



Broadwood Primary School

Year 2

Yearly Overview

	Autumn Term	Spring Term	Summer Term
English (Texts) Visit to local library termly.			
Science	<u>Living Things and their Habitats - Local Habitats</u> 1: Are the things I find alive, have they never been alive or were they once alive? 2: What lives in my tree? 3: What animals live in this woody habitat? 4: What animals live in this grassy habitat? 5: What do animals that live in the woods eat? 6: What do the animals that live in the pond eat? 6: Unit Checkout - Local Habitats. Visit to Scotswood Garden and Outdoor Learning with Mr. Mingstones.	<u>Uses of Everyday Materials – Changing Materials</u> 1: How can I change the shape of an object? 2: What properties allow a material to be changed? 3: Which material is fit for purpose? 4: What can pushes and pulls do? 4: Unit Checkout – Changing Materials. Science Week. <u>Plants – Growing Healthy Plants</u> 1: How can we care for our plants?	<u>Plants – Growing Seeds and Bulbs</u> 1: How do plants grow and change over time? 2: How are seeds and bulbs different? 3: What do seeds need to germinate? 4: How tall will they grow? 5: What have we learnt about how a seed germinates? 5: Unit Checkout – Growing Seeds and Bulbs. Links to the Class Text (From Seed to Sunflower). Outdoor Learning with Mr. Mingstones.

	 Cap-a-Pie's Microbes Workshop. <u>Use of Everyday Materials – Choosing Materials</u> 1: Is that a good choice of material? 2: Which ball bounces highest? 3: Which materials are good for a toddler's play dungarees? 4: Who develops new materials? 4: Unit Checkout – Choosing Materials.	2: Do mature plants need light? 3: Does temperature affect the growth of mature plants? 4: Do mature plants need water? 5: What have we learnt about what mature plants need to grow healthy? 5: Unit Checkout – Growing Healthy Plants.  Links to Class Text (From Seed to Sunflower).  Outdoor Learning with Mr. Mingstones.	<u>Animals, including Humans – Growing Up</u> 1: How do animals change as they grow? 2: What do animals need to survive? 3: How can we sort food into groups? 4: How do humans stay clean? 5: How can humans stay active? 6: How do humans stay healthy? 6: Unit Checkout– Growing Up.
History	<u>Florence Nightingale</u> What does nurses today have to thank Florence Nightingale for? 1: Why is Florence Nightingale remembered today and what did she do in her life? 2: Why do you think Florence took the brave step to go to the Crimea and who influenced her? 3: What did Florence do to help the soldiers and did everyone have the same opinion of her? 4: What were the most important achievements of Florence's life? 5: How do we know so much about Florence's life when she lived so long ago? 6: Should the statue to Mary Seacole in St Thomas' hospital grounds be replaced by one to Florence Nightingale? 6: Unit Checkout – Assessment Quiz.  Links to Class Text (Little People, Big Dreams: Florence Nightingale).	<u>The Great Fire of London</u> Why did the Great Fire of 1666 spread so easily? 1: How can we safely build a fire? 2: What were the problems with London in 1666? 3: What happened and how do we know? 4: What did eyewitnesses say about the Great Fire? 5: What are causes and consequences? 6: Why did the Great Fire of 1666 spread so easily? 6: Unit Checkout – Assessment Quiz.  Links to Class Text (VLAD and the Great Fire of London).	<u>Sinking of the Titanic</u> If the Titanic was 'unsinkable,' how come it sank? 1: What do we already know about the Titanic and what can we work out from the picture? 2: What was so special about the Titanic and what was life on board like? 3: Why and how did the 'unsinkable' Titanic sink? 4: How should we show the sinking of the Titanic? 5: Why weren't more people saved from the Titanic? 6: How did they stop a disaster like the Titanic happening again? 6: Unit Checkout – Assessment Quiz.  Links to Class Text (Titanic and The Story of the Titanic for Children).
Geography	<u>Why is our World Wonderful?</u> 1: What are some of the UK's amazing features and landmarks? 2: Where are some of the world's most amazing places? 3: Where are our oceans? 4: What is amazing about our local area? 5: Why are natural habitats special? 6: How can we look after natural habitats? 6: Unit Checkout – Assessment Quiz.  Links to Class Text (Newcastle & Northumbria	<u>What is it like to live in Shanghai?</u> 1: What can we see in our local area? 2: Can we map our local area? 3: Where in the world is China? 4: What can you see in China? 5: What is Shanghai like? 6: How is Shanghai different from our local area? 6: Unit Checkout – Assessment Quiz.  Links to Class Text (Chinese New Year)	<u>Would you prefer to live in a hot or cold place?</u> 1: Where are the continents? 2: Where are the coldest places on Earth? 3: Where is the Equator? 4: What is life like in a hot place? 5: Do we live in a hot or a cold place? 6: Would you prefer to live in a hot or a cold place? 6: Unit Checkout – Assessment Quiz.  KS1 Beach Trip.

	Guide).		
	 Visit Newcastle-upon-Tyne landmarks.		
Computing  Online safety is taught and revisited in each half-term.	<u>Computing Systems and Networks – What is a Computer?</u> 1: Computer Parts 2: Inputs 3: Technology Safari 4: Invention 5: Real World Role Play 6: E-Safety L1 – What happens when we post online?	<u>Programming - Algorithms and Debugging</u> 1: Dinosaur Algorithm 2: Machine Learning 3: Through the Maze 4: Making Maps 5: Unplugged Debugging 6: E-safety L2 – How do I Keep My Things Safe Online <u>Programming – Block Code Using Scratch Jr</u> 1: Using Scratch Jr 2: Creating an Animation 3: Making a Musical Instrument 4: Programming a Joke 5: The Three Little Pigs  E-Safety in PSHE.	<u>Computing Systems and Networks – Word Processing</u> 1: E-safety L3 – It's my choice 2: Exploring the Keyboard 3: Adding and Removing Text 4: Exploring the Toolbar 5: Making Changes to Text 6: Explaining my Choices. <u>Data Handling – International Space Station</u> 1: Homes in Space 2: Space Bag 3: Warmer, Colder 4: Experiments in Space 5: Goldilocks Planets 6: E-Safety L4 – Is It True?
PSHE	<u>Me and My Relationships</u> 1: Our ideal classroom (<i>Rules and laws, decision making</i>) 2: How are you feeling today? (<i>feelings, emotions</i>) 3: Let's all be happy (<i>Recognise and name how to deal with feelings</i>) 4: Being a good friend (<i>Respect, being kind</i>) 5: Types of bullying (<i>Different kinds of bullying</i>) 6: Don't do that! (<i>Getting help for bullying</i>)  Links to Class Text (The Lion Inside). <u>Valuing Difference</u> 1: What makes us who we are? (<i>Showing respect</i>) 2: My special people (<i>Explain why people are special to them</i>) 3: How do we make others feel? (<i>Falling out and communication</i>) 4: When someone is feeling left out (<i>Feeling part of a group and tolerance</i>) 5: An act of kindness (<i>Showing and sharing acts of kindness</i>) 6: Solve the problem (<i>Active listening techniques, resolving</i>	<u>Keeping Myself Safe</u> 1: Harold's picnic (<i>Safety and responsibility around medicines</i>) 2: How safe would you feel? (<i>Identify situations that make you feel safe/ unsafe</i>) 3: What should Harold say? (<i>Identify situations where you might need to tell an adult to keep yourself safe</i>) 4: I don't like that (<i>NSPCC PANTS rule – keeping safe</i>) 5: Fun or not? (<i>Identifying different types of touch</i>) 6: Should I tell? (<i>Recognising safe and unsafe secrets and when to tell someone</i>)  Links to Class Text (My body, my rules). <u>Rights and Respect</u> 1: Getting on with others (<i>Record ways of getting on with others</i>) 2: When I feel like erupting (<i>Identify strategies for impulsive behaviour</i>) 3: Feeling safe (<i>Recognise how to ask for help</i>) 4: Playing games (<i>E-safety and keeping safe online</i>) 5: Harold saves for something special (<i>Choices about spending their money</i>)	<u>Being my Best</u> 1: You can do it! (<i>Developing a growth mindset</i>) 2: My day (<i>Explain when choices can be healthy and unhealthy</i>) 3: Harold's postcard – helping us to keep clean and healthy (<i>Describing simple hygiene routines</i>) 4: Harold's bathroom (<i>Explain the importance of good dental hygiene</i>) 5: What does my body do? (<i>Name major body parts</i>) 6: Basic first aid (<i>Concepts of basic first aid</i>)  Links to Class Text (Happy Poems). <u>Growing and Changing</u> 1: A helping hand (<i>Simple ways of giving positive feedback to others</i>) 2: Sam moves away (<i>Recognise feelings that are associated with loss</i>) 3: Haven't you grown (<i>Different stages of growth</i>) 4: My body, your body, Respecting privacy (<i>Identify which parts of the body are private, including scientific names for genitals</i>) 5: Respecting privacy (<i>What is meant by privacy, different</i>

	<i>conflict between children)</i>  Links to Class Text (The Invisible Boy).	6: Harold goes camping (<i>Recognise money can be spent on essential/ non-essential items</i>) 7: How can we look after our environment? (<i>Citizenship, how we can look after the environment around us</i>).  Outdoor Learning with Mr. Mingstones.	<i>types of private information</i>) 6: Some secrets should never be kept (<i>Importance of telling trusted adults uncomfortable secrets</i>)
Art	<u>Drawing – Understanding Tone and Texture</u> 1: Exploring drawing materials 2: Understanding and creating texture 3: Exploring tonal shading 4: Sketching and refining drawing 5: Creating an observational drawing 5: Unit Checkout – Assessment Quiz	<u>Painting and Mixed Media – Life in Colour</u> 1: Colour magic 2: Texture hunt 3: Making textures 4: Collage creation 5: Developing detail 5: Unit Checkout – Assessment Quiz	<u>Sculpture and 3D – Clay Houses</u> 1: Exploring clay 2: Pinch pots 3: Applying skills in clay 4: Designing a tile 5: House tiles 5: Unit Checkout – Assessment Quiz
Design and Technology	<u>Cooking and Nutrition – Balanced Diet</u> 1: Crunchy apple boats 2: Pin wheel sandwiches and fruit cones 3: Pepper boats 4: Salad boxes and trifle 5: Carbonara and mandarin crunch 5: Unit Checkout – Assessment Quiz  Delivered as part of the Little Chef Project.	<u>Structures - Baby Bear's Chair</u> 1: Exploring stability 2: Strengthening materials 3: Making Baby Bear's chair 4: Fixing and Testing Baby Bear's chair 4: Unit Checkout – Assessment Quiz	<u>Mechanisms - Making a Moving Monster</u> 1: Pivots, levers and linkage 2: Making linkages 3: Designing my monster 4: Making my monster 4: Unit Checkout – Assessment Quiz
Music  Our Music curriculum is not linked across the curriculum as it often leads to fragmented musical learning.	<u>Carnival of the animals</u> 1: Learn about Carnival of the animals and listen to 'Aquarium'. 2: How a composer uses timbre to create character and responding to the music through art. 3: How a composer uses rhythm and articulation to create character and responding to the music through movement. <u>Composing music inspired by birdsong</u> 1: Birds, names, and body percussion. 2: Exploring birdsong using instruments. 3: Flight! <u>Grandma Rap</u> 1: Introduce the song – mark the pulse, learn the actions, and recap Hi lo chicka lo from Term 1.	<u>Orawa</u> 1: Listen, draw, and chant. 2: Listen, move, alternate. 3: Structure ideas and perform composed pieces <u>Trains</u> 1: Transport. 2: Train rhythms. 3: A musical journey. <u>Piccolo with Perri teacher</u> 1-6: Lessons to follow Newcastle Music Service Piccolo programme.  Delivered by 'Perri' at Newcastle Music Service.	<u>Swing-a-long with Shostakovich</u> 1: Get moving and swing to the beat! 2: Feel the beat using body percussion. 3: Be creative on the beat. <u>Charlie Chaplin</u> 1: Duration – short and long. 2: Pitch – high and low. 3: Dynamics – loud and soft. <u>Tańczymy labada</u> 1: Learn the song and how to sidestep in a circle. 2: Learn to play the game to Tańczymy labada. 3: Progression snapshot 3. Make a video recording of children singing. 4: Invent new words and actions for Tańczymy labada and play an accompaniment on tuned percussion. 5: Learn a new singing game – Płynie statek.

	2: Learn Grandma rap words and actions, practise pitch pencils, discover the 'walk' duration (action and notation). 3: Progression snapshot activity 2. Make a video recording of children singing. 4: Rehearse the rap, introduce the 'jogging' duration and practise 'walk' duration with notation. 5: Create 4-beat rhythms featuring 'walk' and 'jogging' durations using a rhythm grid. 6: Create a looped backing (or body percussion accompaniment) to perform Grandma rap to		6: Prepare a performance for other classes in the school.
Religious Education	<u>Why do we need to give thanks?</u> 1: Introductory lesson: Respectful Religion and worldviews – What are big questions? 2: How and why do some people show thanks? 3: Why is harvest an important time for giving thanks? 4: Why do some people thank God? 5: How can puja express thanks? 6: How do some people thank God? 7: How do some Christians use music to express gratitude? 7: Unit Checkout – Assessment Quiz. <u>What do candles mean to people?</u> 1. What are candles? 2. Who were Rama and Sita? 3. How are candles used during Diwali? 4. How are candles used during Advent? 5. What do candles symbolise at Hanukkah? 5. Unit Checkout – Assessment Quiz.  Perform a Christmas Nativity.	<u>How do we know some people feel a better connection to God?</u> 1: How can we tell Jesus is special to some people? 2: Why might some people believe Guru Nanak was special? 3: How do religious stories show some people are special? 4: How do we know that Krishna is special to some people? 5: What can a story tell us about why Muhammad is special to some people? 6: Why might some people believe Jesus was special when he grew up? 6: Unit Checkout – Assessment Quiz. <u>What is a Prophet?</u> 1: What characteristics did some prophets have? 2: How might it feel to be a prophet? 3: What promises do some people believe God made to some prophets? 4: How do we know that Muhammad was the last prophet in the Muslim worldview? 5: Why is Jesus important to some religious people? 6: Why might some Sikhs believe Guru Nanak is special? 6: Unit Checkout – Assessment Quiz.	<u>How do some people talk to God?</u> 1: Why do some people talk to God? 2: What can prayer mean? 3: How do some people use their bodies in prayer? 4: What objects do some people use when they pray? 5: How do some Hindu people pray? 6: Where do some prayers come from? 6: Unit Checkout – Assessment Quiz. <u>Where do some people talk to God?</u> 1: Why do some Muslim people pray in a mosque? 2: What can Orthodox churches suggest about some Christians' beliefs? 3: What can we learn by exploring different Christian places of worship? 4: Why do some Jewish people go to a synagogue? 5: Why do some Sikh people visit a gurdwara? 6: What makes a place important to believers? 6: Unit Checkout – Assessment Quiz.
Physical Education	<u>Autumn 1 – Fundamentals and Dance:</u> Foundations: 1: To stay stable and balanced when trying new things. 2: To repeat a balance to improve it.	<u>Spring 1 - Gymnastics and Hit, Catch and Throw</u> Gymnastics – Unit 2: 1: To use a relevé walk in a sequence. 2: To perform a dish and arch shape moving smoothly	<u>Summer 1 – Attack, Defend and Shoot/ Run, Jump and Throw</u> Attack, Defend and Shoot – Unit 2: 1: To throw different types of equipment.

	3: Where the core muscles in our bodies are. 4: To practice and improve leapfrog. 5: To describe what flexibility is. 6: What coordination is and to show an example of it. Dance – Unit 1: 1: How to move like a... 2: How to mover like a... 3: How to move like a... 4: How to move like the sea using canon. 5: How to make an ending to a dance. 6: How to perform a class dance with beginning, middle and end.  Delivered alongside NEPSSS. <u>Autumn 2 – Dance and Gymnastics</u> Dance – Unit 2: 1: To develop a dance that shows different emotions, 2: to dance with rhythm following a clockwork pattern. 3: To work on our own to create a short movement phrase. 4: To watch, copy and repeat actions to create a ‘motif’. 5: To perform our motif in different formations. 6: To use different movement pathways in our dance.  Perform to Year 1 and a Christmas Nativity Dance. Gymnastics – Unit 1: 1: To combine 4 elements into a floor sequence. 2: To create power in a variety of different jumps. 3: To take weight on our hands and move in different ways. 4: To use our flexibility in a bridge and japana gymnastic shape. 5: To perform the point balance arabesque. 6: To perform a teddy roll.	from one to the other. 3: To develop our strength in back support and crab. 4: To frog jump and leapfrog. 5: To hold an L-sit with a straight back. 6: To bring rhythm and flow to our sequence.  Delivered alongside NEPSSS. Hit, Catch and Throw – Unit 1: 1: To hit a ball and score points running to cones. 2: To defend a target by kicking. 3: To bowl underarm with control. 4: To hit a ball using different bats and techniques. 5: To throw accurately to a base. 6: To hit a ball into space, away from fielders. <u>Spring 2 – Swimming and Attack, Defend and Shoot</u> Attack, Defend and Shoot – Unit 1: 1: To kick the ball over long and short distances 2: To stop a ball with control using the foot. 3: To work as a team to keep the ball. 4: To bounce a ball with my partner. 5: To bounce the ball while we are moving (dribbling). 6: To pass the ball forward in a game.  Introduction to Games with Year 1. Swimming: 1-6: Lessons will follow Swim England’s Learn to Swim Framework, Stages 1 to 7.  Providers from Elswick Swimming Pool.	2: To move to space after passing the ball. 3: To pass and move forward to a target with a partner. 4: To position ourselves as a goalkeeper. 5: To intercept a ball from a person on the other team. 6: To use the skills we have developed in a competition Run, Jump and Throw – Unit 1: 1: To move quickly whilst being aware of others around. 2: To create power with our legs to turn at speed. 3: To move through an obstacle course with speed and control. 4: To choose the best throw for different situations. 5: To use quick feet whilst sprinting. 6: To perform static and dynamic balances. <u>Summer 2 - Run, Jump and Throw and Outdoor Adventurous Activities (OAA)</u> Run, Jump and Throw – Unit 2: 1: To work individually to run over a longer distance. 2: To improve strength to increase our jumping distance. 3: To create power when throwing for distance. 4: To use breathing techniques to be able to run more. 5: To cooperate with our partners to complete a task well. 6: To listen to others and work as a team to achieve the highest score possible.  Sports Day. Outdoor Adventurous Activities (OAA): 1: To work as a team to complete a task 2: To use problem-solving skills to complete a treasure hunt. 3: To copy then create simple pattern movements. 4: To give clues to a blindfolded person safely. 5: To improve performance through repetition. 6: To use a key on a map to re-create a map with accuracy.  Throughout the year, different groups of children will take part in West End Trust and School Games competitions.  Additional Swimming in Summer 2 for a Target Group.
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British Sign Language  Our BSL curriculum is under development to meet the needs of our HIARP context.	Ask and Answer Questions 1: To know the fingerspelling alphabet 2: To know the fingerspelling alphabet 3: Introduce yourself 4: Numbers to 20 5: Ask and answer questions	Weather 1: Summer weather 2: Clothes for summer weather 3: Winter weather 4: Clothes for winter weather 5: Weather forecast	In the Classroom 1: Equipment 2: Ask for equipment 3: Furniture 4: Prepositions 5: Tell someone where to put equipment
	Clothes 1: Colours 2: School clothes 3: Home clothes 4: My favourite outfit 5: Shopping for clothes	A trip to the Park 1: Park 2: Food at the park 3: Who went to the park 4: What did you do 5: Ask and answer questions about a trip to the park	Deaf Awareness 1: How the ear works 2: What a hearing aid does 3: Deaf role model
			 Deaf Awareness Week.