



St. Michael Catholic Primary and Nursery
Yearly Overview Year
group: 2



Marvellous Medway		God’s Endangered World		Events that changed the World	
English					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
PoR: The Lonely Beast	PoR: The Last Wolf	PoR: The Robot and The Bluebird	PoR: The Dark	PoR: The Diary of a Killer Cat	PoR: The Twits
Writing Opportunities, purpose and genre coverage:	Writing Opportunities, purpose and genre coverage:	Writing Opportunities, purpose and genre coverage:	Writing Opportunities, purpose and genre coverage:	Writing Opportunities, purpose and genre coverage:	Writing Opportunities, purpose and genre coverage:
Character description to entertain using adjectives and emotive language	Letter writing to persuade	Newspaper report: writing to inform	Diary Writing – writing in the first person	Diary entry/Writing in role: Writing to entertain	Narrative writing to entertain building on character and setting description showing an awareness of the reader.
Narrative writing to entertain	Narrative writing: writing to entertain	Narrative writing: writing to entertain creating an alternative ending	Narrative writing to entertain creating an alternative ending	Letter: Writing to inform	Letter writing to persuade
Recount- using the correct tense		Instruction writing	Recount		
Spelling					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6



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Mixed words from the range of spelling patterns and rules from previous year. The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y Homophones and nearhomophones The /i:/ sound spelt ey	The /ʒ:/ sound spelt or after w and the /ʒ/ sound spelt ar after w The suffixes -ment, -ness, -ful, -less and -ly Contractions Words ending in -tion Exception word list Consolidating from this term's spellings	The /l/ or /ə/ sound spelt -le at the end of words Homophones and nearhomophones The /l/ or /ə/ sound spelt -el at the end of words The /l/ or /ə/ sound spelt al at the end of words Exception word list	The possessive apostrophe (singular nouns) Adding -ed, ing, -er and -est to a root word ending in -y with a consonant before it Adding the endings - ing, ed, -er, -est, and -y to words ending in -e with a consonant before it Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single	The /r/ sound spelt wr at the beginning of words The /aɪ/ sound spelt -y at the end of words Adding -es to nouns and verbs ending in -y The /ɔ:/ sound spelt a before l and ll Exception word list Consolidating from this half term's spellings	The /ʌ/ sound spelt o Words ending in -il The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y The /s/ sound spelt c before e, i and y Exception word list Consolidating from this half term's spellings
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Exception word list The /b/ sound spelt a after w and qu		Consolidating from this half term's spellings	consonant letter after a single vowel letter Exception word list Consolidating from this half term's spellings		
Writing (Transcription/Handwriting and Presentation/Composition/Vocabulary, Grammar and Punctuation)					
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SPaG: - Sentence structure - Punctuation - Nouns – proper nouns, compound nouns. Verbs - Adjectives (consonant and vowels teach through RWI)	SPaG: - Past and present - Conjunctions – subordinating and co-ordinating - Expanded noun phrases - Adverbs Singular/plural	SPaG: - Conjunctions – subordinating and co-ordinating (see how this goes) - Suffixes - Statement, command, exclamation, question - Comma's in a list	SPaG: - Apostrophes - Contracted words - Adjectives into adverbs - Word classes - Time conjunctions	SPaG: - Apostrophes for possession - Suffixes - Adverbs - Punctuation - Statement, command, exclamation, question	SPaG: Consolidation of skills throughout the year.
Reading					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
RWI Introduce Vocabulary Inference Prediction Explanation Retrieval Sequencing	RWI Answering Questions: Vocabulary Inference Prediction Explanation Retrieval Sequencing	Vocabulary: 1a) Draw upon knowledge of vocabulary in order to understand the text. Inference 1d) make inferences from the text	Prediction: 1e) predict what might happen on the basis of what has been read so far Explain: 1f) explain your preferences, thoughts and opinions about the text	Retrieval: 1b) identify/explain key aspects of fiction and nonfiction such as characters, events, titles and information Sequence: 1c) identify and explain the sequences of events in texts	Vocabulary Inference Prediction Explanation Retrieval Sequencing
Maths					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6



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<u>Shape</u> Recognize 2D and 3D shapes - Count sides and vertices on 2D shapes - Draw and sort 2D shapes - To understand symmetry in a 2D shape and draw this - Make patterns with 2-D Shapes - Count faces, edges and vertices on 3-D shapes - Sort 3-D shapes - Make patterns with 3-D shapes <u>Place Value – Within 100</u> - Read and write numbers to 100 in numerals and words - Represent numbers to 100 - Represent 10's and 1's using a part whole model - Understand as place value chart - Compare/ order numbers and objects within 100 <u>Addition and Subtraction</u> - Use number bonds within	<u>Addition and Subtraction</u> Continued from term 1 - Use number bonds within 100 - Add and subtract 1s - Find 10 more and 10 less - Add 2 digit and 1 digit numbers together - Add 2 digit by 2 digit numbers together - Subtract 1 digit from a 2 digit number - Subtract a 2 digit number from a 2 digit number - Add 3 1 digit numbers together <u>Measurement – Money</u> - Count in pounds and pence - To select a given amount of money - To make the same amount - Compare money and find the total - Find the difference between totals - Calculate change - Solve 2 step problems involving money	<u>Multiplication and Division</u> - Make Equal groups - Add Equal groups - Make arrays - Understanding multiplication sentences from pictures - Understand the use of the x symbol - Make doubles and relate to 2 times tables - Divide by 2 - 5 Times table - Be able to divide by 5 - 10 times table - Be able to divide by 10 - To understand grouping and sharing <u>Fractions</u> - Make equal parts - Recognize and find a half - Recognize and find a quarter - Recognize and find a third - Understand unit and nonunit fractions - Find 3 quarters - Count in Fractions - To solve problems involving fractions	<u>Fractions – Continue from Term 4</u> - Make equal parts - Recognize and find a half - Recognize and find a quarter - Recognize and find a third - Understand unit and nonunit fractions - Find 3 quarters - Count in Fractions - To solve problems involving fractions	<u>Measurement – Length and Height</u> - Measure and compare lengths in cm and m - Compare and order length - Use the four operations to problem solve with lengths Measurement – Mass, Capacity and Temperature - Compare and measure mass in grams and kilograms - Compare volumes - Measure volume in milliliters and liters - Use the 4 operations with both mass and volume - Understand how temperature works, read and interpret these too.	<u>Geometry – Position and Direction</u> - Describe the movement of an object - Describe turns - Make patterns with shapes <u>Time</u> - Telling the time to an hour and half past - Telling quarter to and quarter past - Telling the time to 5 minutes - Understanding duration of time involving hours and days - Comparing durations of time - <u>Statistics</u> - Make/interpret tally charts - Draw and interpret pictogram using familiar multiples – 2,5,10's - Understand block diagrams
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100 - Add and subtract 1s - Find 10 more and 10 less - Add 2 digit and 1 digit numbers together - Add 2 digit by 2 digit numbers together - Subtract 1 digit from a 2 digit number - Subtract a 2 digit number from a 2 digit number - Add 3 1 digit numbers together					
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Science

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
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Animals including humans	Animals including humans	Uses of everyday Materials	Uses of everyday Materials	Living Things and their habitats	Living things and their habitats and Plants
LO: To find out about and describe the basic needs of animals, including humans, for survival (water, food and air) LO: To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	LO: To notice that animals, including humans, have offspring, which grow into adults. LO: To describe and compare the structure of a variety of common animals. LO: Identify, group and classify	LO: To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. LO: To find out how the shapes of solid objects made	LO: To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. LO: To find out how the shapes of solid objects made	LO: To 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	LO: To 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



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LO: Identify, group and classify		from some materials can be changed by squashing, bending, twisting and stretching. LO: Use simple equipment to observe closely including changes over time Link to: God's endangered world/recycling/pollution	from some materials can be changed by squashing, bending, twisting and stretching. LO: Ask simple questions and recognise that they can be answered in different ways including use of scientific language from the national curriculum LO: Identify, group and classify	LO: To identify and name a variety of plants and animals in their habitats, including microhabitats LO: To 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. LO: To explore and compare the differences between things that are living, dead, and things that have never been alive.	LO: To identify and name a variety of plants and animals in their habitats, including microhabitats LO: To 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. LO: To explore and compare the differences between things that are living, dead, and things that have never been alive. LO: Observe and describe how seeds and bulbs grow into mature plants LO: Describe how plants need water, light and a suitable temperature to grow and stay healthy, and describe the impact of changing these
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Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
The Chosen People	The Mysteries	The Good News	The Mass	Eastertide	The Birth of the Church
History and Geography					



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Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
The Medway Towns Rochester Aerial photographs (recognise landmarks/basic human & physical features) Construct basic symbols for a map Use of fieldwork	Castles within Kent Significant individuals: Kings and Queens Compass directions Use basic geographical vocabulary for human/physical geography Use of fieldwork	The Great Fire of London/The Great Fire of Chatham Use basic geographical vocabulary for human/physical geography Use of maps Use of fieldwork		Global warming Significant individuals: Greta Thunberg David Attenborough Geographical similarities and differences – human/physical geography comparing Kenya to Rochester Identify seasonal and daily weather patterns in UK/ hot and cold areas in relation to equator/poles. Use of fieldwork	



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<u>History</u> Use an increasing range of common words and phrases relating to the passing of time. Speak about how he/she has found out about the past Record what he/she has learned by drawing and writing Describe events beyond living memory that are significant nationally or globally e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries. Use a wide vocabulary of everyday historical terms Speak about how he/she has found out about the past Record what he/she has learned by drawing and writing Identify some similarities and differences between ways of life in different periods Discuss the lives of significant individuals in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods <u>Geography</u> Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage Name and locate the world's seven continents and five oceans Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom Name, locate and identify characteristics of the seas surrounding the United Kingdom Recognise the different shapes of continents Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather	<u>History</u> Sequence events and recount changes within living memory. Describe where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods Use an increasing range of common words and phrases relating to the passing of time. Describe events beyond living memory that are significant nationally or globally e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries. Use a wide vocabulary of everyday historical terms Speak about how he/she has found out about the past Record what he/she has learned by drawing and writing Identify some similarities and differences between ways of life in different periods <u>Geography</u> 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 Explain about weather conditions / patterns around the UK and parts of Europe Use fieldwork instruments e.g. camera, rain gauge	Describe where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods Use an increasing range of common words and phrases relating to the passing of time Describe events beyond living memory that are significant nationally or globally e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries Use a wide vocabulary of everyday historical terms Speak about how he/she has found out about the past Record what he/she has learned by drawing and writing Identify some similarities and differences between ways of life in different periods Discuss the lives of significant individuals in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods. <u>Geography</u> Use locational and directional language (e.g. near and far; left and right) to describe the location of features and routes. Use simple compass directions (North, South, East and West) and locational and directional language e.g. near and far; left and right, to describe the location of features and routes on a map 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 nonEuropean country
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Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather



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The Arts					
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Art Painting -Paint techniques and colour theory inspired by Roy Liechtenstein Music Hands , Feet and Heart Afro Pop and South African music	Art Observational drawing sketching techniques using pastel, chalk and charcoal inspired by DT- food technology/Designing a wrap Music Ho Ho Ho -Singing Raps and improvisation	Art Picture study Mixed media and collage inspired by Henri Roussaeu Music I Wanna Play in a Band Rock music	DT Collage Landscapes and skylines inspired by: Vincent Van Gogh Music Zoo time Reggae	Art Pattern making & Printing Sustralian/aboriginal art inspired by Yannima Tommy Watson & Emily Kame Kngwarreye Music Friendship song Pop Music	DT Frames and levers Music Reflection Classical music
PE					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Fundamentals	Gymnastics	Sending & Receiving/ Team building	Net and wall/ Team building	Striking and fielding/ team building	Invasion/ Team building/ Sports Day
Computing					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Coding	Spreadsheets	Making music	Animation (link to animals and habitats)	Presenting ideas (link to endangered world)	Questioning (database) Maths link
PSHE/RSHE					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6



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Module 1 Created and loved by God -Let the Children Come -Me My body My health	Module 1 Created and loved by God -Emotional Wellbeing -Life Cycles	Module 2 Created to Love others -God loves you -Personal relationships	Module 2 Created to Love others -Keeping Safe	Module 3 Created to live in the Community -Religious Understanding	Module 3 Created to live in the Community -Living in the wider world
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