



St. Michael's RC Primary School and Nursery
Yearly Overview
Year group: 2



Marvellous Medway		God’s Endangered World		Events that Change the World	
English					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
PoR: The Lonely Beast Writing Opportunities, purpose and genre coverage: Handwriting, RWI and Handwriting Focus Writing to Entertain- Character Description Writing to inform- Recount	PoR: The Robot and The Bluebird. Writing Opportunities, purpose and genre coverage: Writing to inform- Instruction Writing Writing to entertain- Narrative	PoR: The Dark Writing Opportunities, purpose and genre coverage: Writing to express feeling - Diary Entry Writing to entertain- Narrative (alternative ending)	PoR: The Last Wolf Writing Opportunities, purpose and genre coverage: Writing to persuade- Letter Writing to entertain- Narrative	PoR: Diary of a Killer Cat Writing Opportunities, purpose and genre coverage: Writing to inform- Information Page Writing to entertain- Narrative Writing to inform- Recount	PoR: Lila and the Secret of the Rain Writing Opportunities, purpose and genre coverage: Writing to entertain- Poetry Writing to entertain- Narrative
Spelling					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
RWI Set 2 sounds ay, ee, oo, oo, igh, ow, ar, or, air, ou, ir, oy Set 3 sounds: ea, oi, a-e, i-e, o-e, u-e, aw, are, ur, er, ow, ai, oa, ew, ire, ear, ure Year 2 common exception words	RWI Set 2 sounds ay, ee, oo, oo, igh, ow, ar, or, air, ou, ir, oy Set 3 sounds: ea, oi, a-e, i-e, o-e, u-e, aw, are, ur, er, ow, ai, oa, ew, ire, ear, ure Year 2 common exception words	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 near-homophones The /i:/ sound spelt ey The /ɒ/ sound spelt a after w and qu Consolidate RWI and Common Exception words	The /ʒ:/ sound spelt or after w and the /ɔ/ sound spelt ar after w The suffixes -ment, -ness, -ful, -less and -ly Contractions Words ending in -tion The /l/or /əl/ sound spelt -le at the end of words Consolidate RWI and Common Exception words	The possessive apostrophe (singular nouns) Adding -ed, ing, -er and -est to a root word ending in -y with a consonant before it The /r/ sound spelt wr at the beginning of words The /aɪ/ sound spelt -y at the end of words Consolidate RWI and Common Exception words	Adding -es to nouns and verbs ending in –y The / ɔ:/ sound spelt a before l and ll Consolidate RWI and Common Exception words



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Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Writing (Transcription/Handwriting and Presentation/Composition/Vocabulary, Grammar and Punctuation)					
Handwriting Focus (will be revisited across each term): -Form lower-case letters of the correct size relative to one another -start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined -write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters -use spacing between words that reflects the size of the letters. Review Year 1 SPaG Sentence structure: -Capital letters and full stops -use of 'and' conjunction -hold a sentence (teacher dictation)	Sentence types: -command (imperative verbs) -statement -question -exclamation Conjunction: -sub-ordinating and co-ordinating -use of time conjunction Adverb	Word Class: -noun -adjective -verb -adverb Person: -1 st person -3 rd person Pronouns: -he/she/they Conjunction: -sub-ordinating and co-ordinating -use of time conjunction	Tense -past tense, use of ed and change of words such as see/saw -present tense, use of 'ing' -future tense Use of apostrophe: -contraction -possession Adverb Expanded Noun Phrase: -use of adjective Suffix: -use of suffix to end root words such as, -ment, -ful, -ly, -less	Word Class: -noun -adjective -verb -adverb Use of apostrophe: -contraction -possession Conjunction: -sub-ordinating and co-ordinating -use of time conjunction Pronouns: -he/she/they Comma in list	Consolidation of skills learnt throughout year 2.



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Tense -past tense, use of ed and change of words such as see/saw -present tense, use of 'ing' Expanded noun phrase -use of adjective					
Reading					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
RWI Introduce VIPERS Vocabulary Inference Prediction Explanation Retrieval Sequencing	RWI Answering simple VIPERS 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 non-fiction such as characters, events, titles and information Sequence: 1c) identify and explain the sequences of events in texts	Consolidating Vocabulary Inference Prediction Explanation Retrieval Sequencing
Maths					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Shape: - 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	Addition and Subtraction - 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	Multiplication and Division - 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	Fractions - Make equal parts - Recognize and find a half - Recognize and find a quarter - Recognize and find a third - Understand unit and non-unit fractions - Find 3 quarters - Count in Fractions - To solve problems involving fractions	Time - 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	Geometry – Position and Direction - Describe the movement of an object - Describe turns - Make patterns with shapes Statistics - Make/interpret tally charts - Draw and interpret pictogram using familiar multiples – 2,5,10's



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- Make patterns with 3-D shapes Place Value – Within 100: - 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	- Add 3 1 digit numbers together Measurement – Money - 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	- Be able to divide by 5 - 10 times table - Be able to divide by 10 - To understand grouping and sharing Fractions - Make equal parts - Recognize and find a half - Recognize and find a quarter - Recognize and find a third - Understand unit and non-unit fractions - Find 3 quarters - Count in Fractions - To solve problems involving fractions	Time - 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	Measurement – Length and Height - 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.	- Understand block diagrams
Science					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Animals including humans -To find out about and describe the basic needs of animals, including humans, for survival (water, food and air) -To describe the importance for humans of exercise, eating the right amounts of	Animals including humans -To find out about and describe the basic needs of animals, including humans, for survival (water, food and air) -To describe the importance for humans of exercise, eating the right amounts of	Uses of everyday Materials -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.	Living Things and their habitats - 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,	Living Things and their habitats - 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,	Plants -To observe and describe how seeds and bulbs grow into mature plants. -To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.



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different types of food, and hygiene. - To notice that animals, including humans, have offspring, which grow into adults. - To describe and compare the structure of a variety of common animals.	different types of food, and hygiene. - To notice that animals, including humans, have offspring, which grow into adults. - To describe and compare the structure of a variety of common animals.	-To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. - Use simple equipment to observe closely including changes over time	and how they depend on each other - 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. - To explore and compare the differences between things that are living, dead, and things that have never been alive.	and how they depend on each other - 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. - To explore and compare the differences between things that are living, dead, and things that have never been alive.	
RE					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Creation and Covenant	Prophecy and Promise	Galilee to Jerusalem	Desert to Garden	To the Ends of the Earth	Dialogue and Encounter
History and Geography					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Rochester	Castles within Kent	The Great Fire of London/The Great Fire of Chatham		Global warming	
Geography: -Aerial photographs (recognise landmarks/basic human & physical features)	History: -Significant individuals: Kings and Queens Geography: -Compass directions	History: - events beyond living memory that are significant nationally or globally Geography:		History: -Significant individuals: Greta Thunberg David Attenborough Florence Nightengal	



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-Construct basic symbols for a map -Use of fieldwork	-Use basic geographical vocabulary for human/physical geography -Use of fieldwork	-Use basic geographical vocabulary for human/physical geography -Use of maps -Use of fieldwork	Geography: -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
History - 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. Geography - 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	History - 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 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	History - 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. - 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. 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	



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- 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 (starter/quizzes)	- Explain about weather conditions / patterns around the UK and parts of Europe - Use fieldwork instruments e.g. camera, rain gauge	- 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 - Explain about weather conditions / patterns around the UK and parts of Europe - 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 -
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The Arts

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Art: Collage in nature Creating using found natural resources and collage materials Inspired by Andy Goldsworthy Music: Animal: call and response	Art: Drawing Experimenting with tones using a variety of drawing media Inspired by Leonardo De Vinci DT: Food technology Music: Musical story-telling	Art and DT: Textiles Applying decorations to fabrics Inspired by Zandra Rhodes and Mary Quant Music: On this island singing	DT: Park design Follow a design brief to create functional and appealing products Inspired by Capability Brown Music: Space- Contrasting and Dynamics	Art: Printing Repeated relief and press printing Inspired by Andy Warhol Music: Myths and Legends-structure	Art: Painting Developing care and control over chosen media Inspired by Vincent Van Gogh Music: Pitch

PE

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Fundamentals	Ball Skills	Dance	Target Games	Sending and Receiving	Athletics

Computing

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
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Route Explorers & The Internet	Creating Pictures	Questioning & Making music	Spreadsheets	Presenting ideas & Coding	Coding
PSHE/RSHE					
Term 1	Term 1	Term 1	Term 1	Term 1	Term 1
See RSHE/CW Overview with weekly breakdown					