

YEARLY OVERVIEW YEAR 2

Quality/characteristic	colour
Respect	
Ambition	
Inquisitiveness	
God's love	
Resilience	
Independence	
Service	

	TOPIC	TRIP	VISITOR	SCIENCE	HISTORY	GEOGRAPHY	ART	DT	MUSIC	PE	COMPUTING	RSE
Autumn 1	BRITISH WILDLIFE-HABITATS	Hamsterley Forest-Bridges & Balances	Bernie's Hedgehog Rescue	<p>LIVING THINGS 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 needs of different kinds of animals and plants, and how they depend on each other</p> <p>identify and name a variety of plants and animals in their habitats, including micro-habitats</p> <p>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> <p>Ask simple questions.</p> <p>-Identify and classify.</p> <p>-Use their observations and ideas to suggest answers to questions.</p> <p>Observe closely, using simple equipment.</p> <p>-Perform simple tests.</p> <p>-Record and communicate their findings in a range of ways and begin to use simple scientific language.</p>	<p>GEOG: WHY IS MY WORLD WONDERFUL? Name and locate the world's seven continents and five oceans</p> <p>Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</p> <p>- Follow a route on a map</p> <p>- Use simple compass directions (North, South, East, West)</p> <p>- Locate and name on a world map and globe the seven continents and five oceans</p> <p>-Ask and respond to basic geographical questions</p> <p>-Add labels onto a sketch map, map or photograph of features</p> <p>- Recognise a photo or a video as a record of what has been seen or heard</p>	<p>ART: SCULPTURE ANDY GOLDSWORTHY/ANTHONY GORMLEY</p> <p>To use (drawing, painting) sculpture to develop and share their ideas, experiences and imagination</p> <p>About the work of a range of artists, craft makers and designers</p> <p>-Describe the artwork of Anthony Gormley to create own sculptures</p> <p>-Collect natural materials to create texture and pattern</p> <p>-Investigate a range of textures</p> <p>-Investigate clay-pinching, rolling, twisting, scratching and coiling and add details and textures</p> <p>-Begin to form own 3D pieces</p> <p>-Draw on smaller and larger scales</p> <p>-Add white to colours to make tones and tints</p> <p>-Mix primary colours to make secondary colours</p>			<p>Fundamental Movement</p> <p>Demonstrate some spatial awareness during team games</p> <p>Skip using a rope</p> <p>Bounce and travel with a ball with some control</p> <p>Receive a ball and trap it</p> <p>Pass a ball accurately</p> <p>Catch a ball consistently and accurately</p> <p>Strike and volley a ball with some accuracy</p> <p>Show good grip and stance when using a racket</p> <p>Send a ball over a net using a racket and forehand and/or backhand</p> <p>Begin to track an opponent</p> <p>Begin to intercept an opponent</p> <p>Keep possession of the ball</p>	<p>Online safety and Digital Literacy</p> <p>Use technology safely and respectfully, keeping personal information private, identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</p> <p>Know what personal information is and that they should never share this with anyone they don't know.</p> <p>-Know that they should tell a trusted adult if they are upset or worried about anything on a device.</p> <p>Know devices that enable direct communication between people through images and text</p> <p>Childnet.com Be Smart (Video lessons)</p>	<p>LET THE CHILDREN COME</p> <p>Religious Understanding Children can express that:</p> <ul style="list-style-type: none"> • We are created individually by God • God wants us to talk to Him often and treat Him as our best friend • We can give thanks to God in different ways 	
Autumn 2	GREAT FIRES!	Discovery Museum, Newcastle	Consett Fire Service	<p>ANIMALS find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>PLANTS observe and describe how seeds and bulbs grow into mature plants</p> <p>Observe closely, using simple equipment.</p> <p>-Perform simple tests.</p> <p>-Record and communicate their findings in a range of ways and begin to use simple scientific language.</p> <p>-Gather and record data to help answer questions</p> <p>Observe closely, using simple equipment.</p> <p>-Perform simple tests.</p> <p>-Record and communicate their findings in a range of ways and begin to use simple scientific language.</p>	<p>HISTORY GREAT FIRE OF LONDON Event beyond living memory that is significant nationally or globally (Great Fire of London)</p> <p>Significant historical event, people or place in their own locality (Great Fire of Newcastle & Gateshead)</p> <p>- Begin to use dates</p> <p>- Show where places, people and events fit into a broad chronological framework</p> <p>- Begin to ask and answer questions about events e.g. When? What happened? What was it like? Why? Who was involved?</p> <p>- Understand some ways we find out about the past-using artefacts, pictures</p> <p>- Identify different ways that the past is represented</p> <p>- Identify similarities and differences between ways of life in different periods, including their own lives</p> <p>- Recognise what happened as a result of people's actions or events</p> <p>- Recognise why people did things</p> <p>- Recognise and make simple observations about who was important in a historical event/account</p> <p>- Develop, then use a wide vocabulary of historical terms such as: a long time ago, recently, were younger, years, decades, centuries</p>	<p>D.T: TEXTILES MAKING A CHRISTMAS TEXTILE GIFT</p> <p>Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>Select from and use a range of practical tools</p> <p>Explore and evaluate a range of existing products</p> <p>-State the purpose of the design and the intended user</p> <p>-Use and make own templates</p> <p>-Follow safety procedures</p> <p>-Measure, mark out, cut out and shape materials</p> <p>-Assemble and join materials</p> <p>-Make simple judgements about products and ideas against design criteria</p>			<p>Multi-Skills</p> <p>Demonstrate some spatial awareness during team games</p> <p>Skip using a rope</p> <p>Bounce and travel with a ball with some control</p> <p>Receive a ball and trap it</p> <p>Pass a ball accurately</p> <p>Catch a ball consistently and accurately</p> <p>Strike and volley a ball with some accuracy</p> <p>Show good grip and stance when using a racket</p> <p>Send a ball over a net using a racket and forehand and/or backhand</p> <p>Begin to track an opponent</p> <p>Begin to intercept an opponent</p> <p>Keep possession of the ball</p>	<p>Information Technology Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>Be able to save, retrieve and print work.</p> <p>Know how to type and format text including basic punctuation and capital letters.</p> <p>Be able to confidently use a pointing device e.g. mouse, touchpad</p> <p>Be able to add and create simple images</p> <p>Be able to combine simple text and graphics, for instance create a poster for a purpose.</p> <p>Cross Curricular Link Microsoft Word/Publisher</p>	<p>I AM UNIQUE GIRLS & BOYS CLEAN & HEALTHY</p> <p>Me, My Body, My Health Children can explain:</p> <ul style="list-style-type: none"> • That we are unique, with individual gifts, talents and skills • The names of the parts of our bodies • That girls and boys have been created by God to be both similar and different • Our bodies are good and we need to look after them • What constitutes a healthy lifestyle, • How to maintain personal hygiene 	

Spring 1	SUPERHEROES		Speakers-police/nurse	<p>MATERIALS</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>Ask simple questions. -Recognise that questions can be answered in different ways. -Identify and classify. -Use their observations and ideas to suggest answers to questions. Observe closely, using simple equipment. -Perform simple tests. -Record and communicate their findings in a range of ways and begin to use simple scientific language. -Gather and record data to help answer questions</p>	<p>HISTORY MARY SEACOLE AND FLORENCE NIGHTINGALE Lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>- Begin to use dates - Show where places, people and events fit into a broad chronological framework - Begin to ask and answer questions about events e.g. When? What happened? What was it like? Why? Who was involved? - Understand some ways we find out about the past-using artefacts, pictures - Identify different ways that the past is represented - Identify similarities and differences between ways of life in different periods, including their own lives - Recognise what happened as a result of people's actions or events - Recognise why people did things - Recognise and make simple observations about who was important in a historical event/account - Develop, then use a wide vocabulary of historical terms such as: a long time ago, recently, were younger, years, decades, centuries</p>	<p>MUSIC Listen with concentration to live and recorded music. Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>- Sing simple songs and folk tunes in rounds - Keep a steady pulse in a group and solo, with musical accompaniment, demonstrating at least 2 different signatures (3/4 and 4/4) - Repeat back longer basic rhythms (at least 2 bars) - perform using notation - Sing back short melodies that use around 3 pitched notes. - Perform from rhythmic notation, including crotchets and minims. - repeat back longer basic rhythms from memory (at least 2 bars) and add imitations of the rhythms - identify where elements change (music gets faster or louder) - replicate these changes in a simple performance</p>	<p>Gymnastics Become increasingly competent and confident in extending their agility, balance and co-ordination, individually and with others in increasingly challenging situations.</p> <p>Travelling –Develop travelling like a gymnast. Explore monkey walk, caterpillar walk and bunny hop Jumping – Children to explore star shape and tuck shape in the air. Children to demonstrate control of straight, star and tucked shapes, perform from a bench Balancing- Encourage the children to hold their balance for a count of 5 Challenge balance and use of core strength by exploring and developing use of upper body strength taking weight on hands and feet Rolling- Develop egg roll into</p> <p>Explore rock and roll and tipper truck roll ready for forward rolls in KS2.</p>	<p>Online Safety and Digital Literacy</p> <p>With support be able to use a safe search engine e.g. swiggle</p> <p>People Mash Unit 2.5 - Effective Searching</p>	<p>FEELINGS, LIKES & DISLIKES FEELING INSIDE OUT SUPER SUSIE GETS ANGRY THE CYCLE OF LIFE</p> <p>Emotional well-being Children can explain:</p> <ul style="list-style-type: none"> • That it is natural for us to relate to and trust one another • That we all have different 'tastes' • In a simple way that feelings and actions are two different things. • Simple strategies for managing feelings and for good behaviour • That choices have consequences; that when we make mistakes we are called to receive forgiveness and to forgive others when they do • That Jesus died on the cross so that we would be forgiven <p>LIFE CYCLES Children can describe:</p> <ul style="list-style-type: none"> • That there are natural life stages from birth to death, and what these are – typically baby, child, teenager, adult, old age adult
Spring 2	KNIGHTS AND PRINCESSES	Newcastle Castle	Engineers	<p>MATERIALS</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>Ask simple questions. -Recognise that questions can be answered in different ways. -Identify and classify. -Use their observations and ideas to suggest answers to questions. Observe closely, using simple equipment. -Perform simple tests. -Record and communicate their findings in a range of ways and begin to use simple scientific language. -Gather and record data to help answer questions</p>	<p>GEOG: WHEREVER NEXT? Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage</p> <p>- Identify the location of the location of hot and cold areas of the world in relation to the Equator and the North and South Poles -Add labels onto a sketch map, map or photograph of features - Locate on a globe and world map, the hot and cold areas of the world including the Equator and the North and South Poles</p>	<p>D.T: MECHANISMS DRAWBRIDGES Design purposeful, functional product bases on design criteria. Select from a range of equipment to perform practical tasks. Explore their ideas and products against existing products. Explore and use mechanisms in their products.</p> <p>-Understand about the movement of simple mechanisms including wheels and axles -Use and make own templates -Select from a range of materials and components according to their characteristics - Investigate existing products- how they are made and what materials are used - Evaluate products and components used</p>	<p>Dance Respond appropriately to a variety of stimuli through movement Move with appropriate actions and timing in response to a stimuli Use own ideas to sequence dance Sequence and remember a short dance Respond in a variety of ways through movement to a range of stimuli Respond to own work and that of others when exploring ideas, feelings and preferences</p>	<p>Computer Science</p> <p>Know how to program a robot to achieve a set goal</p> <p>Begin to use block programming to complete a simple program</p> <p>Be able to debug more complex problems e.g. a route on a bee bot maze.</p> <p>NCE 12 Unit – Programming A – Robot Algorithms</p>	<p>Religious Understanding: Children can describe that:</p> <ul style="list-style-type: none"> • We are part of God's family • Saying sorry is important and can mend friendships • We should love other people in the same way God loves us <p>Personal Relationships Children are able to describe:</p> <ul style="list-style-type: none"> • 'Special people' • The importance of being close to and trusting special people and telling them if something is troubling them • How their behaviour affects other people, and that there is appropriate and inappropriate behaviour • The characteristics of positive and negative relationships • Different types of teasing and that all bullying is wrong and unacceptable

Summer 1	TEXTILE DETECTIVES		Mrs Oswald to talk about her art/textiles journey	<p>PLANTS</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>Ask simple questions.</p> <p>-Recognise that questions can be answered in different ways.</p> <p>-Use their observations and ideas to suggest answers to questions.</p> <p>Observe closely, using simple equipment.</p> <p>-Perform simple tests.</p> <p>-Record and communicate their findings in a range of ways and begin to use simple scientific language.</p> <p>-Gather and record data to help answer questions</p>	<p>GEOG: WHERE SHALL WE GO? - HOLIDAYS</p> <p>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</p> <p>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</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <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>- Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and a contrasting non-European country</p> <p>- Draw or make a map of real or imaginary places (e.g. add detail to a sketch map from aerial photograph)</p> <p>- Use and construct basic symbols in a key</p> <p>- Locate on a globe and world map, the hot and cold areas of the world including the Equator and the North and South Poles</p> <p>-Use pro-forma to collect data e.g. tally survey</p>	<p>ART: TEXTILES</p> <p>MANU SONG</p> <p>About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines and making links to their own work.</p> <p>To develop a wide range of art and design technique using colour, pattern, texture, line, shape, form and space</p> <p>-Describe the artwork of artists</p> <p>-Simple batik work</p> <p>-Dye fabrics using tea, red cabbage, beetroot, onion, spinach</p> <p>-Make marks using a variety of tools</p> <p>-Experiment with shades of colours</p>	<p>Gymnastics</p> <p>Become increasingly competent and confident in extending their agility, balance and co-ordination, individually and with others in increasingly challenging situations.</p> <p>Travelling –Develop travelling like a gymnast. Explore monkey walk, caterpillar walk and bunny hop</p> <p>Jumping – Children to explore star shape and tuck shape in the air.</p> <p>Children to demonstrate control of straight, star and tucked shapes, perform from a bench</p> <p>Balancing- Encourage the children to hold their balance for a count of 5</p> <p>Challenge balance and use of core strength by exploring and developing use of upper body strength taking weight on hands and feet</p> <p>Rolling- Develop egg roll into</p> <p>Explore rock and roll and tipper truck roll ready for forward rolls in KS2.</p>	<p>Computer Science</p> <p>Know how to program a robot to achieve a set goal</p> <p>Begin to use block programming to complete a simple program</p> <p>Be able to debug more complex problems e.g. a route on a bee bot maze.</p> <p>Purple Mash Unit 2.1 Coding</p>	<p>Keeping Safe</p> <p>Children can explain:</p> <ul style="list-style-type: none"> Some safe and unsafe situations, including online The difference between 'good' and 'bad' secrets How to resist pressure when feeling unsafe That they are entitled to bodily privacy That there are different people we can trust for help That medicines are drugs, but not all drugs are good for us That alcohol and tobacco are harmful substances That our bodies are created by God, so we should take care of them and be careful about what we consume That they should call 999 in an emergency and ask for ambulance, police and/or fire brigade Some basic principles of First Aid
Summer 2	ISLANDS	Bamburgh-Grace Darling museum	RNLI Lifeboat Team/Volunteers	<p>ANIMALS</p> <p>notice that animals, including humans, have offspring which grow into adults</p> <p>describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p>-Identify and classify.</p> <p>-Perform simple tests.</p> <p>-Record and communicate their findings in a range of ways and begin to use simple scientific language.</p> <p>-Gather and record data to help answer questions</p>	<p>HISTORY: GRACE DARLING</p> <p>Significant historical event, people or place in their own locality</p> <p>- Begin to use dates</p> <p>- Show where places, people and events fit into a broad chronological framework</p> <p>- Begin to ask and answer questions about events e.g. When? What happened? What was it like? Why? Who was involved?</p> <p>- Understand some ways we find out about the past-using artefacts, pictures</p> <p>- Identify different ways that the past is represented</p> <p>- Identify similarities and differences between ways of life in different periods, including their own lives</p> <p>- Recognise what happened as a result of people's actions or events</p> <p>- Recognise why people did things</p> <p>- Recognise and make simple observations about who was important in a historical event/account</p> <p>- Develop, then use a wide vocabulary of historical terms such as: a long time ago, recently, were younger, years, decades, centuries</p>	<p>MUSIC</p> <p>Use voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Play tuned and untuned instruments musically.</p> <p>- Sing simple songs and folk tunes in rounds</p> <p>- Keep a steady pulse in a group and solo, with musical accompaniment, demonstrating at least 2 different signatures (3/4 and 4/4)</p> <p>- Repeat back longer basic rhythms (at least 2 bars)</p> <p>- perform using notation</p> <p>- Sing back short melodies that use around 3 pitched notes.</p> <p>- Perform from rhythmic notation, including crotchets and mimims.</p> <p>- repeat back longer basic rhythms from memory (at least 2 bars) and add imitations of the rhythms</p> <p>- identify where elements change (music gets faster or louder)</p> <p>- replicate these changes in a simple performance</p>	<p>Athletics</p> <p>Run for 1 minute</p> <p>Show differences in running at speed and jogging</p> <p>Use different techniques to meet challenges</p> <p>Describe different ways of running</p> <p>Perform the 5 basic jumps with control (2-2, 2-1, 1-2, 1-1 same foot, 1 to 1 landing on other foot)</p> <p>Throw into targets</p> <p>Perform a range of throwing actions e.g. rolling, underarm, overarm</p> <p>Describe different ways of throwing</p> <p>Explain what is successful or how to improve in running, jumping and throwing</p>	<p>Information Technology</p> <p>Recognise common uses of information technology beyond school</p> <p>Online Safety and Digital Literacy</p> <p>Use technology safely and respectfully, keeping personal information private, identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p> <p>Know devices that enable direct communication between people through images and text</p> <p>NOCE Y2 Unit – Computing Systems and networks – Technology around Us</p>	<p>THREE IN ONE WHO IS MY NEIGHBOUR? THE COMMUNITIES WE LIVE IN</p> <p>Religious Understanding</p> <p>Children can explain:</p> <ul style="list-style-type: none"> That God is love: Father, Son and Holy Spirit That being made in His image means being called to be loved and to love others What a community is, and that God calls us to live in community with one another Jesus' teaching on who is my neighbour <p>Living in the wider world</p> <ul style="list-style-type: none"> That they belong to various communities That they should help at home with practical tasks That we have a duty of care for others and for the world we live in What harms and what improves the world in which we live in simple terms
	FOREST SCHOOL					<p>D.T: COOKING</p> <p>Use the basic principles of a healthy and varied diet to prepare dishes</p> <p>Understand where food comes from</p> <p>-Use appropriate equipment to weigh and measure ingredients (Blackberry picking, making blackberry crumble, making potions)</p> <p>-prepare simple dishes safely and hygienically without using a heat source</p> <p>-Use techniques such as cutting</p> <p>-Understand that food ingredients should be combined according to their sensory characteristics</p> <p>-Understand how freestanding structures can be made stronger, stiffer and more stable (den building)</p>			