



Year Two Overview



YEAR TWO	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	If You Go Down in the Woods...	Town Detectives	All Aboard		Around the World in Eighty Days	Health Heroes
Enhancements	Zoolab Visit	Invite parents in to help make vehicles. Winter Comfy Reads Panto in School	Titanic Workshop	KS1 Dance Competition	Summer Musical Performance	Trip to Art Gallery
Maths	Composition of multiples of 10 Counting and representing the numbers 20 to 99 Comparing, ordering and partitioning 2-digit numbers Secure fluency of addition and subtraction facts within 10 Calculating within 20 Adding and subtracting ones and tens to and from 2-digit numbers Grouping objects in different ways and relating to multiplication		Representing counting in 2s, 5s and 10s as the 2, 5 and 10 times tables Representing counting in 5s as the 5 times table and link to the 10 times tables Multiplying by 2, doubling and halving (factors and products) Introduction to division structures Shape: discuss and compare 2D and 3D shapes Addition and subtraction of two 2-digit numbers		Addition and subtraction of two 2-digit numbers Money: recognise coins and use £ and p symbols Fractions: identify equal parts and be familiar with halves, thirds and quarters Time: write and tell the time to five minutes Position and direction Doubling, halving, quotative and partitive division Sense of measure - capacity, volume and mass	
Writing Focus	<u>To Entertain:</u> Narrative Writing Retell Jack and the Jelly Beanstalk Jack and the Beanstalk <u>To Entertain</u> Jack and the Jellybean Stalk Character Description – The giant	<u>To Entertain:</u> Narrative Sale Moor - Contemporary Fiction- Re-tell the story on a Sale Street. <u>To Entertain:</u> Poetry- Shape and Diamante Poems	<u>To Recount - Titanic –</u> <u>To recount</u> Write a diary entry from the perspective of a Titanic survivor. <u>To Inform</u> Non-chronological Report Titanic Write a non-chronological report based on Titanic	<u>To Entertain –</u> <u>To Inform</u> Non-chronological Report Titanic Write a non-chronological report based on Titanic <u>To Inform:</u> Write instructions how to wash and animal	<u>To Entertain:</u> Narrative Write their own version of the Magic Paintbrush story <u>To Inform</u> Write a synopsis/ review of the play	<u>To Inform:</u> Write a recount in the form of a letter about their school trip to the Art Gallery. <u>To Entertain:</u> Poetry- Repeated Pattern Poems

Reading Focus	Fiction Traditional Stories - Jack and the Jelly Beanstalk	Fiction Contemporary Fiction The High Street	Non-Fiction 'The Story of Titanic for children'	Non-Fiction How to Wash a Woolly Mammoth	Fiction Traditional Stories from other cultures The Magic Paintbrush	Poetry Rumble in the Jungle
Science	Where do animals and plants live?		Which paper would make the strongest gift bag?		Do bigger seeds grow into bigger plants?	How can we stay healthy?
Computing	How can I use the computer safely?	How do computers help us?	How can we create music using technology?	What is an algorithm?	How can data be displayed on a pictogram?	How can I create a presentation with sound?
	How can I use the computer safely?					
History		Why did Emmeline Pankhurst and Rosa Parks shock the world?	What was it like to be on the Titanic as a seven-year-old?			How has medicine changed since the Birth of the NHS in 1948?
Geography	What is it like to live in a city?			What makes the United Kingdom unique?	What is it like for a seven-year-old to live in a Maasai Mara Village?	
Art	How do artists use texture?		How can clay be used in everyday life?			How do artists portray maps?
D and T		How do wheels and axles make a vehicle move? (Vehicles)		How can we join fabric together? (Puppets)		What makes a healthy snack? (Dips and Dippers)
Music	West African Call and Response song	Orchestral Instruments – Traditional Stories	Digital Music	Musical Me	Performance	Myths and Legends
RE	Who is a Muslim/Jewish and what do they believe?		What makes some places sacred? Christianity Judaism Islam		How should we care for the world and why should it matter? All religions	
PE	Gymnastics Tennis	Football Hockey	Dance Basketball	Volleyball Golf	Cricket Athletics	Rounders Athletics
PSHCE	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me

Outside Learning Opportunities	Microhabitat hunt – collect and represent data	Wheels and Axles- test wheels and axles outside on the playground.	PSHCE – Jigsaw lesson	Length and Height- measure objects outside	Statistics- collecting data for block graphs/tally charts/tables etc	Exercise experiment Obstacle course Checking heart rates
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Please find below the year groups sticky knowledge. The skills progression for each subject can be found within the website under 'Our Learning'. Information about Maths and English knowledge are sent out separately. Please note the order of topics may change due to cohorts/term length.

Year Two Autumn Term Overview

Art and Design	Geography	History
How do artists use texture?	What is it like to live in a city?	Why did Emmeline Pankhurst and Rosa Parks shock the world?
<p><u>Knowledge</u></p> <ul style="list-style-type: none"> Mix a variety of shades of a secondary colour. Make choices about amounts of paint to use when mixing a particular colour. Match colours seen around them. Create texture using different painting tools. Make textured paper to use in a collage. Choose and shape collage materials e.g. cutting, tearing. Compose a collage, arranging and overlapping pieces for contrast and effect. Add painted detail to a collage to enhance/improve it. <u>Knowledge of Artists:</u> Talk about art they have seen using some appropriate subject vocabulary. Apply their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect. <p><u>Evaluating and Analysing:</u> Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it. Begin to talk about how they could improve their own work. Talk about how art is made.</p>	<p><u>Knowledge</u></p> <p>Sale is a town and Manchester is our closest city. How to locate Sale and Manchester on a map. How to identify the human and physical features of Sale and Manchester. (Museum, river, stadium, offices, hill, skyscrapers, tram stations, airport, shops, house, house, green space.) The features and landmarks in Sale (Sale Town Hall, Sale Waterpark, Eyebrow Cottage, Worthington Park, Bridgewater Canal, Walkden Gardens) The features and landmarks in Manchester. (Manchester Town Hall, Heaton Park, Etihad stadium, Palace Theatre, Manchester Arndale, Oxford Road, Museum of Science and Industry, Manchester Cathedral) How to locate landmarks in Manchester using directional language. How to draw a map of Manchester.</p>	<p><u>Knowledge</u></p> <p><u>I know why Emmeline Pankhurst was an important person and place the events of her life onto a timeline.</u></p> <ul style="list-style-type: none"> Emmeline Pankhurst is a significant person- founded the Suffragette movement to give women the vote. EP was born in Manchester in 1858 and died in 1928. <p><u>I know why Rosa Parks was an important person and can place the events of her life onto a timeline.</u></p> <ul style="list-style-type: none"> I know that in USA people of colour were kept apart from white people – called segregation. I know why Rosa Parks was important- she refused to give up her seat on a bus to a white person which resulted in the desegregation of buses in America. Bus boycott happened in 1955; black and white Americans refused to use the bus until segregation ended I know the international impact Rosa Parks had- she received two medals for her role in the Civil Rights movement and that she has a dedicated day where we celebrate her life and achievements.

		<p><u>I know the similarities and difference between their lives and achievements.</u></p> <ul style="list-style-type: none"> • They fought for equal rights. EP fought for equal rights for women to be able to vote. RP fought for equal rights for black people. EP and RP both protested. They both brought positive change. • EP's achievements were on a national level (impacted on the UK). RP's achievements were on an international level (impacted segregation laws in America).
<p><u>Vocabulary</u> collage, detail, mixing, overlap, primary colour, secondary colour, surface, texture</p>	<p><u>Vocabulary</u> city, town, village, factory, house, office, motorway, shop, train station, road, tram stops bridge, canal, human, physical, compass points, north, south, east, west, aerial view, landmark.</p>	<p><u>Vocabulary</u> Rosa Parks: Activist, law, segregation Emmeline Pankhurst: Democracy, protests, hunger strike, law, suffragettes, , campaign, politics</p>
RE	Design and Technology	
1.1 Who is a Muslim and what do they believe?	How do wheels and axles make a vehicle move?	
<ul style="list-style-type: none"> • Muslim 		
<p><u>Knowledge</u> Muslims follow Islam. I Allah is the God Muslims follow. A Prophet is a leader for Muslims. Muhammad is a Prophet and is known for his kindness to all living things and animals. The Qur'an is Islam's holy and sacred book. There are Five Pillars of Islam.</p>	<p><u>Knowledge</u> I know that motorbikes, cars, lorries are types of vehicles. I know that windows, doors, wipers, mirrors, engines and seats are the main features of a vehicle. I know that buggies transport babies, cars transport people and lorries transport goods/objects. I know what wheels, axles and chassis are. I know that wheels, axles and chassis the parts that make a vehicle move. I know 2 ways of attaching wheels to axles.</p>	
<p><u>Vocabulary</u> God, Allah, Muslim, Exist, Faith, Islam, Prophet</p>	<p><u>Vocabulary</u> Vehicle, bus, wheels, axles, chassis, evaluate and design.</p>	
Music	Computing	Science
West African Call & Response Song - Animals	How can I use the computer safely?	Where do animals and plants live?
<p><u>Knowledge</u></p>	<p><u>Knowledge</u> I know what 'digital footprint' means.</p>	<p><u>Knowledge</u></p>

<p>To know that dynamics can change the effect a sound has on the audience.</p> <p>To know that the long and short sounds of a spoken phrase can be represented by a rhythm.</p> <p>To understand that structure means the organisation of sounds within music, e.g. a chorus and verse pattern in a song.</p> <p>To understand that the tempo of a musical phrase can be changed to achieve a different effect.</p> <p>To understand that an instrument can be matched to an animal noise based on its timbre.</p>	<p>I know some of the ways people might use the information I put online.</p> <p>I know which keywords will give me good results.</p> <p>I know how to use a website to search for information.</p> <p>I know when to ask an adult for advice about accessing a website.</p> <p>I know what to do if a website makes me uncomfortable in any way.</p> <p>I know what people might want to know about a website to decide whether it is useful or not.</p> <p>I know what I like or dislike about a website.</p> <p>I know how to identify unkind online behaviour.</p> <p>I know what to do if I think someone is being unkind to me online.</p> <p>I know how to choose a sensible course of action if I feel uncomfortable online.</p> <p>I know how to safely search for information online.</p>	<p>How to identify things that are living, dead, and things that have never been alive.</p> <p>Most living things live in habitats to which they are suited.</p> <p>Different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.</p> <p>The names of a variety of plants and animals in their habitats, including micro-habitats- moss, insects, spiders, bees, wasps (micro), vines, trees, jaguar, sloth, monkey (rainforest habitat)</p> <p>Animal get their food from plants and other animals, using the idea of a simple food chain.</p> <p>Some different sources of food- eggs come from chickens, milk comes from cows.</p>
<p><u>Vocabulary</u> actions, backing track, beat, call and response, composition, copy, dynamics, instrument, in time, performance, represent, rhythm, rhythmic notation, Sequence, sound, structure, tempo, timbre, vary, volume</p>	<p><u>Vocabulary</u> Digital footprint, trail, e-safety, online, website, advert, content, social media, post, public. Key word, search, internet</p>	<p><u>Vocabulary</u> living, dead, never been alive, suited, suitable, basic needs, food, food chain, shelter, move, feed. Names of local habitats e.g. pond, woodland etc. Names of micro-habitats e.g. under logs, in bushes etc.</p>
<p>Orchestral Instruments – Traditional Stories</p> <p><u>Knowledge</u> To know that musical instruments can be used to create ‘real life’ sound effects.</p> <p>To know that woodwind instruments, like flutes, are played by blowing air into or across a mouthpiece.</p> <p>To know that stringed instruments, like violins, make a sound when their strings vibrate.</p> <p>To know that a brass instrument is played by vibrating your lips against the mouthpiece.</p> <p>To know that some tuned instruments have a lower range of pitches and some have a higher range of pitches.</p>	<p>How do computers help us?</p> <p><u>Knowledge</u> I know examples of computers I know some uses of computers I know that a computer is a part of IT I know examples of IT I know school IT by what it’s used for I know that some IT can be used in more than one way I know examples of information technology I know IT by where it is found I know about uses of information technology I know common types of technology I know how IT devices work together I know why we use IT I know different uses of information technology</p>	<p style="background-color: #cccccc;"></p>

	<p>I know about different rules for using IT</p> <p>I know how rules can help keep me safe</p> <p>I know the choices that I make when using IT</p> <p>I know the IT to use for different types of activities</p> <p>I know the need to use IT in different ways</p>	
<p><u>Vocabulary</u></p> <p>actions, brass, characters, clarinet, composition, cymbals, dynamics, emotion, French horn, instrumental sounds, musicians, oboe, orchestra, orchestral, percussion, performing, sections, string, sound effect, tempo, timbre, trombone, tuba, vocals, woodwind</p>	<p><u>Vocabulary</u></p> <p>Information technology, computer, barcode, scanner/scan</p>	

Physical Education	Physical Education	Physical Education	Physical Education
Gymnastics	Tennis	Football	Hockey
<p><u>Declarative Knowledge</u></p> <ul style="list-style-type: none"> • Watch and describe a performance accurately • Understand and describe changes to your heart rate when playing a game 	<p><u>Declarative Knowledge</u></p> <ul style="list-style-type: none"> • Understand and follow the rules of the game. • Watch and describe a performance accurately. • Use actions and ideas you have seen to improve your own skills. • Begin to understand the important of preparing safely and carefully for exercise: warming up. 	<p><u>Declarative Knowledge</u></p> <ul style="list-style-type: none"> • Recognise what is successful. Use actions and ideas you have seen to improve your own skills. • Understand and describe changes to your heart rate when playing a game. 	<p><u>Declarative Knowledge</u></p> <ul style="list-style-type: none"> • Understand and follow the rules of the game. • Watch and describe a performance accurately. Recognise what is successful. • Understand and describe changes to your heart rate when playing a game.
<p><u>Procedural Knowledge</u></p> <ul style="list-style-type: none"> • Perform a range of actions with control and confidence. • Explore, remember, and repeat a range of gymnastic actions with control, precision, and coordination. • Form simple sequences of different actions, using the floor and a variety of apparatus. • Develop fundamental movement skills, combining travelling, balancing and stiffness using both floor and apparatus; 	<p><u>Procedural Knowledge</u></p> <ul style="list-style-type: none"> • Engage in cooperative and competitive physical activities (both against self and against others). • Use and move with a tennis racket with control. • Perform a range action including catching/ gathering skills and sending/passing with control and throw/ hit a ball in different ways e.g. high, low, fast, slow. 	<p><u>Procedural Knowledge</u></p> <ul style="list-style-type: none"> • Participate in team games – showing good awareness of others. • Pass a ball with control. • Show control when moving, changing speed and direction, both with and without a ball. • Develop fundamental movement skills, becoming increasingly confident and competent. • Perform a variety of skills keeping the ball under control. 	<p><u>Procedural Knowledge</u></p> <ul style="list-style-type: none"> • Perform a range of skills with control of the ball. • Pass a ball with control and increasing accuracy and consistency. • Develop fundamental movement skills, becoming increasingly confident and competent, moving fluently, changing direction and speed – with and without a ball. • Choose and use simple tactics to suit different situations in small sided

and moving smoothly from one position of stiffness to another. • Develop agility, balance, and coordination.	• Choose and use skills and simple tactics to suit different situations – showing good awareness of others.		games. React to situations in ways that make it difficult for opponents.
<u>Vocabulary</u> Key shapes, travel, smart, sequence, balance, explore, individual, arch, high/low, point, routine, dish, straight, tense, linking, level	<u>Vocabulary</u> Racket, balance, ball control, opposition, swing, score, positioning, movement, aiming, accuracy, rolling, send, throw, bounce, competition, underarm, ready position, bounce feed, receive, cooperate	<u>Vocabulary</u> Aim, attack, control, coordination, turn, teamwork, shooting, passing, speed, space, dribble, defend, space, movement, rules	<u>Vocabulary</u> Beanbags, small balls, hockey sticks, soft balls, cones, bibs, goals

PSHCE

Being me in my world	Celebrating difference
Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends

Year Two Spring Term Overview

Art and Design	Geography	History
How can clay be used in everyday life?	What makes the United Kingdom unique?	What was it like to be on the Titanic as a seven-year-old?
<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Smooth and flatten clay. • Roll clay into a cylinder or ball. • Make different surface marks in clay. • Make a clay pinch pot. • Mix clay slip using clay and water. • Join two clay pieces using slip. • Make a relief clay sculpture. • Use hands in different ways as a tool to manipulate clay. • Use clay tools to score clay. • <u>Knowledge of Artists:</u> Art can be figurative or abstract. Artists can use the same material (felt) to make 2D or 3D artwork. <p><u>Evaluating and Analysing:</u> People use art to tell stories. People make art about things that are important to them. People make art to share their feelings. People make art to explore an idea in different ways.</p>	<p><u>Knowledge</u></p> <p>The UK countries and capital cities -human and physical (Belfast is the capital city of Northern Ireland. Cardiff is the capital city of Wales. Edinburgh is the capital city of Scotland. London is the capital city of England).</p> <p>How to identify UK seas (Irish Sea, North Sea, Celtic Sea, English Channel).</p> <p>How to identify physical characteristics of each country. (Mountains, rivers, lakes; England – mostly flat and rolling countryside; Wales – smallest country and has mountains, hills and beaches; NI is flat and marshy; Scotland has a rugged landscape, lots of mountains, hills and lochs.)</p> <p>How to use directional language to describe the position of the seas and countries.</p> <p>How to identify characteristics on a selection of maps using a key.</p>	<p><u>Knowledge</u></p> <p><u>I know and can explain reasons why the events of the Titanic happened, placing them into chronological order.</u></p> <ul style="list-style-type: none"> • I know that the Titanic sank because it hit an iceberg in 1912. • I know that certain passengers were loaded onto lifeboats first (women and children) • I know that remaining passengers were left stranded in the water and were unable to be saved. • I know that the Titanic did not have enough lifeboats and that is why so many people died. <p><u>I know and can describe the similarities and differences to being on board the Titanic in first and third class.</u></p> <ul style="list-style-type: none"> • First class passengers were rich and paid lots of money for their ticket for the Titanic. • First class passengers had access to all the boat and had big rooms. • Third class passengers were poorer and paid less for their tickets. • Third class passengers slept on bunk beds in crowded cabins. • First and third-class passengers ate different meals. The first-class meals were much nicer and had more choice.

		<p><u>I know how it is different to travel on a cruise ship now in comparison to the Titanic.</u></p> <ul style="list-style-type: none"> • Modern cruise ships are bigger than the Titanic. • Modern ships must have enough lifeboats for all passengers. • Modern cruise ships are not sectioned/separated by social class.
<p><u>Vocabulary</u> casting, ceramic, cut, detail, flatten, glaze, impressing, in relief, join, negative space, pinch pot, plaster, roll, score, sculptor, sculpture, shape, slip, smooth, surface, three-dimensional, thumb pot</p>	<p><u>Vocabulary</u> island, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather and waterfall, capital city, characteristics, symbols, map, aerial view, perspective, compass points -north west, north east etc, landmarks, England, Scotland, Northern Ireland, Wales, Cardiff, London, Edinburgh, Belfast, Snowdonia, Ben Nevis, Scafell Pike, Slieve Donard, Thames, Severn, River Tay, River Bann, Loch Ness, Llyn Tegid, Loch Lomond, marsh, rugged,</p>	<p><u>Vocabulary</u> Maiden Voyage, first class, second class, third class, iceberg, collision, disaster, survivors, lifeboat, lifebelt, Atlantic Ocean, unsinkable, Titanic</p>
<p>RE</p> <p>1.5 What makes some places sacred?</p> <ul style="list-style-type: none"> • Christian • Jewish people • Muslims 	<p>Design and Technology</p> <p>How can we join fabric?</p>	<p>Science</p> <p>Which paper would make the strongest gift bag?</p>
<p><u>Knowledge</u> Sacred means special In Islam, a mosque is a sacred place and Muslims go there to pray. Festivals, weddings and funerals can take place in a mosque. In Judaism, a synagogue is a sacred place and Jewish people go there to pray. The services in a synagogue are led by a rabbi. Churches are a sacred place to Christians. Sacred places allow people to be together, as well as celebrate and pray.</p>	<p><u>Knowledge</u> I know there are different types of puppets (sock, hand, rod and finger). I know that puppets are controlled by someone. I know puppets can be made from different materials. I know that simple 3-D textile products are made, using a template to create two identical shapes. I know that fabrics are joined together using different techniques - running stitch, glue, over stitch, stapling.</p>	<p><u>Knowledge</u> All objects are made of one or more materials that are chosen specifically because they have suitable properties for the task. Materials have multiple uses- metal can be used to make coins, cars, cans and table legs. Different materials are used for the same things- spoons can be wooden, plastic and metal. Why objects are made from certain materials- a table is made from wood because it is strong and smooth. Objects made of some materials can be changed in shape by bending, stretching, squashing and twisting. To know how the scientist John Dunlop developed a useful material.</p>
<p><u>Vocabulary</u></p>	<p><u>Vocabulary</u></p>	<p><u>Vocabulary</u></p>

<p><i>sacred, believers, church, mosque, synagogue, Sacred, Safe, Special, Holy, Synagogue, Ark, Torah, Tallit, Hanukah, church, altar, lectern, pulpit, font</i></p>	<p>sock puppet, hand puppet, rod puppet, finger puppet, template, sew, stitch, join, thread, needle, running stitch, cutting, measure, over stitch.</p>	<p>Recap Y1 - material, object, wood, metal, glass, plastic, cotton, wool, water, rock, hard/soft, shiny/dull, absorbent/waterproof, opaque/transparent, rough/smooth</p> <p>plus - translucent, reflective, nonreflective, flexible, rigid Types of paper, rubber, man-made and natural shape, push/pushing, pull/pulling, twist/twisting, squash/squashing, bend/bending, stretch/stretching suitable, unsuitable, materials, properties</p>
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Music	Computing
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Musical Me	What is an algorithm?
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<p><u>Knowledge</u> To understand that ‘melody’ means a tune. To know that ‘notation’ means writing music down so that someone else can play it. To understand that ‘accompaniment’ can mean playing instruments along with a song. To understand that a melody is made up from high- and low-pitched notes played one after the other, making a tune.</p>	<p>I know how to open the Scratch Jr app and use buttons to navigate. I know how to add and remove characters and backgrounds. I know how to edit characters and backgrounds I know how to describe the effects of at least 3 instruction blocks on a character. I know how to add and remove characters and background. I know how to edit characters and background. I know how to describe the effect of at least three instruction blocks on a character. I know how to position new sprites on a suitable background. I know how to program a car to move in Scratch Jr. I know how to edit the value to make the car travel further. I know how to change the speed of the car. I know how to program the car to repeat the moving instructions. I know how to use blocks for movement in different directions. I know how to use a Repeat forever block to make a continuous loop.</p>
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<p><u>Vocabulary</u> beat, composer, composition, dynamics, emotion, imitate, in time, letter, melody, notation, notes, pattern, performance, pulse, represent, rhythm, sound effects, timbre, tune, volume</p>	<p><u>Vocabulary</u> Scratch Jr, tablet, blocks, programs, character, background, sequence, project.</p>
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Physical Education	Physical Education	Physical Education	Physical Education
Dance	Basketball	Volleyball	Golf
<p><u>Declarative Knowledge</u> • Describe phrases and expressive qualities.</p>	<p><u>Declarative Knowledge</u> • React to situations to make it difficult for opponents – using simple tactics.</p>	<p><u>Declarative Knowledge</u></p>	<p><u>Declarative Knowledge</u> • Describe basic skills needed for golf games.</p>

<ul style="list-style-type: none"> • Begin to understand the importance of warming up. • Watch and describe a performance accurately and recognise what is successful. 	<ul style="list-style-type: none"> • Begin to understand the importance of preparing safely and carefully for exercise – warming up/down. • Understand and describe changes to your heart rate when playing a game. 	<ul style="list-style-type: none"> • Begin to understand the important of preparing safely and carefully for exercise: warming up. • Develop simple tactics for attacking. Gain an understanding that hitting the ball into space helps them score points. • Understand and describe changes to their heart rate when playing a game. • Watch and describe a performance accurately. Recognise what is successful. Use actions and ideas they have seen to improve their own skills. 	
<p><u>Procedural Knowledge</u></p> <ul style="list-style-type: none"> • Perform a range of actions and simple movement patterns with control and coordination. • Compose short dances that express and communicate mood, ideas, and feelings, varying simple compositional ideas. • Explore, remember, and repeat short dance phrases, showing greater control and spatial awareness. • Work individually and with others. 	<p><u>Procedural Knowledge</u></p> <ul style="list-style-type: none"> • Throw and catch the ball with increasing control, and throw the ball in different ways e.g. fast, slow, high, low (mastering basic throwing technique). • Perform a range of actions with the ball keeping it under control. • Show good awareness of others when playing games. 	<p><u>Procedural Knowledge</u></p> <ul style="list-style-type: none"> • Perform a range of catching and gathering skills with control. • Master basic throwing technique. Throw / Hit a ball in different ways e.g. high, low, fast, slow. • Understand a follow the rules of the game, showing good awareness of others when playing games. 	<p><u>Procedural Knowledge</u></p> <ul style="list-style-type: none"> • Explore different ways of moving, changing speed and direction fluently. • Explore different ways of moving a golf ball, and/other size ball. (golf) • Push/ roll/ putt a ball towards a target with control. • Use skills learnt to participate and compete in rolling and putting games. (golf) • Develop technique when using the golf putter, becoming increasingly accurate.
<p><u>Vocabulary</u></p> <p>Actions, beat, smart, character, levels, performance, movement, beat, count, practise, expression, improve, create, imagination, unison</p>	<p><u>Vocabulary</u></p> <p>Aim, catch, close, control, explore, pass, ready, teamwork, accuracy, rules, score, space</p>	<p><u>Vocabulary</u></p> <p>Throw, control, aim, ready, watch, accuracy, skills, send & receive, describe, ready Position, Inline, track, explore, space, score, rules, success, describe</p>	<p><u>Vocabulary</u></p> <p>Closer, pace, successfully, putt, forfeit, head up movement, experiment, chip, control, tick tock, improve, technique</p>

PSHCE

Dreams and goals	Healthy me
Achieving realistic goals	Motivation
Perseverance	Healthier choices

Learning strengths
 Learning with others
 Group co-operation
 Contributing to and sharing success

Relaxation
 Healthy eating and nutrition
 Healthier snacks and sharing food

Year Two Summer Term Overview

Art and Design	Geography	History
How do artists portray maps?	What is it like for a seven-year-old to live in a Maasai Mara Village?	How has medicine changed since the Birth of the NHS in 1948?
<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Draw a map to illustrate a journey. • Separate wool fibres ready to make felt. • Lay wool fibres in opposite directions to make felt. • Roll and squeeze the felt to make the fibres stick together. • Add details to felt by twisting small amounts of wool. • Choose which parts of their drawn map to represent in their 'stained glass'. • Overlap cellophane/tissue to create new colours. • Draw a design onto a printing polystyrene tile without pushing the pencil right through the surface. • Apply paint or ink using a printing roller. • Smooth a printing tile evenly to transfer an image. • Try out a variety of ideas for adapting prints into 2D or 3D artworks. • <u>Knowledge of Artists:</u> Art can be figurative or abstract. Artists can use the same material (felt) to make 2D or 3D artworks. Artists and designers can create work to match a set of requirements; a 'brief' or 'commission'. 	<p><u>Knowledge</u></p> <p>How to name and locate the world's 7 continents (Asia. Europe. Africa. North America. South America. Australia. Antarctica) and 5 oceans (Pacific Ocean. Atlantic Ocean. Indian Ocean. Arctic Ocean. Antarctic Ocean).</p> <p>How to compare weather patterns from two different locations around the world (Maasai Mara village in Kenya vs Sale, Manchester, UK).</p> <p>How to explain why these weather patterns are different.</p> <p>How to identify human and physical features of both places.</p> <p>Kenya – reserve, desert, plain, river</p> <p>How to compare life in Sale Moor to a Kenyan village.</p> <p>Compare- houses, food, water and electric, school.</p> <p>How to plan a route from a Maasai Mara village using compass points.</p>	<p><u>Knowledge</u></p> <p><u>I know what the NHS is and it was created in 1948 and place this on a timeline.</u></p> <ul style="list-style-type: none"> • NHS is an abbreviation for the National Health Service. • The NHS looks after people when they are unwell. • The NHS is funded through taxes • Trafford General Hospital was the first NHS hospital. <p><u>I know the roles of doctors and nurses have changed over time.</u></p> <ul style="list-style-type: none"> • Nurses used to go to nursing school, now they need to go to university to get a degree. • People could train in four years to become doctors because of the Second World War. • Now it takes around ten years to become a doctor. <p><u>I know how vaccines have changes over time and can place them on a timeline.</u></p> <ul style="list-style-type: none"> • You can get a vaccine for flu and Covid-19 • Vaccines are used to help stop the spread of infection or diseases.

<p><u>Evaluating and Analysing:</u> People use art to tell stories. People make art about things that are important to them. People make art to share their feelings. People make art to explore an idea in different ways. People make art for fun. People make art to decorate a space. People make art to help others understand something.</p>		
<p><u>Vocabulary</u> abstract, composition, curator, design, design brief, evaluate, felt, fibre, gallery, imaginary, inspired, landmarks, mosaic, overlap, pattern, shape, stained glass, texture, viewfinder</p>	<p><u>Vocabulary</u> village, house, island, beach, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather, continents, countries, compass, compass points, north, south, east, west, directions, route, comparison, patterns,</p>	<p><u>Vocabulary</u> NHS, matron, vaccine, wards, infectious disease, medicine, medical, significance, revolutionary, development.</p>
<p>RE</p>	<p>Design and Technology</p>	
<p>1.8 How should we care for the world, and why should it matter? All religions</p>	<p>What makes a healthy snack?</p>	
<p><u>Knowledge</u> All religions believe that people are valuable and unique (special) I can recall the story of the Good Samaritan and explain how the story shows that Jesus wants Christians to look after and care for one another. Tzedekah is the Jewish idea of charitable giving to those who need help. Jewish people and Christians share the same beliefs about the creation of the world.</p>	<p><u>Knowledge</u> I know about foods from different food groups (Fruit and vegetables, Carbohydrates, Proteins, Dairy and Fats and oils). I know how to select and use kitchen equipment (knife, chopping board, spoon, scoop and fork) to suit a task. I know how to safely prepare ingredients.</p>	
<p><u>Vocabulary</u> Tzedekah, World, Unique, Valuable, Caring, Christians, Judaism, Charity, Jewish, Sukkot, Charity, Creation</p>	<p><u>Vocabulary</u> Ingredients, dips, evaluate, senses, taste, texture, smell, appearance, dippers, food groups, healthy, Fruit and vegetables, Carbohydrates, Proteins, Dairy and Fats and oils, plan, design and criteria</p>	
<p>Music</p>	<p>Computing</p>	<p>Science</p>
<p>Myths and Legends</p>	<p>How can I create a presentation with sound?</p>	<p>Do bigger seeds grow into bigger plants?</p>
<p><u>Knowledge</u> To know that a graphic score can show a picture of the structure of music. To know that a graphic score can show a picture of the layers, or 'texture', of a piece of music.</p>	<p><u>Knowledge</u> I know the purpose of a PP presentation. I know how to open up a PP. I know how to change the background of PP</p>	<p><u>Knowledge</u> Plants may grow from either seeds or bulbs.</p>

<p>To know that 'Tintagel' is an example of a 'symphonic poem' written by Arthur Bax in 1917.</p>	<p>I know how to organise information into subheadings on a slide. I know how to create multiple slides to organise information. I know how to change the font on backgrounds. I know how to add images to PP. I know how to use the crop tool. I know how to move my image. I know how to add a border to my image. I know how to add sound to my PP.</p>	<p>Know some common plants that grow from bulbs (daffodil, snowdrop and tulip) and some bulbs are vegetables (onion, garlic and spring onion).</p> <p>Seeds and bulbs germinate and grow into seedlings which then continue to grow into mature plants.</p> <p>The life cycles of different plants and be able to name the stages - seed, roots, leaves, flowers, fruit and ripe fruit.</p> <p>How to describe that plants need water, light and a suitable temperature to grow and stay healthy.</p>
<p><u>Vocabulary</u> beat, bow, cello, chorus, compose, composition, dynamics, graphic score, harpsichord, instrumental, layers, melody, notation, performance, pluck, pitch, represent, rhythm, stave notation, structure, tempo, texture, thick, thin, timbre, verse, violin, viola</p>	<p><u>Vocabulary</u> presentation, PowerPoint, slides, layout, font, sound effects, images, save, retrieve, format, images, crop, border, undo, copy , paste</p>	<p><u>Vocabulary</u> leaf, flower, blossom, petal, fruit, berry, root, seed, trunk, branch, stem, bark, stalk, bud light, shade, sun, warm, cool, water, grow, healthy</p>
<p style="background-color: #cccccc;"> </p>		<p>How can we stay healthy?</p>
		<p><u>Knowledge</u> There are six stages of human development- baby, toddler, child, teenager, adult, elderly. Animals may lay eggs like a caterpillar and have a different development/life cycle All animals have basic needs - feeding, drinking and breathing (linked to MRS GREN). Exercise is important to grow into healthy adults. Good hygiene is also important in preventing infections and illnesses. Food groups- fruit and vegetables, protein, carbohydrates, fats, oils and sugars and dairy. Humans need a balanced diet to be healthy.</p> <p><u>Vocabulary</u> offspring, reproduction, growth, baby, toddler, child, teenager, adult, old person, names of</p>

animals and their babies (e.g. chick/chicken, kitten/cat, caterpillar/butterfly), survive, survival, water, food, air, exercise, heartbeat, breathing, hygiene, germs, disease, food types (e.g. meat, fish, vegetables, bread, rice, pasta, dairy)

Physical Education	Physical Education	Physical Education
Cricket	Athletics	Rounders
<u>Declarative Knowledge</u> <ul style="list-style-type: none"> • React to situations in ways that make it difficult for opponents. • Understand simple tactics like hitting the ball into space to help score more points. • Begin to understand the importance of preparing safely for exercise – warming up. • Recognise what is successful. 	<u>Declarative Knowledge</u> <ul style="list-style-type: none"> • Understand the variety of correct running techniques. • Develop the distance running technique, understanding the difference between sprinting, and running over longer distances. • Begin to evaluate and improve own performance. 	<u>Declarative Knowledge</u> <ul style="list-style-type: none"> • React to situations in ways that make it difficult for opponents, applying simple tactics like hitting the ball into space to help score more points. • Begin to understand the importance of preparing safely for exercise – warming up. • Recognise what is successful.
<u>Procedural Knowledge</u> <ul style="list-style-type: none"> • Show good awareness of others when playing games. • Develop fundamental movement skills, becoming increasingly confident and competent. • Perform a range of actions with control including catching, gathering, and hitting a ball with increasing accuracy. • Throw/hit a ball in different ways e.g. high, low, fast, slow. 	<u>Procedural Knowledge</u> <ul style="list-style-type: none"> • Explore and practice a variety of athletic movements and apply athletic skills and techniques to a variety of activities. • Develop coordination and balance whilst exploring different running, jumping, and throwing techniques. • Begin to show control, coordination, and consistency when running at speed. • Develop a range of jumping techniques. • Develop the underarm and pull throw technique. 	<u>Procedural Knowledge</u> <ul style="list-style-type: none"> • Show good awareness of others when playing games. • Develop fundamental movement skills, becoming increasingly confident and competent. • Perform a range of actions with control including catching, gathering and hitting a ball with increasing accuracy. • Throw/hit a ball in different ways e.g. high, low, fast, slow
<u>Vocabulary</u> Batting, fielding, striking, grip, long barrier, teamwork, catching, wickets, bat, ball, aim, feeder, fielder, underarm, striking	<u>Vocabulary</u> Challenge, running, landing, aim, coordination, movement, balance, teamwork, relay, improve, target, speed	<u>Vocabulary</u> Balance, skill, control, direction, competition, fielding, catch, throw, fielder, space, backstop, technique, batting, shot selection, cooperate, score, aiming, bowler, run, teamwork

PSHCE

Relationships

Different types of family
Physical contact boundaries
Friendship and conflict
Secrets
Trust and appreciation
Expressing appreciation for special relationships

Changing me

Life cycles in nature
Growing from young to old
Increasing independence
Differences in female and male bodies (correct terminology)
Assertiveness
Preparing for transition