

<b>Stepney Primary School</b>	<b>Year 2 Long Term Overview 2021-22</b>
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<b>Term: Autumn 2021</b>	<b>Teacher(s): Mr Cameron</b>	<b>Class: Year 2</b>
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	First Half Term	Second Half Term
	Theme: Voyages of Discovery (Christopher Columbus)	Theme Food Glorious Food
<b>English</b>	RWI	RWI
<b>Maths</b>	1.7 Addition and subtraction: strategies within 10 1.8 Composition of numbers: multiples of 10 up to 100 1.9 Composition of numbers: 11–19 1.10 Composition of numbers: 20–100	1.11 Addition and subtraction: bridging 10 1.12 Subtraction as difference 1.13 Addition and subtraction: two-digit and single-digit numbers 1.14 Addition and subtraction: two-digit numbers and multiples of ten 1.15 Addition: two-digit and two-digit numbers 1.16 Subtraction: two-digit and two-digit numbers
<b>Science</b>	Biology Animals inc Humans Healthy Animals Session 1 Hatching eggs! Session 2 Babies! Session 3 Stranded! Session 4 Healthy hearts! Session 5 Deep inside my lunch box Session 6 Pack a healthy picnic! <a href="https://www.hamilton-trust.org.uk/science/year-2-science/animals-including-humans-healthy-animals/">https://www.hamilton-trust.org.uk/science/year-2-science/animals-including-humans-healthy-animals/</a>	Biology Living things and their habitats Session 1 Habitats Session 2 Dead or alive! Session 3 Microhabitats Session 4 Go large! Session 5 Food chains Session 6 Designing a bug hotel Making a bug hotel <a href="https://www.hamilton-trust.org.uk/science/year-2-science/living-things-and-their-habitats-habitats/">https://www.hamilton-trust.org.uk/science/year-2-science/living-things-and-their-habitats-habitats/</a>
<b>History</b>	Christopher Columbus - voyages of discovery 1. Timeline + modes of travel 2. Christopher Columbus - Invader or Explorer? 3. Voyages of Discovery 4. Consequences - Taino point of view 5. World at the time - Hull as a maritime city 6. Review - explorer e-literacy project	
<b>Geography</b>		The World, including globes and atlases Weeks

		<ol style="list-style-type: none"> <li>1. Identify continents and seas- map - globe</li> <li>2. Identify key countries of Europe and the differences in physical features within different countries.</li> <li>3. Identify key countries of South America and the differences in seasonal and climate patterns</li> <li>4. Identify key countries and physical features of Asia.</li> <li>5. Identify key characteristics of Antarctica - the changing words - climate change - human activity (Global Goals 13 Climate Action)</li> <li>6. Review</li> </ol>
<b>Computing</b>	<p>Week 1 e-safety (+ongoing in assemblies &amp; general reminders)</p> <ul style="list-style-type: none"> <li>● Conduct: Online Image/ Reputation - <i>Offline behaviour vs. online behaviour</i></li> <li>● Conduct: Personal Information - <i>When is it ok to share?</i></li> </ul> <p>Week 2 Information technology</p> <ul style="list-style-type: none"> <li>● What is information technology?</li> </ul> <p>Week 3 Digital literacy</p> <ul style="list-style-type: none"> <li>● ebook on explorers</li> </ul>	<p>Programming (ecard project)</p> <ol style="list-style-type: none"> <li>1. What is coding?</li> <li>2. Creating motion</li> <li>3. Debugging appearance</li> <li>4. Evaluating and improving</li> </ol>
<b>Art</b>	<p>World site specific sculptures - Angel of the north, Rio etc</p> <ol style="list-style-type: none"> <li>1. Research famous site specific art sculptures from around the world compare and describe - draw the other halves</li> </ol> <p>Sketch famous art sculptures and identify on the map - ch make booklet of sketches</p> <ol style="list-style-type: none"> <li>2. Children given 4 options of site specific locations from around the world - ch investigate - climate, history, landscape, culture people</li> <li>3. Ch make designs for their chosen site and make miniature marquettes evaluate</li> <li>4. 4, 5-6 children make a site specific sculpture for key stage 1 - ideas and make out of cardboard</li> </ol>	
<b>DT</b>		<p>Food from around the world</p> <ol style="list-style-type: none"> <li>1- Research a range of food from around the world</li> <li>2- Investigate - the key ingredients to add pizza pitta french wrap chapati bread -</li> <li>3. Ch design the bread for a chosen country - ch research the ingredients to add to the bread - reason - design the packaging</li> <li>4. Make - make the bread for the country adding the ingredients</li> <li>5. Make - needs to be the following day lesson - children taste and evaluate the success-</li> <li>6- Evaluate</li> </ol>
<b>Music</b>	<p>Charanga Unit: Hands, Feet, Heart</p> <ol style="list-style-type: none"> <li>1. Hands, Feet, Heart</li> <li>2. The Click Song</li> <li>3. The Lion Sleeps</li> <li>4. Bring Him Back Home</li> <li>5. You Can Call Me Al</li> <li>6. Hlokoloza</li> </ol>	<p>Charanga Unit: Ho Ho Ho</p> <ol style="list-style-type: none"> <li>1. Ho Ho Ho</li> <li>2. Blame it on the Boogie</li> <li>3. Bring Him Back Home</li> <li>4. Suspicious Minds</li> <li>5. Sir Duke</li> <li>6. Fly Me to the Moon</li> </ol>
<b>PE</b>	<p>School Games Value Focus: Respect</p> <p>Invasion Games - 'Hands 1'</p>	<p>School Games Value Focus: Self Belief</p> <p>Dance - 'Explorers'</p>
<b>PSHE/ Jigsaw</b>	<p>Jigsaw: Being Me in My World</p> <ol style="list-style-type: none"> <li>1. Hopes and Fears for the Year</li> <li>2. Rights and Responsibilities</li> </ol>	<p>Jigsaw: Celebrating Difference</p> <ol style="list-style-type: none"> <li>1. Boys and girls</li> <li>2. Boys and girls</li> </ol>

	<ul style="list-style-type: none"> <li>3. Rewards and Consequences</li> <li>4. Rewards and Consequences</li> <li>5. Our Learning Charter</li> <li>6. Owing Our Learning Charter</li> </ul>	<ul style="list-style-type: none"> <li>3. Why does bullying happen?</li> <li>4. Standing up for myself and others</li> <li>5. Making a new friend</li> <li>6. Celebrating difference and still being friends</li> </ul>
<b>RE</b>	Belonging (2.1)	
<b>British Values</b>	Sportsmanship (PE), religious tolerance (RE), our Viking heritage (History), my place in Britain and the wider world (Jigsaw), Famous Brits (Assembly).	Taking responsibility for our actions (Geography), appreciation of cultural and religious tradition (RE), participation in the community (RE). Famous Brits (Assembly).
<b>SDG</b>	13 Climate action	13 Climate action
<b>Special Events</b>		Christmas celebration at St Mary's

Stepney Primary School		Year 2 Long Term Overview 2021-22	
Term: Spring 2022	Teacher(s): Mr Cameron	Class: Year 2	

	First Half Term		Second Half Term		
	Theme Fire Fire Everywhere		Theme Africa		
English	RWI		RWI		
Maths	2.2 Structures: multiplication representing equal groups 2.3 Times tables: groups of 2 and commutativity (part 1) 2.4 Times tables: groups of 10 and of 5, and factors of 0 and 1		2.5 Commutativity (part 2), doubling and halving 2.6 Structures: quotative and partitive division		
Science	<b>Chemistry</b> Everyday Materials <b>Weeks</b> Materials Matter 1. Sink or float 2. Are bricks absorbent? 3. Waterproofing materials 4. Protecting Humpty 5. Resist the wax! 6. Melting and moulding Some lessons are taken from: <a href="https://www.hamilton-trust.org.uk/science/year-2-science/everyday-materials-materials-matter/">https://www.hamilton-trust.org.uk/science/year-2-science/everyday-materials-materials-matter/</a>		<b>Chemistry</b> Everyday Materials <b>Weeks</b> Squash, Bend, Twist, Stretch 1. Which ball is the bounciest? 2. Which fabric is the stretchiest? 3. Testing rigidity 4. Tough and flexible 5. Which is the strongest paper? 6. Paper bridges <a href="https://www.hamilton-trust.org.uk/science/year-2-science/everyday-materials-squash-bend-twist-stretch/">https://www.hamilton-trust.org.uk/science/year-2-science/everyday-materials-squash-bend-twist-stretch/</a>		
History	Great Fire of London 1. Timeline 2. Why did it happen - 3. How did it start 4. Evidence - Samuel Pepys 5. Settlement/buildings 6. Review				
Geography			Comparing the UK and Africa		

		<ol style="list-style-type: none"> <li>1. Identify UK and Africa on map - google Earth</li> <li>2. Compare and contrast- similar - uk climate - landscape - animals</li> <li>3. Compare and contrast- similar - uk - Cities/homes - way of life - Sierra Leone/Hull School link (Global Goals 1 No Poverty)</li> <li>4. Historial - flag/ language - facts - Art/music</li> <li>5. Landmarks - -human and natural- issues/environmental</li> <li>6. Review</li> </ol>
Computing	<p>Week 1 e-safety (+ongoing in assemblies &amp; general reminders)</p> <ul style="list-style-type: none"> <li>● Contact: Cyberbullying - <i>Impact of cyberbullying/ responding to cyberbullying</i></li> <li>● Content: Inappropriate Content - <i>Who to tell?</i></li> </ul> <p>Week 2 Information technology</p> <ul style="list-style-type: none"> <li>● Technology in real life</li> </ul> <p>Week 3 - 6 Digital literacy</p> <p>ebook links to Great Fire of London</p>	<p>Programming (Scratch)</p> <p>Links to Africa</p> <p>Creating animal race game animation.</p> <ul style="list-style-type: none"> <li>● Developing &amp; sequencing code (introducing repetition)</li> </ul>
Art	<ol style="list-style-type: none"> <li>1.</li> </ol>	<p>African art</p> <ol style="list-style-type: none"> <li>1. Investigate African art pictures compare contasts</li> <li>2. Design/explore tingatinga paintings</li> <li>3. Same</li> <li>4. Investigate the study of african figures and their representation</li> <li>5. Make African painting focus on colour and style of the figures</li> <li>6. Evaluate</li> </ol>
DT	<p>Upcycling - changing the function - milk bottle to watering pot- look at African instruments as well</p> <ol style="list-style-type: none"> <li>1. Look at the word function - meaning ch have a series of objects and explain the function</li> <li>2. Investigate changing the function of an object - have a group of objects children experiment with different functions the objects could be used for - link to africa musical objects</li> <li>3. Ch design and make a musical instrument from object brought in</li> <li>4. Ch design ideas and final designs including details of colour and function and how it works</li> <li>5. make a new function for an object - milk bottle into a water plant holder decorate and package</li> <li>6. Evaluate</li> </ol>	
Music	<p>Charanga Unit: I Wanna Play in a Band</p> <ol style="list-style-type: none"> <li>1. I Wanna Play In A Band</li> <li>2. We Will Rock You</li> <li>3. Smoke On The Water</li> <li>4. Rockin' All Over The World</li> <li>5. Johnny B.Goode</li> <li>6. I Saw Her Standing There</li> </ol>	<p>Charanga Unit: Zootime</p> <ol style="list-style-type: none"> <li>1. Zootime</li> <li>2. Kingston Town</li> <li>3. Shine</li> <li>4. I.G.Y.</li> <li>5. Feel Like Jumping</li> <li>6. I Can See Clearly Now</li> </ol>
PE	<p>School Games Value Focus: Determination</p> <p>Gymnastics - 'Linking'</p>	<p>School Games Value Focus: Passion</p> <p>Invasion Games - 'Hands 2'</p>

PSHE/ Jigsaw	Jigsaw: Dreams & Goals 1. Goals to Success 2. My Learning Strengths 3. Learning with Others 4. A Group Challenge 5. Continuing Our Group Challenge 6. Celebrating Our Achievement	Jigsaw: Healthy Me 1. Being Healthy 2. Being Relaxed 3. Medicine Safety 4. Healthy Eating 5. Healthy Eating 6. The Healthy Me Cafe
RE	Believing (2.2)	Believing (2.2)
British Values	Caring for others (RE), Famous Brits (Assembly).	Appreciation of cultural and religious tradition – celebrating Easter (RE), participation in the community (RE), Famous Brits (Assembly).
SDG	1 No poverty	1 no poverty
Special Events		Easter Celebration at St Mary's

<b>Stepney Primary School</b>		<b>Year 2 Long Term Overview 2021-22</b>
<b>Term: Summer 2022</b>	<b>Teacher(s): Mr Cameron</b>	<b>Class: Year 2</b>

	<b>First Half Term</b>	<b>Second Half Term</b>
	<b>Theme: Ready, Steady Grow</b>	<b>Theme Under the Sea</b>
<b>English</b>	RWI	RWI
<b>Maths</b>	Cover the Key Stage 1 statutory requirements for fractions, including recognising, finding, naming and writing one-quarter, one-third, one-half/two-quarters, and three-quarters of an object, shape or quantity.	
<b>Science</b>	<p><b>Biology</b> Plants <b>Weeks</b> Ready Steady Grow Session 1 Spreading seeds part 1 Session 2 Spreading seeds part 2 Session 3 Hydroponics in the classroom Session 4 Growing cress Session 5 How has the bean grown? Session 6 Eating cress</p> <p>Some lessons are taken from. <a href="https://www.hamilton-trust.org.uk/science/year-2-science/plants-ready-steady-grow/">https://www.hamilton-trust.org.uk/science/year-2-science/plants-ready-steady-grow/</a></p>	<p><b>Biology</b> Living things and their habitats <b>Weeks</b> Gardens and Allotments 1. Making a playground allotment 2. Making a micro-habitat 3. Farming and food chains 4. Food chain game 5. Transfer of energy 6. Eating the spoils <a href="https://www.hamilton-trust.org.uk/science/year-2-science/living-things-and-their-habitats-gardens-and-allotments/">https://www.hamilton-trust.org.uk/science/year-2-science/living-things-and-their-habitats-gardens-and-allotments/</a></p>
<b>History</b>	<p>Florence Nightingale + modern nursing 1. Timeline 2. Life of Florence 3. Compare with Modern 4. Consequence of FN's work 5. Conflict - technology 6. Review</p>	

<b>Geography</b>		Comparing the North and South Poles, including explorers such as Shackleton & Scotts 1. Identify North and south on atlas- map etc 2. Compare climates 3. Water cycle 4. Compare animals- The dark deep world 5. Climate change and effects (Global Goals 12 Responsible Consumption and Production) 6. Review
<b>Computing</b>	Week 1 e-safety (+ongoing in assemblies & general reminders) <ul style="list-style-type: none"> <li>Contact: Grooming - <i>Understanding manipulative behaviour</i></li> <li>Content: Downloading - <i>Pop-Ups</i></li> </ul> Week 2 Information technology <ul style="list-style-type: none"> <li>Using technology (introducing chromebooks and a mouse)</li> </ul> Week 3 - 6 Digital literacy <ul style="list-style-type: none"> <li>Stop motion linked to plants and growing</li> </ul>	Programming (scratch) Food chain simple game.
<b>Art</b>		Art upcycling - sculptures of sea animals 1. Research - the seas and the issues about pollution - linkl upcycling 2. design - investigate artist and the upcycling sculptures - identify - 3. Sketch - make miniature models 4. Make full size 5. Same 6. Evaluate
<b>DT</b>	Moving vehicles- linked to travel 1. Look at history of different moving vehicles- fire engines etc- purpose - mechanisms - linked to year1 2. Investigate different ways vehicles can move- how they are powered wind, electric, water etc, rotate gears etc (focus on wheels, chassis, axel) 3. Look at repairing broken wheels explaining how they would repair 4. `design - children make series of design for design brief - children look that different perspective drawing - technical drawing - drawing and detailing how it moves and its power to move 5. Children make the moving vehicle 6. Test and evaluate how effective	
<b>Music</b>	Charanga Unit: Friendship Song 1. Friendship Song 2. Count On Me 3. We Go Together 4. You Give A Little Love 5. That's What Friends Are For 6. You've Got A Friend In Me	Charanga Unit: Reflect & Rewind 1. Peer Gynt Suite Anitra's Dance 2. Brandenburg Concerto No 1 3. From the Diary Of A Fly 4. Fantasia on Greensleeves 5. Dance Of The Sugar Plum Fairy 6. The Robots
<b>PE</b>	School Games Value Focus: Team Work Locomotion - 'Jumping'	School Games Value Focus: Honesty Attack V Defence - 'Games for Understanding'
<b>PSHE/</b>	Jigsaw: Relationships	Jigsaw: Changing Me



<b>Jigsaw</b>	<ol style="list-style-type: none"> <li>1. Families</li> <li>2. Keeping Safe - exploring physical contact</li> <li>3. Friends and Conflict</li> <li>4. Secrets</li> <li>5. Trust and Appreciation</li> <li>6. Celebrating My Special Relationships</li> </ol>	<ol style="list-style-type: none"> <li>1. Life Cycles in Nature</li> <li>2. Growing from Young to Old</li> <li>3. The Changing Me</li> <li>4. Boys' and Girls' Bodies</li> <li>5. Assertiveness</li> <li>6. Looking Ahead</li> </ol>
<b>RE</b>	Questions, questions (2.3)	Questions, questions (2.3)
<b>British Values</b>	Children's rights linked to Victorian philanthropists (History), Famous Brits (Assembly)	What it means to be a good citizen linked to Ambassadors work (Geography/History), Famous Brits (Assembly)
<b>SDG</b>	12 responsible production and consumption	12 responsible production and consumption
<b>Special Events</b>		