

St Mary's CE Primary School

Year 2 Overview



“Love one another as Jesus loved us”  
(John 13 v 34-35)

Year 2 Long term plan

Subject	Term 1 (Sept-Oct)	Term 2 (Nov/Dec)	Term 3 (Jan/Feb)	Term 4 (Mar/April)	Term 5 (May/June)	Term 6 (July/Aug)
<b>English Reading/ Writing Genre</b>	Poetry Patterns Information text (Non Chronological writing)  <b>Key Texts</b> Morning comes The magic box by Kit Wright Christopher Columbu Neil Armstrong Great Fire of London  Classic poetry and poems learnt by heart  Paddington Bear - Michael Bond	Instructional writing Letters  <b>Key Texts</b> Information texts Thomas Edison Guy Fawkes, Remembrance Day,  Paddington Bear - Michael Bond	Recount Fantasy story Stories with a familiar setting(Contemporary) Recount  <b>Key Texts</b> Where the wild things are Different stories by the same author. (Katie Morag)  Peter Pan- J.M Barrie	Different stories by the same author. (Katie Morag, Lighthouse Keeper) Information text (Non Chronological writing) Instructional writing  <b>Key Texts</b> Katie Morag and the camping story The Lighthouse Keeper’s Lunch  Peter Pan- J.M Barrie	Extended stories – Adventure Poetry Letters  <b>Key Texts</b> Riddles Dear Miss letter  Please Mrs Butler - Allan Ahlberg	Science Fiction StoriePoetry- humour  <b>Key Texts</b> Beyond the stars Humorous verse by Spike Milligan Stories by significant authors/Alan Ahlberg Read stories and information texts  Please Mrs Butler - Allan Ahlberg
	<b>Grammar</b> Correct choice and consistent use of present tense and past tense throughout writing	<b>Grammar</b> Co-ordination (using <i>or, and, but,so</i> ) Embellish simple sentences using	<b>Grammar</b> Sub-ordination (using because, if, that, when) Use of the progressive form of verbs in the	<b>Grammar</b> Correct choice and consistent use of present tense and past tense throughout writing	<b>Grammar</b> Similes using like	<b>Grammar</b> Subordination (using <i>when, if, that, because</i> ) and co- ordination (using <i>or, and, but</i> ) Alliteration



	<p>Embellish simple sentences using adjectives e.g The boys peeped inside the dark cave. Expanded noun phrases for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>] How the grammatical patterns in a sentence indicate its function as a statement or command</p>	<p>adverbs e.g Tom ran quickly down the hill. Types of sentence-statement, question, exclamation or command. Time openers.</p>	<p>present and past tense to mark actions in progress [for example, <i>she is drumming, he was shouting</i>] is/was/were How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p>	<p>Time openers and ly openers.</p>		
	<p><b>Punctuation</b> Use of capital letters, full stops to demarcate sentences Capital letters for proper nouns.</p>	<p><b>Punctuation</b> Commas to separate items in a list</p>	<p><b>Punctuation</b> Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences . Apostrophe to mark where letters are missing in spelling.</p>	<p><b>Punctuation</b> Commas after ly opener</p>	<p><b>Punctuation</b> Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>]</p>	<p><b>Punctuation</b> Speech bubbles</p>
	<p><b>SPELLING/PHONICS</b> The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g</p>	<p><b>SPELLING/PHONICS</b> Adding –ing, –ed, –er, –est and – y to words of one syllable ending in a single consonant</p>	<p><b>SPELLING/PHONICS</b> Adding s, es to words (plural nouns and third person singular verbs) (REVISION)</p>	<p><b>SPELLING/PHONICS</b> Words ending in –tion The /l/ or /əl/ sound spelt –le at the end of words</p>	<p><b>SPELLING/PHONICS</b> The possessive apostrophe (singular nouns)</p>	<p><b>SPELLING/PHONICS</b> Homophones and near-homophones The /ʒ/ sound spelt s e.g. treasure, television</p>



	<p>elsewhere in words before e, i and y The /s/ sound spelt c before e, i and y The /n/ sound spelt kn and (less often) gn at the beginning of words The /r/ sound spelt wr at the beginning of words The /aɪ/ sound spelt -y at the end of words e.g fly, try Common exception words. told, hold, gold, cold, old, both, only, most, climb, wild, pupils, child, behind, mind, kind, find, because, poor, floor, door</p>	<p>letter after a single vowel letter Adding -er, -est to the adjective to a root word where there is no change. (REVISION) Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it The /ɔ:/ sound spelt a before l and ll e.g all, walk, talk Common exception words. After, beautiful, pretty, steak, break, great, even, everybody, every, Christmas, many, any, whole, who</p>	<p>Adding -es to nouns and verbs ending in -y Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it The suffixes -ment, -ness, -ful, -less and -ly The /i:/ sound spelt -ey e.g. monkey, valley Contractions Common exception words. Would, should, could, eye, bath, path, plant, pass, grass, class, father, past, last, fast</p>	<p>The /l/ or /əl/ sound spelt -el at the end of words The /l/ or /əl/ sound spelt -al at the end of words Words ending -il The sound spelt or after w /ɜ:/ The sound spelt ar after w /ɔ:/ The /ʌ/ sound spelt o e.g. other, mother Common exception words. parents, Mr, Mrs, money, half, again, water, people, busy, clothes, sugar, sure, improve, prove, move, hour,</p>	<p>The /b/ sound spelt a after w and qu e.g want, quantity</p>	
<p><b>Maths</b></p>	<p><b>Number and Place Value</b> Read and write numbers to at least 100 in numerals and in words. Recognise the place value of each digit in a two digit number (tens, ones) Identify, represent and estimate numbers using different representations including the number line. Compare and order numbers from 0 up to 100; use &lt;, &gt; and = signs. Use place value and number facts to solve problems. Count in steps of 2, 3 and 5</p>	<p><b>Multiplication and Division</b> Recall and use multiplication and division facts for the 2, 5 and 10 times tables, including recognising odd and even numbers. Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs. Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and</p>	<p><b>Position and Direction</b> Use mathematical vocabulary to describe position, direction and movement including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise). Order and arrange combinations of mathematical objects in patterns and sequences  <b>Problem solving and Efficient methods.</b></p>			



	<p>from 0, and in tens from any number, forward and backward.</p> <p><b>Number – Addition and Subtraction</b> Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers. Show that the addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot. Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures; applying their increasing knowledge of mental and written methods. Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</p> <p><b>Measurement: Money</b> Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value. Find different combinations of coins that equal the same amounts of money. Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.</p>	<p>division facts, including problems in contexts. Show that the multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.</p> <p><b>Statistics</b> Interpret and construct simple pictograms, tally charts, block diagrams and simple tables. Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity. Ask and answer questions about totalling and comparing categorical data.</p> <p><b>Geometry-</b> properties of shape Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line. Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces. Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid.] Compare and sort common 2-D and 3-D shapes and everyday objects.</p> <p><b>Number – fractions</b> Recognise, find, name and write fractions 13, 14, 24 and 34 of a length, shape, set of objects or quantity. Write simple fractions for example, 12 of 6 = 3 and recognise the equivalence of 24 and 12.</p> <p><b>Measurement: length and height</b></p>	<p><b>Measurement: Time</b> Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times. Know the number of minutes in an hour and the number of hours in a day. Compare and sequence intervals of time.</p> <p><b>Measurement: Mass, Capacity and Temperature</b> Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels Compare and order lengths, mass, volume/capacity and record the results using &gt;, &lt; and =</p> <p><b>Investigations</b></p>
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	<p><b>Multiplication and Division</b> Recall and use multiplication and division facts for the 2, 5 and 10 times tables, including recognising odd and even numbers. Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) sign. Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts. Show that the multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.</p>		<p>Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels Compare and order lengths, mass, volume/capacity and record the results using &gt;, &lt; and =</p>			
<p><b>Science</b></p>		<p><b>Everyday Materials - Strand Physics</b></p> <p><u>How magnificent are materials?</u></p> <p>identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> <p><i>some materials are used for more than one thing (metal can</i></p>	<p><b>Everyday Materials - Strand Physics</b></p> <p><u>How magnificent are materials?</u></p> <p>find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p>	<p><b>Animals Including Humans - Strand Biology</b></p> <p><u>What's amazing about animals?</u></p> <p>notice that animals, including humans, have offspring which grow into adults</p> <p>find out about and describe the basic needs of animals, including</p>	<p><b>Plants Strand Biology</b></p> <p><u>Who can grow the tallest plant?</u></p> <p>observe and describe how seeds and bulbs grow into mature plants</p> <p>find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</p>	<p><b>Living Things and Their Habitats Strand Biology</b></p> <p><u>What lives in a habitat like this?</u></p> <p>explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic</p>



		<p><i>be used for coins, cans, cars and table legs; wood can be used for matches, floors, and telegraph poles) or different materials are used for the same thing (spoons can be made from plastic, wood, metal, but not normally from glass).</i></p> <p><i>properties of materials that make them suitable or unsuitable for particular purposes</i></p>		<p><b>humans, for survival (water, food and air)</b></p> <p><b>describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</b></p> <p><i>introduced to the processes of reproduction and growth in animals.</i></p> <p><i>egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, adult.</i></p>	<p><i>introduce the requirements of plants for germination, growth and survival, as well as to the processes of reproduction and growth in plants.</i></p> <p><i>observe similar plants at different stages of growth; setting up a comparative test to show that plants need light and water to stay healthy.</i></p>	<p><b>needs of different kinds of animals and plants, and how they depend on each other</b></p> <p><b>identify and name a variety of plants and animals in their habitats, including microhabitats</b></p> <p><b>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</b></p> <p><i>introduced to the terms ‘habitat’ (a natural environment or home of a variety of plants and animals) and ‘microhabitat’ (a very small habitat, for example for woodlice under stones, logs or leaf litter).</i></p> <p><i>how living things depend on each other, for example, plants serving as a source of food and shelter for animals.</i></p> <p><i>compare animals in familiar habitats with animals found in less</i></p>
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						<p><i>familiar habitats, for example, on the seashore, in woodland, in the ocean, in the rainforest.</i></p> <p><i>sorting and classifying things according to whether they are living, dead or were never alive</i></p> <p><i>construct a simple food chain that includes humans (eg, grass, cow, human).</i></p>
	<p>Working Scientifically (ongoing development): Identify and classify; observe closely, using simple equipment; perform simple tests; use observation and ideas to suggest answers to questions; gather and record data</p> <p>During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> <li>● asking simple questions and recognising that they can be answered in different ways</li> <li>● observing closely, using simple equipment</li> <li>● performing simple tests</li> <li>● identifying and classifying</li> <li>● using their observations and ideas to suggest answers to questions</li> <li>● gathering and recording data to help in answering questions</li> </ul>					
<b>Religious Education</b>	<p><u>Questful R.E</u> Unit 2.1 - The Bible– Why is it such a special book?(6 hrs)</p> <p><u>Non Christian Faith-</u> Do people of other faiths have holy books? (4 hrs) Quran/ Torah / Guru Granth Sahib/Vedas.</p>	<p><u>Questful R.E</u> Unit 2.2 – Christmas Why was the birth of Jesus such good news? (4hrs)</p> <p><u>UC- Unit 1.3-</u> Why does Christmas matter to Christians? (Going Deeper p4/5) (Incarnation)</p>	<p><u>Questful R.E</u> Unit 2.5- Why is the Church a special place for Christians? (6hrs)</p>	<p><u>Questful R.E</u> Unit 2.4 – Easter How do symbols help us to understand the story? (5hrs)</p> <p><u>UC- Unit 1.5-</u> Why does Easter matter to Christians? (Going Deeper p4/5) (Salvation)</p>	<p><u>Non Christian Faith-</u> Where do people of other faiths worship? (4hrs - Follows on from Unit 2.5)</p> <p><u>Questful R.E</u> Unit 2.3 – Jesus, friend to everyone. (6hrs)</p> <p>UC- Unit 1.4- What is the good news Jesus brings? (Gospel)</p>	<p><u>Questful R.E</u> Unit 2.6 – What happened at the Ascension and Pentecost? (4hrs)</p>



<p><b>Computing</b></p>	<p><b>E Safety to include emails</b> Check it's for real <i>CEOP Lee and Kim</i> <i>Twinkl – E-safety – Year 2 – Lesson 3 – Be The Judge</i></p> <p>Send and receive class emails and understand email conduct <i>Purple Mash- 2 Email</i></p> <p>Think before you share, protect yourself and be brave <a href="https://www.commonsense.org/education/lesson/follow-the-digital-trail-k-2">https://www.commonsense.org/education/lesson/follow-the-digital-trail-k-2</a></p> <p>Can I identify kind and unkind behaviour online?  <i>Twinkl – E-safety – Year 2 – Lesson 5 – Being Kind Online</i></p>	<p><b>Data retrieving and organising</b> Create graphs from data collected <i>Purple Mash -2 Graph, 2 Count</i></p>	<p><b>Algorithms and programs</b> Use floor turtles to explore ¼, ½ and full turn and sequencing of instructions <i>Bee Bots</i></p> <p>Explore screen turtle to input sequences and draw shapes <i>Purple Mash -2 Go(teacher options control 2 and 3)</i></p> <p>Understand the screen turtle can be directed through the use of text. Use repeat and timer commands. Debug a program. <i>Purple Mash – 2.1 Coding</i></p>	<p><b>Data retrieving and organising</b> Use a branching data base and use search tools <i>Purple mash – 2 Investigate</i></p>	<p><b>Communicating and presentation</b> Know digital content can be represented in many forms. Add clip art. Add photos. Structure information a table. Manipulate and present digital content and information. <i>Purple Mash – 2.8 Presenting ideas</i></p>
<p><b>E Safety will be revisited at the start of each half term</b></p>					
<p><b>Using technology – reinforce across the curriculum.</b> <b>Explore technology in a range of jobs and look at the purposes of their uses and why they are needed for a variety of roles.</b></p>					





<b>Geography</b>	<b>Geography - Locational knowledge and Geographical skills</b>	<b>Human and Physical Geography, Place Knowledge and Geographical skills</b>		<b>Place Knowledge and Geographical skills</b>	
	<p><b><u>Where in the World ?</u></b></p> <p>Use world maps, atlases and globes to identify the 7 continents and the 5 oceans</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p>	<p><b><u>What adventures can we have by the sea?</u></b></p> <p><b>Isle of Coll</b></p> <p>use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> <li>• key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation.</li> <li>• key human features, including: city, town, village, farm, house, port, harbour and shop</li> </ul> <p>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</p>		<p><b><u>Is Mexico Marvellous ?</u></b></p> <p>Focus on a small contrasting non - European area: <b>Yucatan Peninsula, Mexico</b></p> <p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> <li>• key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation.</li> <li>• key human features, including: city, town, village, farm, house, office, and shop</li> </ul>	
Ongoing development of geographical skills and fieldwork					
<b>History</b>	<b><u>Do they have the X factor?</u></b>				
	<p><b>Events beyond living memory that are significant Nationally</b></p> <p>Gunpowder plot</p> <p>Remembrance Day</p> <p>Great Fire of London</p>				



	<p><b>The lives of significant individuals in the past who have contributed to International achievements. Some to be used to compare aspects of life in different periods.</b></p> <p>Christopher Columbus Neil Armstrong</p>					
<p><b>Ongoing development of chronological understanding and historical enquiry skills</b></p>						
<p><b>Art</b></p>	<p><b>Drawing</b></p> <p><i>Experiment with tools and surfaces draw a way of recording experiences and feelings.</i></p> <p><i>Discuss use of shadows, use of light and dark.</i></p> <p><i>Sketch to make quick records</i></p> <p><b>Gunpowder Plot</b></p> <p>Use a view finder to draw in detail one part of an artefact.</p> <p>Observational drawing of artefacts through the ages – link to timeline and living memory.</p>	<p><b>Printing</b></p> <p><i>Create prints by pressing, rubbing, stamping.</i></p> <p><i>Awareness and discussion of patterns, repeating patterns, symmetry and tessellation</i></p>	<p><b>Textiles</b></p> <p><i>Basic weaving</i></p> <p><i>Sort match and name different materials</i></p> <p><i>Group fabrics &amp; threads by colour &amp; texture</i></p> <p><i>Weave with different materials to create texture eg wool, card, cloth, ribbon?</i></p> <p><b>Isle of Coll topic</b></p> <p><b>Examine different styles of tartan using materials and photographs.</b></p> <p><b>Children to make weaving circles– wool, card, cloth, ribbon (focus on textures, as well as technique)</b></p>		<p><b>Painting</b></p> <p><i>Mix paint to create secondary colours</i></p> <p><i>Mix colours and predict outcomes</i></p> <p><i>Show control of colour</i></p> <p><i>Understand / make tints and tones</i></p> <p><b>Stormy seas -adding texture to painting using sand, sawdust, pva</b></p> <p><b>Stormy sea –small picture in middle and enlarge picture by painting around.</b></p> <p><b>Study of K. Hokusai –link to knowledge skills.</b></p>	
						<p>Artist studied:<b>Hokusai</b></p>

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Design Technology		Textiles <i>Templates and Joining Puppets</i>		Mechanisms <i>Wheels and Axels Vehicles</i>		Food <i>Origins of Food Link to Geography Topic or Knowledge of Continents (Savoury)</i>
Physical education (PE)	<p><b>Gymnastics</b> - high and Low</p> <p><b>Games</b> – Net and Wall</p>	<p><b>Dance</b> Pied Piper – Time to move Spring 2000. (Partner work &amp; contrast)</p> <p><b>Gymnastics</b> – spinning, turning, twisting</p>	<p><b>Dance</b> At the seaside LCP KS1 dance: (6 lessons)</p> <p><b>Gymnastics</b> linking movement.</p>	<p><b>Games</b> Catching and throwing</p> <p><b>Games</b> Invasion</p>	<p><b>Games</b>- Football skills</p> <p><b>Dance</b> copying movement, using pattern, change &amp; culture over time. Val Sabin KS1 dance: unit 4–</p>	<p><b>Athletics</b> Multi Skills</p> <p><b>Athletics</b> Running, jumping</p>
Additional sessions to promote exercise for good health ie Daily Mile						
Personal . Social & Health Education (PSHE) (inc British Values and RSE)	<p><b>Respecting One Another</b> <i>Co-operation / Treat each other with respect, including those in authority no matter what their faith or belief or background is R3.5 R3.4 Negotiation with our friends R2.3 R2.4</i></p> <p><b>Bullying/Mental Wellbeing</b> <i>Different types of teasing / bullying, strategies to resist, where/how to get help R3.6 H6.8 Who you would go to if you were worried or unhappy and how you would make yourself heard R1.6 R4.3 R5.4 R5.6 H6.9 H8.4</i></p>		<p><b>Staying Safe</b> <i>Responsible ICT use / online safety, including online relationships R3.6 R4.1 R4.2 R4.3 R5.4 H7.7 Rationing time spent online and the risks of excessive time spent on electronic devices and how it affects our mental health and well-being H7.2</i></p> <p><i>Road/cycle safety Environmental / rail / water and fire safety First Aid H12.1</i></p>		<p><b>Our Healthy Bodies</b> <i>Harmful household products H10.1</i></p> <p><i>Privacy – rights/ responsibilities and respecting others’ privacy R5.2 R5.3 Secrets / Surprises R5.2</i></p>	

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<p><b>British Values</b></p>	<p><b>Democracy:</b> Election of School Council <b>Tolerance of Different Beliefs and Faiths:</b> Different faiths have different holy books <b>Rule of Law:</b> Bullying is wrong</p>		<p><b>Individual Liberty:</b> Making the correct, healthy choices, making good choices about to stay safe on line, how to raise money for MacMillan Coffee morning <b>Mutual Respect:</b> Co-operation / Treat each other with respect, including those in authority</p>		<p><b>Mutual respect:</b> Respect other people’s privacy <b>Tolerance of Different Faiths and beliefs:</b> Where do people of other faiths worship ?</p>	
<p><b>Global Citizenship</b></p>					<p><b>One World: Families, The Environment and Caring for our Planet</b></p>	
<p><b>Music</b></p>	<p><b>Pitch Notation</b></p> <p><i>Performing Composing and Improvising Listening and Appraising Vocal Skills</i></p> <p>Music Express: Water</p>	<p><b>Duration (Pulse and Rhythm) Tempo</b></p> <p><i>Performing Composing and Improvising Listening and Appraising Vocal Skills</i></p> <p>Music Express: Toys</p>	<p><b>Dynamics Texture Structure</b></p> <p><i>Performing Composing and Improvising Listening and Appraising Vocal Skills</i></p> <p>Music Express : Storytime Spring 1</p>	<p><b>Pitch</b></p> <p><i>Performing Composing and Improvising Listening and Appraising Vocal Skills</i></p> <p>Music Express : Seasons Spring 2</p>	<p><b>Texture Timbre</b></p> <p><i>Performing Composing and Improvising Listening and Appraising Vocal Skills</i></p> <p>Music Express : Our Land Summer</p>	<p><b>Duration (Pulse and Rhythm) Texture Structure</b></p> <p><i>Performing Composing and Improvising Listening and Appraising Vocal Skills</i></p> <p>Music Express : Our Bodies Summer 2</p>