Leominster Year 2 planning yearly overview

Term 1 : Ourselves	Term 1: Where in the world	Term 2: Living Things
Science **Animals, including humans** • Notice that animals, including humans, have offspring which grow into adults. • Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). • Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	**Geography** Locational/Place Knowledge • Locate and name the 7 continents and five oceans. • Locate, name and identify characteristics of the four countriess and capital cities of the United Kingdom and its surrounding seas. • Locate, name and identify characteristics of the four countriess and capital cities of the United Kingdom and its surrounding seas. •	**Science** **Plants** • Observe and describe how seeds and bulbs grow into mature plants. • Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.
Geography Human/Physical Geography • 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. • 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. Also to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.	**Geography** Skills and Fieldwork • Use maps, atlases, and globes ti identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.	Science **Living things and their habitats** • Explore and compare the differences between things that are living, dead, and things that have never been alive. • 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. • Identify and name a variety of plants and animals in their habitats, including micro-habitats. • 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.
Geography Skills and Fieldwork Use simple compass directions (North, South, East and West) and locational and directional language (eg near and far; left and right) to describe the location of features and routes on a map	Human/Physical Geography • 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. • Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, soil, . Also to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	
History • Changes within living memory, including aspects of change in national life (farming, use of animals etc).	**History** Significant historical events, people and places in their own locality.	

Term 2 : Africa	Term 3: Explorers	Term 3: Materials
History • The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods (Nelson Mandela, David Livingstone)	**History** • Events beyond living memory that are significant nationally or globally. • The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.	**History** The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. (Alexander Graham Bell)
Geography Skills and Fieldwork • Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.	**Geography** Skills and Fieldwork • Use aerial phtographs and plan perspectives to recognis landmarks and basic human and physical features;devise a simple map; use and construct basic symbols in a key.	Science **Uses of Everyday Materials** • Identify and compare the uses of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. • Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.
Geography **Geography** Locational/Place Knowledge • 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 non-European country		

To be covered through out the year:

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<td><u>Computing</u>

• Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.
• Create and debug simple programs.
• Use technology purposefully to create, organise, store, manipulate and retrieve digital content.
• Recognise common uses of information technology beyond school.
• Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the Internet or other online technologies.</td>
<td><u>Design and Technology</u>
<u>Design</u>
• Design purposeful, functional, appealing products for themselves and other users based on design criteria.
• Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.
<u>Make</u>
• Select from and use a range of tools and equipment to perform practical tasks (eg cutting, shaping, joining and finishing).
• Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.
<u>Evaluate</u>
• Explore and evaluate a range of existing products.
• Evaluate their ideas and products against design criteria.
<u>Technical knowledge</u>
• Build structures, exploring how they can be made stronger, stiffer and more stable.
• Explore and use mechanisms (eg levers, sliders, wheels and axles), in their products.</td>
<td>. <u>Physical Education</u>

• Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.
• Participate in team games, developing simple tactics for attacking and defending.
• Perform dances using simple movement patterns.
Swimming instruction currently undertaken throughout Yr 2

<u>Music</u>

• Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
• Play tuned and untuned instruments musically.
• Listen with concentration and understanding to a range of high-quality live and recorded music.
• Experiment with, create, select and combine sounds using the interrelated dimensions of music</td>
<td><u>Art and Design</u>

• Use a range of materials creatively to design and make products.
• Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
• To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</td>
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<td><u>Religious Education</u>

Continue to follow locally agreed syllabus for RE.</td>
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Science statutory requirements:

Term 1:	Term 2:	Term 3:
Animals including humans **Pupils should be taught to:** • Notice that animals, including humans, have offspring which grow into adults. • Find out about and describe the basic needs of animals, including humans, for survival (water, food and air.) • Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	**Living things** **Pupils should be taught to:** • Explore and compare the differences between things that are living, dead, and things that have never been alive. • Identify that most living things live in habitats to which they are suited and describe how different habitats provide for thee basic needs of different kinds of animals and plants, and how they depend on each other. • Identify and name a variety of plants and animals in their habitats including micro-habitats. • 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.	**Materials** **Pupils should be taught to:** • Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard of particular uses. • Fin d out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.
Ongoing all terms **Pupils should be taught to:** **<u>Working Scientifically</u>** • Ask simple questions and recognise that they can be answered in different ways. • Observe closely, using simple equipment. • Perform simple tests. • Identify and classify. • Use their observations and ideas to suggest answers to questions. • Gather and record data to help in answering questions.	**Plants** **Pupils should be taught to:** • Observe and describe now seeds and bulbs grow into mature plants. • Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. • Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. • Identify and describe the basic structure of a variety of common flowering plants, including trees	**Ongoing** **Pupils should be taught to:** **<u>Working Scientifically</u>** • Ask simple questions and recognise that they can be answered in different ways. • Observe closely, using simple equipment. • Perform simple tests. • Identify and classify. • Use their observations and ideas to suggest answers to questions. • Gather and record data to help in answering questions.
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