)</p>	<p>DT: Construction and Textiles</p> <p>To design, make and evaluate a home for an animal.</p>
Computing	<p>We are Detectives</p> <p>Emails and E-Safety</p>	<p>We are Photographers</p> <p>Taking and digitally enhancing photographs</p>	<p>We are Researches</p> <p>Developing research skills through the internet</p>	<p>We are Astronauts</p> <p>Writing and debugging programs.</p>	<p>We are Zoologists</p> <p>Using software to produce charts</p>	<p>We are Game Testers</p> <p>Using algorithms to program and to predict behaviour of programs.</p>

<p>RE</p>	<p>Theme: What did Jesus teach?</p> <p>Key question: Is it possible to be kind to everyone all of the time?</p> <p>Religion: Christianity</p> <p>*The above unit of work is from a new RE scheme and will be covered from the academic year 2020. (The theme of Harvest and Sukkot was covered in the academic year 2019)</p>	<p>Theme: Christmas – Jesus as a gift from God</p> <p>Concept: Incarnation</p> <p>Key question: Why do Christians believe God gave Jesus to the world?</p> <p>Religion: Christianity</p> <p>*The above unit of work is from a new RE scheme and will be covered from the academic year 2020. (The theme of Christmas and Hanukah was covered in the academic year 2019)</p>	<p>Theme: Passover</p> <p>Key question: How important is it for Jewish people to do what God asks them to do?</p> <p>Religion: Judaism</p> <p>*The above unit of work is from a new RE scheme and will be covered from the academic year 2020. (The theme of What's in a book? was covered in the academic year 2019)</p>	<p>Theme: Easter – Resurrection</p> <p>Concept Salvation</p> <p>Key question: How important is it to Christians that Jesus came back to life after his resurrection?</p> <p>Religion: Christianity</p>	<p>Theme: Community and Belonging</p> <p>Key question: Does going to a mosque give Muslims a sense of belonging?</p> <p>Religion: Islam</p>	<p>Theme: Hajj</p> <p>Key question: Does completing Hajj make a person a better Muslim?</p> <p>Religion: Islam</p>
<p>PHSE</p>	<p>Theme: Being in my World</p> <p>Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings</p> <p>*The above unit of work is from a new PHSE scheme and will be covered from the academic year 2020. (The theme of New Beginnings was</p>	<p>Theme: Celebrating Difference</p> <p>Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends</p> <p>*The above unit of work is from a new PHSE scheme and will be covered from the academic year 2020. (The theme of Getting on</p>	<p>Theme: Dreams and Goals</p> <p>Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success</p> <p>*The above unit of work is from a new PHSE scheme and will be covered from the academic year 2020.</p>	<p>Theme: Healthy Me</p> <p>Motivation Healthier Choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food</p> <p>*The above unit of work is from a new PHSE scheme and will be covered from the academic year 2020.</p>	<p>Theme: Relationships</p> <p>Different types of family Physical contact boundaries Friendships and conflict Secrets Trust and appreciation Expressing appreciation for special relationships</p>	<p>Theme: Changing Me</p> <p>Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies Assertiveness Preparing for transition</p>

	covered in the academic year 2019)	and Falling out was covered in the academic year 2019)	(The theme of Going for Goals was covered in the academic year 2019)	(The theme of Being in my World was covered in the academic year 2019)		
PE	Games Yoga Bears	Games Dance	Gymnastics Dance	Gymnastics Swimming	Swimming Athletics Yoga Bears	Athletics Dance
Music	Recorder Singing	Recorder Composer Singing	Recorder Composer/Genre Singing	Recorder Composition Singing	Recorder Singing	Recorder Composition Singing