

# Year 2 - Yearly Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Theme:</b>	<b>Who Are We?</b>	<b>Where Are We In Place and Time?</b>	<b>How Do We Organise Ourselves?</b>	<b>How Do We Share The Planet?</b>	<b>How Do We Express Ourselves?</b>	<b>How Does The World Work?</b>
<b>Key Concepts:</b>	A project exploring: what makes us, us; what we believe and value; our personal, physical, mental, social and spiritual health; <b>our relationships including our families, friends, communities, and cultures; our rights and responsibilities; what it means to be human.</b>	A project exploring: <b>a time or place;</b> our personal histories; <b>homes</b> and journeys; the discoveries, explorations and migrations of humans; <b>the relationships between different groups and places, both locally and globally.</b>	A project <b>exploring how systems and communities work;</b> the structure and function of these; <b>how we make decisions as a group;</b> economic activities and their impact on humans and the environment.	A project exploring our <b>rights and responsibilities when sharing resources with other people and with other living things;</b> communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.	A project exploring: the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; <b>the ways in which we are creative and how we share that; how different people share their creativity;</b> why creativity matters.	A project <b>exploring the natural world and how it works;</b> the connection between the natural world and humans; how humans use their understanding of science; <b>the impact of science and technology on society and on the environment.</b>
<b>Prior Knowledge</b>	Who are we? What are our physical features? Exploring what we can do if we feel alone. What are some important events that have happened in our lives? Looking at the concept of memory and the past. Discussing identity and clothes we like to wear.	Differences between school today and a school many years ago (Victorian times), exploring similarities and differences between toys that we play with now and toys that we played with many years. Why are these things different? What has changed that has enabled us to have the toys we like today?	Looking at the features of our local area such as amenities and landmarks and exploring what their purpose is, comparing our local area with the city of London and discussing why these differences	Regular visits to Forest schools. Exploring the Life Cycle of a frog, talking about how we respect our environment? Looking at our local area and the different amenities that London has to offer. Exploring a range of habitats, including watching Caterpillars turning into Butterflies in the classroom.	What can we do to improve our school? Looking at different areas of our school and deciding on one that we can improve. Planning things that we feel it is lacking and working creatively together to create a display to improve that area.	Regularly visits to Forest schools where we got to explore the natural world and see what it can offer us. Using IT for a range of purposes such as Bug Club (reading) and using Google Drive (Home Schooling). Exploring our Continent and others around the world. Recognising that we live in a city.
<b>Project</b>	<b>What makes me, me?</b>	<b>How has London changed?</b>	<b>What is the truth?</b>	<b>How do animals change?</b>	<b>What makes a good story?</b>	<b>Why are Rainforests so important?</b>

Texts/Books						
Key vocabulary	Similarities, differences, curious, struggle, grow mindset, challenge, friendship, family	London, past, history, blazing, uncontrollable, destroyed, time frame, belongings, change	Honesty, dishonest, truth, vote, demonstrations, challenge, views, community	Change, life cycle, promise, habitats, living things, rights, responsibilities, sharing, environment	Creativity, kindness, community, hunting, cruelty, power, change, frustration, emotions	Habitats, rainforest, Brazil, deforestation, countries, oceans, continents, pollution
Visitors/Visits	National Gallery	Visit Fire Station on Old Kent Road. London Fire Service to Visit school. Monument Pudding Lane Museum of London	Local trips to observe different buildings in the community and what they are made of. Interview Prison Officer and a Community Support Officer.	Trip to London Zoo. Visitor – Andrew Smith – Animal Man.	Theatre Trip – Unicorn or Albany	Visitor – Adrian Barnett professor/Ecologist Trip to Kew Gardens via the River Boats.
Subject Focus	English, Maths, Phonics Geography Science Computing DT – Cooking PSHCE – Same and Different – Being Truthful	English, Maths, Phonics History Science PE DT	English, Maths, Phonics Science Computing PE Art and Design	English, Maths, Phonics Science Art and Design Computing PE	English, Maths, Phonics History Science DT – Cooking Computing PE	English, Maths, Phonics Geography Science Computing PE Art and Design
Immersion	VR headsets, Designing own monster, self-portraits,	Online Fire of London game on iPads. Hot Seating	Letter from A.T Wolf Reading Story Shared sightings of foxes in the local community.	Visitor – Andrew Smith – Animal Man. VR headsets	Children to be given magic fingers and immerse themselves into a day of changing bad things to good.	VR headsets Visitor – Adrian Barnett
Events	Well-Being Day	B2 Assembly where the class act out the story of The Great Fire of London. Christmas Carol performance. Well-Being Day	Class voting, Demonstrations Well-Being Day	Welcome event for Parents and other classes in Hall to share their knowledge – Display/Showcase/Event. Well-Being Day	Read stories to Reception children. Well-Being Day	Planting trees and flowers. Children to make and distribute their own-made fliers regarding – Reduce, Recycle and reuse Well-Being Day
Action/Exhibition	Exhibition Record a Talk Show all about them. Record a theme tune. Invite parents to a Viewing Evening.	Re-create Pudding Lane using the children's models and set it alight. Parents invited to watch. Share published Diary with families and school community. Fire Safety leaflets.	Act out and film Court Room scene.	Share published Fact Files and models with families and school community.	Publish own stories (What they learnt about the Great Fire of London).	Turning B2 classroom into a rainforest and welcome other classes/parents to visit.