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|  | **Year 2 2022- 2023 Long Term Overview** |
|  | Autumn A (7)+2 | Autumn B (7) | Spring A (7) | Spring B (5) | Summer A (6) | Summer B (6)+3 |
| **Topic Title** | Where do owls live? | What can we learn from events in the past? | How can we look after our environment and community? |
| **Learning Behaviour** | Diversity | Perseverance  | Resilience  | Flexibility  | Making links and connections | Collaboration  |
| **Enrichment** | Chester zoo visit- Night time animals | Trip to Chester Zoo | Foxhowl residential  |
| **S+L opps** | Listen and respond Give well- structured descriptions (fieldwork) | Participate in performances (poetry)Consider and evaluate view points | Give well- structured descriptions and narratives.Build vocabulary | Give well- structured descriptions and narratives (zoo)Build vocabulary  | Participate in performances (poetry) |
| **Text** | Troll Swap by Leigh Hodgkinson Trolls go home by Alan MacDonald | The Owl who was afraid of the dark by Jill Tomlinson (picture book and chapter book)  | Dragon Machine by Helen Ward The Dragonsitter series by Josh Lacey | Major Glad, Major Dizzy by Jan Oke Naughty Amelia Jane by Enid Blyton | The Last Wolf by Mini Grey Fantastic Mr.Fox by Roald Dahl | Grandad’s Secret Giant by David Litchfield The BFG by Roald Dahl |
| **English****Pathways to Write** | Outcome-Fiction: story with focus on characters Greater Depth: Story about two independently invented contrasting characters who swap places | Outcome-Non-chronological report: report about owls Greater Depth: Alter the layout to include own subheadings and extra features | Outcome- Fiction: story with adventure focus Extension: Instructions Greater Depth: Story written in 1st person | Outcome- Recount: diary entry from point of view of a toy Greater Depth: Recount: diary entry from point of view of one of the children | Outcome- Letter: letter in role as the character persuading to save the treesGreater Depth: Real life letter to specific audience e.g. local MP | Outcome- Fiction: story with moral focus Greater Depth: Story from the point of view of the giant |
| **Maths****White Rose Maths** | Place Value (4 weeks)Addition and subtraction (5 weeks)Shape (3 weeks) | Money (2 weeks)Multiplication and division (5 weeks)Length and height (2 weeks)Mass, capacity and temperature (3 weeks) | Fractions (3 weeks)Time (3 weeks)Statistics (2 weeks)Position and Direction (2 weeks)Consolidation (2 weeks) |
| **Science****Switched on Science-****Rising Stars**  | Plants – pupils should use the local environment throughout the year to observe how different plants grow |
| Healthy Me-Animals including humans Humans have offspring which grow into adults | Local Environment- Basic needs of animals Animals and offspring  | Materials Monster – what can we use to build our machine? Compare suitability of materials  | How can solid objects be changed by squashing, bending, twisting and stretching | Young Gardeners- Plants (trees) – how plants need water, light and a suitable temperature to grow and stay healthy | Little Master Chefs- Working Scientifically  |
| **Computing****Common Sense Education****Mr Andrews Online** | Safety – Digital Literacy | Mr Andrews: Programming: Getting Started | Mr Andrews: What is a computer | Mr Andrews: First Footsteps in a digital world |
| **History** |  | **What do we remember in November?****Main focus**Events beyond living memory – Gunpowder plot 1605/ link with Bonfire night 5th – Bonfire night11th November – why do we wear poppies – one lesson on this only. | **In depth study of Great fire of London. Link to revision unit.** **1666** | **Discuss the timeline in Major Glad, which shows the chronology of events from gun powder plot and forwards in chronology.****Significant historical events, people and places in their own locality** Which people have been influential? When did Ellesmere Port start – **in between great fire of London and WW1**Famous people – Telford and Jessop the opening of the Canal and a little touch on woodlands |  |
| **Geography** | 1. **RECAP World’s seven continents and 5 oceans from Y1**
2. Introduce the 4 capital cities of the four countries and 4 sounding seas

**CHARACTERISTICS OF THEM USING THE LANGUAGE - Physical features: beach, cliff, coast, forest, hill, sea, ocean, valley** | **Birds eye view – link to maps and globes (links to English book about owls having a Birdseye view)** Remind them again of Four countries and capitals in the UK and surrounding seas but this time have a huge focus on maps looking at their features again – understanding/drawing maps. Physical features: beach, cliff, coast, forest, hill, sea, ocean, valley |  |  | **Human and physical geography of local area** Complete this unit about Elton and the Northwest in detail.This will ensure that the children are ready to use this information to do a comparison of Trinidad in Summer 2.Physical features: forest, hill, vegetation, soil, river Human features: city, town, village, factory, farm, house, office, port, harbour, shop | **Compare a small area of the UK with a small area in a contrasting non-European country**Use the book ‘Coming to England’ – planning from Chris on staff share – small part of Trinidad compared to Elton (revisiting y1 hot and cold place of the world)  |
| **Art** | Sketching/3D/ScupltureStudy of Joan Miro – create your own troll Joan Miro style Using colour, pattern, texture, line, shape, form and space. Outline of lessons:-Colour mixing and darkening colours-Shades and tones-Draw and paint-Sculpture- modroc |  |  |  | Printing- Graffiti ArtBanksyDevelop a wide range of techniques/ work of artists Outline of lessons:-Look at Banksy’s art-Learn print making strategies-Design Banksy inspired print- screen printing-Print the design- print on different backgrounds-Finally go outside and print on the playground- this time use chalk so it washes away | Textiles Make samplers and practise tie dye, fabric crayons, weaving  |
| **DT** |  | **The owl who was afraid of the dark****Food Technology** Create a fat ball to feed an owlEvaluate existing products. Design make task. | **Dragon Machine**Designing and making a functional machine exploring a range of materials to support written storiesPre-links to using levers/sliders wheels | **Great Fire of London****Major Glad and Major Dizzy**Moving Toys – design and makeLevers/sliders/wheel axis |  |  |
| **RE****C.W.A.C. Judaism**  | What do Jews believe about God? | How do Jews show faith through practices and celebrations? | Why is the Bible a special book for Christians? | Who was Jesus and why is he important to Christians today? | Why did Jesus teach people through stories? | What do humanists believe makes us special?How do humanists believe we can be happy? |
| **PE****Complete P.E.** | Ball skills – handsBall skills - feet | Locomotion - Jumping Health and Wellbeing  | Dance – ExplorersGymnastics - Linking  | Dance – WaterGymnastics – pathways  | Athletics – sports day practice Attacking and defending – games for understanding  | Team buildingBall skills – hands part 2 |
| **Music****Charanga** | Charanaga-Y2 - Hands, feet, heart | Charanaga-Ho Ho Ho | Charanaga – I wanna play in a band | Charanaga – Zoo time | Charanaga – Friendship Song | Charanaga – Reflect, rewind and replay |
| **P4C** | Dream TeamRespectToleranceIdentityPerseverance | IndustrialisationMental HealthBehaviourSafety | HealthFamilyEthnicityDisability |