



Year 2 Planning Overview			
	Autumn	Spring	Summer
Topic title	London's Burning!	Location, Location, Location New Delhi – ASHA/ Leicester	Rainforests
Drivers (past present future)	<p>Past: What happened during the Great Fire of London?</p> <p>Present: How are buildings more protected from fire? (sprinklers, smoke alarms, materials for building)</p> <p>Future: How can we prevent fires from happening?</p>	<p>Past: How did we discover the continents and oceans of the world? (link to y6)</p> <p>Present: How do we know about the world today? (link to tv, internet etc) How does school help us to get ready to be a responsible citizen?</p> <p>Future: What do we think the world would be like if everyone had shelter and could go to school?</p>	<p>Past: What were the rainforests like in the past?</p> <p>Present: Why are the rainforests shrinking?</p> <p>Future: How can we save the rainforests for future generations?</p>
Global themes covered	<p>Technology – How can technology help to keep us safe from fire?</p> <p>Being Healthy - Are some breads healthier than others?</p>	<p>Human Rights – everyone has the right to shelter and education – ASHA link</p> <p>Aspiration – how does school help us to get ready for a job?</p>	<p>Environments – The amazon are the lungs for the earth, what does that mean?</p> <p>Equality and Diversity– why do they cut the forest down? Do we need palm oil? link to farming</p>
Diversity	Looking at diversity in London and how it has changed from the past (1666) to the current day.	Malala – Right to education particularly for women	People and communities who live near the rainforest.
Overall outcome for topic (showcase)	Display of topic work	Display of topic work	Display of topic work
Key Texts	<ul style="list-style-type: none"> • Vlad and the Great Fire of London • Tales with a twist = Pigs Might Fly by Jonathan Emmett 	<ul style="list-style-type: none"> • Grandad's island (topic book) • Meerkat Mail • Same Same but different • Malala's Magic Pencil 	<ul style="list-style-type: none"> • The diary of a killer cat. • The Hodgeheg • Fantastic Mr Fox • Dear Greenpeace

	<ul style="list-style-type: none"> • Into the Forest/Tunnel by Anthony Browne • The Great Fire of London 350th Anniversary • Toby and the Great Fire of London 		<ul style="list-style-type: none"> • Handa's Surprise • The Green, Green Forest
English	<p>Sentence Structure focus: Narrative – retell Vlad and the Great Fire of London</p>	<p>Non-chronological report about Uppingham to send to children in India – linking to Same but Different book Narrative – retelling a story (looking at planning - story maps and mountains)</p>	<p>Twisted Tales - focusing on settings Letter to naturalist Acrostic poem – RAINFOREST Information text – Headings and diagrams to support parent event</p>

History

National Curriculum Objectives

- They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events
- They should understand some of the ways in which we find out about the past and identify different ways in which it is represented

Pupils should be taught about:

- 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
- significant historical events, people and places in their own locality.

Granular Knowledge

- I know words and phrases like: before, after, past, present, then and now
- I can use words and phrases like: before, after, past, present, then and now when talking about the past
- I can recount the life of someone famous from Britain who lived in the past
- I can explain what they did earlier and what they did later
- I can research the life of a famous person from the past using different sources of evidence
- I can order events in a sequence
- I can answer questions using books and the internet
- I understand how the lives of significant individuals have impacted upon national achievements (fire brigade)
- I can explain key events (Great Fire of London) during a famous person's (Samuel Pepys) life
- I can compare aspects of Samuel Pepys life with life today
- I understand when, where and why the Great Fire of London started

		<ul style="list-style-type: none">• I can explain why the fire spread so quickly and was hard to put out <p>Greater Depth</p> <ul style="list-style-type: none">• I can explain and summarise significant events of people and the past• I can present a viewpoint and give reasons why an event occurred		
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Geography

Geography

National Curriculum Objectives

Locational knowledge

- name and locate the world's seven continents and five oceans

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

Human and physical geography

- 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

Geographical skills and fieldwork

- use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key

Granular Knowledge

- I can describe the key features of a place using geographical words like beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- I can say what I like and do not like about the place I live in
- I can say what I like and do not like about a different place
- I can describe a place outside Europe using geographical words
- I can describe some of the features of an island
- I can describe the key features of a place from a picture using words like beach, coast, forest, hill, mountain, ocean, valley

			<ul style="list-style-type: none"> • I can name the continents of the world and locate them on a map • I can name the world oceans and locate them on a map • I can explain how jobs may be different in other locations • I can explain how an area has been spoilt or improved and give my reasons • I can explain the facilities that a village, town and city may need and give reasons • I can use maps, atlases and globes to identify the countries I am learning about • I can identify features and describe a small area of the United Kingdom (Leicester) • I can compare Leicester and India and identify how they are the same and how they are different • I can know what an aerial photograph is • I can use aerial photographs and plan perspectives to recognise landmarks as well as physical and human features • I can devise a simple map of my local area • I can construct a key for my map using basic symbols <p>Greater Depth</p> <ul style="list-style-type: none"> • I can use a range of geographic evidence to make predictions • I can make comparisons between people and places and explain my reasons 	
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Science

Science – Chemistry Use of everyday materials

National Curriculum Objectives

Uses of everyday 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 for particular uses
- find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

Granular Knowledge

- I know and can identify the name a range of materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard
- I can use properties of a range of materials to sort them
- I can explore how shapes can be changed by squashing, bending, twisting and stretching
- I can suggest why a material might or might not be used for a specific job

Greater Depth

- I can describe the simple physical properties of a variety of everyday materials
- I can compare and group together a variety of materials based on their simple physical properties
- I can find out about people who developed useful new materials (John Dunlop, Charles Macintosh, John McAdam)

I can identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper, cardboard for particular uses

Science Plants

National Curriculum Objectives

- 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.

Granular Knowledge

- I can describe what plants need in order to grow and stay healthy
- I can describe how seeds and bulbs grow
- I can describe how seeds and bulbs grow into plants
- I can describe what plants need in order to stay healthy (water, light & suitable temperature)

Greater Depth

- I can describe what plants need to survive and link it to where they are found
- I can explain that plants grow and reproduce in different ways

Science Animals

National Curriculum Objectives

- 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.

Granular Knowledge

- I can order the basic stages in a life cycle for animals, including humans
- I can describe the importance of exercise for humans
- I know what a balanced diet is
- I can explain what good hygiene is

				<ul style="list-style-type: none"> • I can explain the basic stages in a life cycle for animals, including humans • I can describe what animals and humans need to survive • I can describe why exercise, a balanced diet and good hygiene are important for humans <p>Greater Depth</p> <ul style="list-style-type: none"> • I can explain that animals reproduce in different ways <p>Science –Living things and their habitats National Curriculum Objectives</p> <ul style="list-style-type: none"> • 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 microhabitats • 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. <p>Granular Knowledge</p> <ul style="list-style-type: none"> • I can identify and name plants and animals in a range of habitats • I can match living things to their habitat • I can identify things that are living, dead and never lived • I can name plants and animals in a range of habitats • I can name some different sources of food for animals • I know what the word habitat means • I can describe how a specific habitat provides for the basic needs of things living there (plants and animals) • I can describe how animals find their food • I can explain a simple food chain
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				<p>Greater Depth</p> <ul style="list-style-type: none"> I can name some characteristics of an animal that help it to live in a particular habitat I can describe what animals need to survive and link this to their habitats
	Design and Technology	<ul style="list-style-type: none"> 	<p>DT Food</p> <p>National Curriculum Objectives Cooking</p> <ul style="list-style-type: none"> use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from. <p>Granular Knowledge</p> <ul style="list-style-type: none"> I can cut food safely I can describe the ingredients I am using I know what makes a balance diet (science link) I know where food comes from <ul style="list-style-type: none"> 	
RE Unit	Who is Muslim and what do they believe?	Who is Jewish and what they do believe?	How do we care for others and the world and why does it matter?	
ART/ D&T Unit (covered by expert teacher)	<p>Art</p> <p>National Curriculum Objectives</p> <ul style="list-style-type: none"> to use a range of materials creatively to design and make products to use drawing and painting to develop and share their ideas, experiences and imagination <p>Granular Knowledge</p> <ul style="list-style-type: none"> I know what the words tone and shade mean I can create tints with paint by adding white I can create tones with paint by adding black 	<p>D&T</p> <p>National Curriculum Objectives Design</p> <ul style="list-style-type: none"> generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make</p> <ul style="list-style-type: none"> select from and use a range of tools and equipment to perform practical tasks 	<p>Art</p> <p>National Curriculum Objectives</p> <ul style="list-style-type: none"> to use a range of materials creatively to design and make products to use drawing and painting 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 about the work of a range of artists, craft makers and designers, describing the differences and similarities 	

The Big Idea: Long Term Learning Journey – Year 2

	<ul style="list-style-type: none"> I can choose and use three different grades of pencil when drawing I can use charcoal, pencil and pastel to create art I can use a viewfinder to focus on a specific part of an artefact before drawing it I can suggest how artists have used colour, pattern and shape <p>Greater Depth</p> <ul style="list-style-type: none"> I can articulate what I am trying to express in my own artwork I can make suggestions for improvement in my own and others' artwork I can transfer skills into a different medium e.g. using drawing skills when painting 	<ul style="list-style-type: none"> select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none"> explore and evaluate a range of existing products evaluate their ideas and products against design criteria <p>Technical knowledge</p> <ul style="list-style-type: none"> explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. <p>Granular Knowledge</p> <ul style="list-style-type: none"> I can think of an idea and plan what to do next I can join materials and components in different ways I can measure materials to use in a model or structure I know about different mechanisms I can choose tools and materials and explain why I have chosen them I can explain what went well with my work I can explain why I have chosen specific textiles If I did it again, can I explain what I would improve? <p>Greater Depth</p> <ul style="list-style-type: none"> Create something to sell to support the year group charity 	<p>between different practices and disciplines, and making links to their own work.</p> <p>Granular Knowledge</p> <ul style="list-style-type: none"> I can suggest how artists have used colour, pattern and shape I can create a piece of art in response to the work of another artist <p>Greater Depth</p> <ul style="list-style-type: none"> I can make comparisons between my own artwork and other artists' I can plan my art using a range of techniques e.g. sketches, discussion
Music	Great Fire of London – Charcoal drawings and colour mixing.	Cityscapes – Drawing, Sketching & 3D modelling	Rousseau's Rainforest – Painting & Mixed Media
Computing (covered by expert teacher)			
Subject Outcome 7:			