



ST. EDMUND CAMPION CATHOLIC PRIMARY ACADEMY

Year Overview 2023-2024

Teachers: Mrs Mannering/Mrs Walker/Mrs Bilbie/Mrs Hyland Taylor

Year: 2

Term	Autumn			Spring			Summer		
Overarching theme	What makes us extraordinary?			Who lives in a Habitat like this?			Why is Nottingham special?		
RE: Topics	Beginnings	Signs and symbols	Judaism Preparations	Books	Thanksgiving	Opportunities	Spread the word	Rules Islam	Treasures
RE: Big questions	Who made the world and everything in it?	Are signs & symbols important?	Do we need to prepare?	Why do we need books?	Why should we be grateful people?	How does each day offer opportunities for good?	Why should we spread Good News?	Do we need rules?	Is the world a treasure?
Phonics	1. Assessment 2. Revisit Year 1 3. Adding es to words ending y 4. Adding ing to words ending y 5. Adding ed to words ending y 6. Adding er to words ending y 7. Adding est to words ending y	1. Adding ed to words ending e 2. Adding ing to words ending e 3. Adding y to words ending e 4. Adding er to words ending e 5. Adding est to words ending e 6. Consolidation	1. Adding ed (double the last letter) 2. Adding ing (double the last letter) 3. Adding y (double the last letter) 4. Adding er (double the last letter) 5. Adding est (double the last letter) 6. Consolidation	1. Adding less 2. Adding ness 3. Adding ment 4. Adding ful 5. Adding ly 6. Consolidation	1. I sound (l/ll/le/el/al/il) 2. j sound (j/dge/ge) 3. or sound 4. s as in zh 5. tion 6. Consolidation	1. Contractions 2. Contractions 3. Possessive apostrophes 4. Homophones 5. Homophones 6. Consolidation			



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English	1. Poetry 2. Poetry 3. The Lost Homework 4. The Lost Homework 5. Vlad & the Florence Nightingale Adventure (PW/SPAG) 6. Vlad & the Florence Nightingale Adventure (Diary) 7. Vlad & the Florence Nightingale Adventure (Diary)	1. Science Text (Sci. Enquiry) 2. Science Text (Sci. Enquiry) 3. Tear Thief (Story) 4. Tear Thief (Story) 5. Tear Thief (Story) 6. Tear Thief (Story) 7. PW/SPAG	1. Gruffalo (Playscripts) 2. Gruffalo (Playscripts) 3. Storm Whale (Persuasion) 4. Storm Whale (Persuasion) 5. PW – Above and Below Sea Shore	1. Lila & the Secret of rain (Letter Writing) 2. Lila & the Secret of rain (Letter Writing) 3. The Seasons of Giraffes 4. Georges Marvellous Medicine (story ending) 5. Georges Marvellous Medicine (story ending) 6. Georges Marvellous Medicine (story ending)	1. When the Whales Walked (Information Writing) 2. When the Whales Walked (Information Writing) 3. Instructions/ SATS 4. Instructions/ SATS 5. Pippi Longstockings 6. Pippi Longstockings	1. Little Gardener (Description) 2. Little Gardener (Description) 3. The Secret Jungle (Description) 4. Health Week 5. Recount Writing – Range of books 6. Recount Writing – Range of books 7. Flat Stanley 8. PW/SPAG
Maths	1. Place Value 2. Place Value 3. Addition & Subtraction 4. Addition & Subtraction 5. Shape 6. Shape 7.Position	1. Multiplication & Division 2. Multiplication & Division 3. Fractions 4. Fractions 5. Money 6. Statistics 7. Length	1. Place Value 2. Addition & Subtraction 3. Addition & Subtraction 4. Time 5. Time	1. Multiplication & Division 2. Multiplication & Division 3. Money 4. Mass/Capacity/ Temperature 5. Addition & Subtraction Problem Solving 6. Multiplication & Division Problem Solving	1. Consolidation 2. Consolidation 3. SATS 4. SATS 5. Gaps from SATS 6. Gaps from SATS	1. Gaps from SATS 2. Gaps from SATS 3. Fractions 4. Health Week 5. Shape 6. Statistics 7. Investigations 8. Investigations



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SCIENCE	<u>Materials (Chemistry)</u> - Know how materials can be changed by squashing, bending, twisting and stretching - Know why a material might or might not be used for a specific job (*Traction Man: Waterproof materials. Testing materials)		<u>Animals, including Humans (Biology)</u> - Know the basic stages in a life cycle for animals, (including humans) - Know why exercise, a balanced diet and good hygiene are important for humans	<u>All living things and their habitats (Biology)</u> - Match living things to their habitat - Classify things by living, dead or never lived - Know how a specific habitat provides for the basic needs of things living there (plants and animals) - Name some different sources of food for animals - Know about and explain a simple food chain	<u>Plants (Biology)</u> - Know and explain how seeds and bulbs grow into plants - Know what plants need in order to grow and stay healthy (water, light & suitable temperature)	
HISTORY	<u>Which famous people did something extraordinary in the past?</u> - Know and describe changes in nursing over time and suggest reasons for why these changes happened - Introduction of nursing. - Know about a famous person from outside the UK and explain why they are famous. (Mary Seacole and Florence Nightingale)				<u>Which historical people and places have made Nottingham famous?</u> - Know how the local area is different to the way it used to be a long time ago - Why Nottingham is famous? (Raleigh, Lace) - Know about a famous person from Nottingham and can explain why they were famous. (Jessie Boots- William Booth) - Describe how Jessie Boots helped to transform Nottingham	
GEOGRAPHY	Recap Year 1 map skills (UK map) Oceans and continents – location on a world map	<u>Locational Knowledge</u> - Name and locate the seven continents of the world.	<u>Human & Physical Geography</u> - Identify and use geographical vocabulary to refer to key physical features: forest, hill,	<u>Place Knowledge</u> Understanding the geographical similarities and differences of a small area in the UK (Nottingham) with a	<u>Geographical Mapping & Skills</u> - Understand and use directional language: left, right, below, near, far to describe the	<u>Geographical Fieldwork</u> Perform a local study linked to Forest School and the walk to Sharpill Woods.



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		<ul style="list-style-type: none"> - Name and locate the five oceans of the world. - Name and locate the four capital cities of England, Wales, Scotland and Northern Ireland. 	mountain, river, soil, valley, vegetation. <ul style="list-style-type: none"> - Identify seasonal and daily weather patterns in hot and cold areas in the world in relation to the Equator and North and South Poles (Use Kenya for the Equator). - Use geographical vocabulary to refer to port, harbour, farm 	contrasting non-European country	location of something. <ul style="list-style-type: none"> - Describe the location of features and routes on a map. - Devise a simple map using aerial photos and construct basic symbols in a key. Recognise landmarks on a map. - Identify symbols on an OS map - footpath, coniferous trees, non-coniferous trees, sand. 	Recognise and record the different type of land use, buildings and environments (Forest Schools)
D&T	<u>Structures – Baby Bears Chair</u> <ul style="list-style-type: none"> - To know that shapes and structures with wide, flat bases or legs are the most stable. - To understand that the shape of a structure affects its strength. - To know that materials can be manipulated to improve strength and stiffness. - To know that a structure is something which has been formed or made from parts. - To know that a 'stable' structure is one which is firmly fixed and unlikely to change or move. - To know that a 'strong' structure is one which does not break easily. - To know that a 'stiff' structure or material is one which does not bend easily. 	<u>Mechanisms – Moving Monsters</u> <ul style="list-style-type: none"> - To know that mechanisms are a collection of moving parts that work together as a machine to produce movement. - To know that there is always an input and output in a mechanism. - To know that an input is the energy that is used to start something working - To know that an output is the movement that happens as a result of the input. - To know that a lever is something that turns on a pivot. - To know that a linkage mechanism is made up of a series of levers 	<u>Mechanisms – Ferris Wheel</u> <ul style="list-style-type: none"> - To know that different materials have different properties and are therefore suitable for different uses. To select materials according to their characteristics. - To know the features of a ferris wheel include the wheel, frame, pods, a base an axle and an axle holder. 			
COMPUTING	<u>What is a computer?</u>	<u>Algorithms and Debugging</u>	<u>Online Safety</u>		<u>International Space Station</u>	



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	<ol style="list-style-type: none"> 1. Recognising parts of a computer 2. How technology is controlled 3. Recognising technology 4. Creating a design for an invention 5. Understanding the role of computers 	<ol style="list-style-type: none"> 1. Decompose a game to predict the algorithms that are used 2. Computers can use algorithms to make predictions 3. Plan algorithms to solve problems 4. Understand what abstraction is 5. Understand what debugging is 	<ol style="list-style-type: none"> 1. What happens to information posted online 2. How to keep things safe and private online 3. Explain what should be done before sharing information online 4. The right to say no and deny permission 5. Strategies that will help me decide if something I see online is true or not 		<ol style="list-style-type: none"> 1. How computers can help humans survive in space 2. Create a digital drawing of essential items for life in space 3. The role of sensors on the ISS 4. Creating an algorithm for growing a plant in space 5. Interpreting data 	
ART	<p style="text-align: center;"><u>Drawing</u></p> <ul style="list-style-type: none"> - Experiment with tools and surfaces. - Continue to draw as a way of recording experiences and feelings. - Look at drawings and comment thoughtfully. - Begin to discuss use of shadows & use of light and dark e.g. observational drawing. - Sketch to make quick records. - Focus on using lines (movement, contours and feelings) and known shapes 	<p style="text-align: center;"><u>Materials</u></p> <ul style="list-style-type: none"> - Develop skills of overlapping and overlaying - Attach material shapes to fabric with running stitches (poppy) - Use various collage materials (including media) to make a specific picture. - Use IT/media to create faces e.g. <u>Arcimboldo</u> (fruit/veg) 	<p style="text-align: center;"><u>Pattern</u></p> <ul style="list-style-type: none"> - Experiment with tools and surfaces. - Use various collage materials to make a picture. - Develop skills of overlapping/ overlaying for effect. - Suggest how artists have used colour pattern and shape - Know how to create a piece of art in response to the work of another artist <u>Andy Warhol</u> 	<p style="text-align: center;"><u>Colour</u></p> <ul style="list-style-type: none"> - Begin to describe colours by objects – 'raspberry pink, sunshine yellow'. - Make as many tones of one colour as possible using primary colours and white. - Darken colours without using black. - Experience using colour on a large scale, A3/A2 & playground. - Suggest how artists have used colour pattern and shape <u>Martin Bulinya</u> 	<p style="text-align: center;"><u>Pattern</u></p> <ul style="list-style-type: none"> - Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning. - Look at natural and manmade patterns and discuss. Use environmental/land art to display pattern. - Discuss regular (Morris) and irregular (Gaudi and S. Taeuber-Arp) patterns. What does it mean? 	<p style="text-align: center;"><u>Sculpture</u></p> <ul style="list-style-type: none"> - Awareness of natural and man-made forms and environments. - Expression of personal experiences and ideas in work. - Use a range of decorative techniques through hand/finger pressure or tools (applied/impressed). - Use a range of tools for shaping, mark making. - Construct from found junk materials e.g. look at the work of <u>Michelle Reader.</u>



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	(geometric) to create self portraits. - Know how to use a view finder and focus on a specific part of an artefact before drawing it.				Explore different printing styles e.g. blocked, half blocked, mirrored etc.	- Replicate patterns and textures in a 3-D form. - Begin to make simple thoughts about own work and that of other sculptors.
MUSIC	Dimensions of Music - Explore Pulse, rhythm, tempo, dynamics, pitch, mood - Create a visual graphic score using graphic notation Listen and Appraise Symphony by Ludwig Van Beethoven & Mozart's Horn Concerto Sing 'I've got the power in me'	Perform and Share Perform songs from Christmas celebration	Dimensions of Music - Identify notes and know their duration - Demonstrate and use visual symbols to describe music (crescendo, decrescendo, pause) Sing 'The Lion sleeps tonight' & 'Thula Mtwana'	Playing Instruments - African drumming, creating own drum to use - Singing songs from the Lion King	Compose, improvise and evaluate - Creating our own music and singing songs from the Jungle Book	Playing and Performing - Create a performance piece on the drums to a track linked to Africa - Never Too Late from Lion King, or original Hakuna Matata.
MFL	Numbers 12-31 Birthdays European Day of Languages	Bon appétit Monsieur Lapin Christmas/ Galette des Rois (January)	Story: La chenille qui fait les trous (Hungry Caterpillar) Days of the week Mardi Gras / Valentine's day	Family + names Personal pronouns Mother's Day / Easter/ JLC	My bedroom JLC	French culture project Bastille Day Fete de la musique
PE	Games Dance	Gymnastics	Games Dance	Games Gymnastics	Athletics Mindfulness Dance	Athletics



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PSHE	<p><u>Module 1 – Me, My Body, My Health (Unit 1&2)</u></p> <ol style="list-style-type: none"> 1. Let the children come - We are created individually by God 2. I am unique – We are all unique with individual gifts and talents 3. Girls and boys – Naming body parts and what they are used for 4. Clean and healthy – What constitutes a healthy lifestyle 	<p><u>Module 1 – Emotional Well Being (Unit 3)</u></p> <ol style="list-style-type: none"> 1. Feelings, likes, dislikes – Finding a language to describe feelings 2. Feeling inside out – What are feelings and actions? 3. Super Susie gets angry – Strategies for managing feelings and behaviours 4. Cycle of life and a time for everything 5. A time for everything – Understanding feelings related to grief 	<p><u>Module 2 – Personal Relationships (Unit 1&2)</u></p> <ol style="list-style-type: none"> 1. God loves you – Saying sorry is important. 2. Special people – Identifying special people and what makes them special 3. Treat others well – How does our behaviour affect others? 4. And say sorry – Recognising when to say sorry 	<p><u>Module 2 – Keeping Safe (Unit 3)</u></p> <ol style="list-style-type: none"> 1. Being safe – How to keep safe online 2. Good and bad secrets – Resisting pressure when feeling unsafe 3. Physical contact - There are different people we can trust for help 4. Harmful substances – Medicines are drugs and not all drugs are good for us 	<p><u>Module 2 – Keeping Safe (unit 3)</u></p> <ol style="list-style-type: none"> 1. Can you help me? Part 1 2. Can you help me Part 2 <p><u>Module 3 – Living in the wider world (Unit 1)</u></p> <ol style="list-style-type: none"> 3. Three in one – We are called to be loved and to love others 4. Who is my neighbour? – What is a community? 	<p><u>Module 3 – Living in the wider world (Unit 2)</u></p> <ol style="list-style-type: none"> 1. The communities we live in – Communities we belong to and how we can care for them <p><u>Transition</u></p> <ol style="list-style-type: none"> 2. About preparing to move to a new class / year group <p><u>Money</u></p> <ol style="list-style-type: none"> 3. That money needs to be looked after and different ways of doing this <p><u>Vocations</u></p> <ol style="list-style-type: none"> 4. Different jobs that people they know or people who work in the community do
EDUCATIONAL VISITS / RESIDENTIALS	Doctor/Nurse/Midwife visits University visit – xrays etc Florence Nightingale (TBC)		Wollaton Hall (Science) Parent Visit (GP/Vet/Dietician?)		Visit to Wollaton Hall (Science) Boots (History) Forest Schools	
Dates						