



Year 2 Whole Year Overview 2021-2022
Pashley REAL Projects Real Engaging Authentic Learning

Project title and other non-core focus term:	<u>Start with Art</u> PE	<u>Start with Art</u> Health and Wellbeing and Music Library focus term	<u>Funnels and Firelight</u> Why did Delia buy this hat? Science and outdoor learning	<u>Funnels and Firelight</u> Who was Charles? PE	<u>Bee Happy</u> Science and outdoor learning	<u>Bee Happy</u> Health and Wellbeing and Music Library focus term
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Core texts:	<ul style="list-style-type: none"> The Magic Paintbrush The Dot The Noisy Paint box 	<ul style="list-style-type: none"> The Colour Thief We're all works of Art My Museum Beautiful Oops Frida Kahlo Frida Kahlo and her Animalitos 	<ul style="list-style-type: none"> The Real boat The journey Home you wouldn't want to sail on the Titanic I was there (Titanic) Samson's Titanic journey Fish Deep in the Ocean Follow the Moon home Swashby and the Sea The Brilliant Deep Somebody Swallowed Stanley Little Turtle and the Sea Dougal's Deep Sea Diary Fantastic Undersea Life of Jacques Cousteau 	<ul style="list-style-type: none"> The day war came 	<ul style="list-style-type: none"> Bee – nature's tiny miracle The Bee who spoke Pattan's Pumpkin The Book of Bees 	<ul style="list-style-type: none"> Bee and Me A Necklace of Raindrops The Bee book
Reading comprehension:	<ul style="list-style-type: none"> Predicting from a picture Predicting from a 'Start with Art' project-based text <p>Assessment style practise:</p> <ul style="list-style-type: none"> Multiple choice 	<ul style="list-style-type: none"> Comprehension questions from a section of text Visualising from a 'Start with Art' project-based text <p>Assessment style practise:</p> <ul style="list-style-type: none"> Matching and labelling 	<ul style="list-style-type: none"> Comprehension questions from a section of text Zooming in from a 'Funnels and Firelights' project-based text <p>Assessment style practise:</p> <ul style="list-style-type: none"> Ranking and ordering 	<ul style="list-style-type: none"> Comprehension questions focusing on inference from a section of text Making links from a 'Funnels and Firelights' project-based text <p>Assessment style practise:</p> <ul style="list-style-type: none"> Find and copy 	<ul style="list-style-type: none"> Child response and opinions to a section of text Empathising from a 'Bee Happy' project-based text <p>Assessment style practise:</p> <ul style="list-style-type: none"> Find and copy 	<ul style="list-style-type: none"> Questions on vocabulary from a section of text Questioning skills from a 'Bee Happy' project-based text <p>Assessment style practise:</p> <ul style="list-style-type: none"> Consolidation of the 5 styles across an assessment quiz
Spelling (year group non-compliance words)	<ul style="list-style-type: none"> beautiful because again climb 	<ul style="list-style-type: none"> mr mrs fast last past pass class Christmas 	<ul style="list-style-type: none"> should would could eye old child even floor gold half hold path pass 	<ul style="list-style-type: none"> plant everybody hour parents only children door father find improve many mind kind 	<ul style="list-style-type: none"> steak sugar wild who whole cold clothes busy even grass great money pretty sure told 	<ul style="list-style-type: none"> behind after any bath both break every gold most move people poor prove water
SPAG noun, noun phrase statement, question, exclamation,	Exclamation marks The /dʒ/ sound spelt as ge and dge at the end of words, and	The /r/ sound spelt wr at the beginning of words Correct choice and consistent use of present	The /n/ sound spelt kn and (less often) gn at the beginning of words 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 /ʌ/ sound spelt o	The /l/ or /əl/ sound spelt -le at the end of words The /l/ or /əl/ sound spelt -el at the end of words	Words ending in -tion Homophones and near-homophones

Commented [RD1]: Follow Up: beautiful

<p>command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma</p>	<p>sometimes spelt as g elsewhere in words before e, i and y</p> <p>The /s/ sound spelt c before e, i and y</p> <p>The /aɪ/ sound spelt -y at the end of words</p> <p>Subordination (using when, if, that, because) and co-ordination (using or, and, but)</p> <p>Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]</p> <p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p>	<p>tense and past tense throughout writing</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]</p> <p>Commas to separate items in a list</p>	<p>The /i:/ sound spelt -ey</p> <p>Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it</p> <p>Formation of nouns using suffixes such as -ness, - er and by compounding [for example, whiteboard, superman]</p> <p>Formation of adjectives using suffixes such as - ful, -less</p> <p>Use of the suffixes -er, - est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs</p>	<p>The suffixes -ment, -ness, -ful , -less and -ly</p> <p>Contractions</p> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]</p> <p>The possessive apostrophe (singular nouns)</p>	<p>The /l/ or /əl/ sound spelt -al at the end of words</p> <p>The /ɔ:/ sound spelt a before l and ll</p> <p>Words ending -il</p> <p>The /b/ sound spelt a after w and qu</p> <p>The /z:/ sound spelt or after w</p> <p>The /ɜ:/ sound spelt ar after w</p> <p>The /ʒ/ sound spelt s</p>	
<p>Phonics</p>	<p>Using a dictionary Recap key phase 5 sounds:</p> <ul style="list-style-type: none"> • ie and ay • ea and oe <p>Along side each sound, phase 2 and 3 sounds should be added to create a sound family and add to working wall.</p>	<p>Continued Phase 5 Recap key sounds:</p> <ul style="list-style-type: none"> • ou and oy • ir and ph • ue and ew • wh, aw and au • a-e, o-e, u-e, i-e, e-e <p>Along side each sound, phase 2 and 3 sounds should be added to create a sound family and add to working wall.</p>	<p>Consonants and Vowels Long and short Vowels Practise counting syllables for words.</p> <p>Suffixes introduced:</p> <ul style="list-style-type: none"> • What is a suffix? • s and es • ed • ing • er 	<p>Suffixes continued:</p> <ul style="list-style-type: none"> • est • ful • ment • ness • ly 	<p>Prefixes introduced:</p> <ul style="list-style-type: none"> • un • re • dis • pre 	<p>Homophones introduced:</p> <ul style="list-style-type: none"> • right and write • where and wear • there and their • no and know • which and witch
<p>Handwriting</p>	<p>Letter bottom joins:</p> <ul style="list-style-type: none"> • ai • ch • er • ff • sh 	<p>Bottom c joins:</p> <ul style="list-style-type: none"> • ip • ng • as • ea • ed 	<p>Bottom e joins:</p> <ul style="list-style-type: none"> • be • ie • se • er • en 	<p>Top e joins:</p> <ul style="list-style-type: none"> • oe • re • ve • we 	<p>Continuous top letter joins:</p> <ul style="list-style-type: none"> • oa • oo • oh • oi • on 	<p>Continuous top letter joins:</p> <ul style="list-style-type: none"> • ou • ov • ow • oy • wh

	<ul style="list-style-type: none"> th ut 	<ul style="list-style-type: none"> ss igh 	<ul style="list-style-type: none"> me 		<ul style="list-style-type: none"> or 	
English	<ul style="list-style-type: none"> Narratives (real and fictional) Fact files Instructional writing Captions and reports 	<ul style="list-style-type: none"> Writing about real events Non-fiction (invitations, recounts, science) Poetry Fiction (story-telling) Talk for writing – poetry focus on art Talk for writing – story writing focus 	<ul style="list-style-type: none"> Narratives (real and fictional) Fiction (story-telling, traditional tales, mystery and adventure stories) Talk for writing wider curriculum focus – linked to Science and outdoor learning. Focusing on the Pashley woods and the South downs. 	<ul style="list-style-type: none"> Narratives (real and fictional) Fiction (story-telling, traditional tales, mystery and adventure stories) Non-fiction (History linked) 	<ul style="list-style-type: none"> Factual reports and fact files. Script writing Poetry Talk for writing – story writing focus 	<ul style="list-style-type: none"> Factual reports and fact files. Script writing Poetry Transition based writing (letters to new teachers, etc.)
Maths	<ul style="list-style-type: none"> Measurement – Weight and Volume (catch-up curriculum) Place value Addition and subtraction <u>Catch-up curriculum fluency facts:</u> <ul style="list-style-type: none"> Adding 0, 1 or 2 to any number Near doubles Adding 10 	<ul style="list-style-type: none"> Addition and subtraction Multiplication and division- Year 1 objectives <u>Fluency:</u> <ul style="list-style-type: none"> Making connections with number bonds to 10 to no bonds to 20 Number bonds to 20 and beyond 	<ul style="list-style-type: none"> Multiplication and division time Statistics- covered in Science <u>Fluency:</u> <ul style="list-style-type: none"> 2s, 5s, and 10s Making connections x and ÷ (2s, 5s, 10s) Doubles and near doubles 	<ul style="list-style-type: none"> Fractions Measurement – length and height (year 1 not covered teach together) Shape - concepts Shape- recognition <u>Fluency:</u> <ul style="list-style-type: none"> Bridging/ compensating (addition) 	<ul style="list-style-type: none"> Addition and subtraction Time Money <u>Fluency:</u> <ul style="list-style-type: none"> X and ÷ commutative law 	<ul style="list-style-type: none"> Measurement – capacity and temperature Shape Money Geometry Statistics- covered in Science <u>Fluency:</u> <ul style="list-style-type: none"> Consolidation Yr 2 facts - week for each one
Science		<p>Materials (catch-up curriculum)</p> <ul style="list-style-type: none"> distinguish between an object and the material from which it is made identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock describe the simple physical properties of a variety of everyday materials compare and group together a variety of everyday materials on the basis of their simple physical properties <ul style="list-style-type: none"> Find out how the shapes of solid objects made from some materials can be changed. 	<p>Find out the basic needs of animals (including humans) for survival.</p> <ul style="list-style-type: none"> Observe how seeds and bulbs grow into mature plants. Identify that most things live in habitats to which they are suited. Identify and describe the different habitats and how they provide for the basic needs of different animals and plants and how they depend on each other. Identifying and classifying 	<ul style="list-style-type: none"> Notice that animals, including humans, have offspring that grow into adults. 	<ul style="list-style-type: none"> Explore and compare the differences between things that are living, dead, and things that have never been alive. Name and identify a variety of plants and animals in their habitats, including micro-habitats. Name and identify different sources of food using the idea of a simple food chain. Describe how animals obtain their food from other animals. Observe and describe the weather associated with the season and how day length varies. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy 	<ul style="list-style-type: none"> Describe the importance of exercise, eating the right amounts of different types of food and hygiene. Observe and describe the weather associated with the season and how day length varies. Performing simple tests Using observations and ideas to suggest answers to questions Gathering and recording data to help in answering questions Observing closely, using simple equipment Asking simple questions and recognising that they can be answered in different ways.
Art	<ul style="list-style-type: none"> Can they create different tones using light and dark. Can they use 3 different tones of pencil in their drawing (4B, 8B, HB). - Portraits 	<ul style="list-style-type: none"> Can they create individual and group collages? - everyday items. Can they use different kinds of materials and think about why they have chosen them? Can they use repeated patterns in their collage? 	<ul style="list-style-type: none"> Can they show patterns and texture in their drawings.- titanic with different materials. Draw a picture and choose one thing they would like to make 3D. Ice berg 3D? Can they join fabric using glue? Can they sew fabrics together? 	<ul style="list-style-type: none"> Can they use a viewfinder to focus on a specific part of an artefact before drawing. Can they use charcoal, pencils and pastels. Poppy drawings. Can they demonstrate their ideas through photographs in their sketch books? 		<ul style="list-style-type: none"> Can they create a print using pressing, rolling, rubbing and stamping? - flower pressing, create their own bee stamp, leaf rubbing. Can they create a print like a designer. All skills incorporated

	<ul style="list-style-type: none"> Can they mix paint to create all of the secondary colours. - colour wheel, water colours. Can they mix and match colours and predict outcomes? Simple skills lesson. Mixing colours and writing predictions. Can they mix their own brown? - portraits Can they make tints by adding white? Can they make tones by adding black? Can they set out their ideas using annotation in their sketch books? Do they keep notes in their sketch books as to how they have changed their work? Can they take different photographs of themselves displaying different moods? - linked to the zones of regulation, Frida Kahlo mini portraits with leaves. Can they change their photographic images on a computer? Can they say how other artists have used colour, shape and pattern?] Can they create a piece of work in response to another artists work? 	<ul style="list-style-type: none"> Can they create a picture independently? Can they use simple IT-mark making tools, e.g. brush and pen tools? Purple mash, looking at different styles of art. Can they edit their own work? Can they say how other artists have used colour, shape and pattern?] Can they create a piece of work in response to another artists work? 	<ul style="list-style-type: none"> Can they create part of a class patchwork. - make the sea for the titanic together using blue material. 			<p>together to make their own picture.</p> <ul style="list-style-type: none"> Can they link colours to natural and man-made objects? Using outdoor things to make colours, mud, berries etc. Can they set out their ideas using annoation in their sketch books? Do they keep notes in their sketch books as to how they have changed their work? Can they make a clay pot? - Make a flower pot for bee friendly flowers. Can they join two finger pots together? - make a 3D bee. Can they add line and shape to their work? Decorating the bee and flower pot.
D T	<p>Use of materials: Can they make a structure/model using different materials? Is their work tidy? Can they make their model stronger if it needs to be? (Catch-up curriculum)</p> <ul style="list-style-type: none"> Can they use materials to use in a model or structure? Can they join materials in different ways? Can they use joining, folding or rolling to make materials stronger? 	<p>Cooking and nutrition: Can they cut food safely? Can they describe the texture of food? Do they wash hands and make sure surfaces are clean? Can they think of interesting ways to decorate food, e.g. cakes? (Catch-up curriculum)</p> <ul style="list-style-type: none"> Can they describe the properties of the ingredients they are using? Can they explain what it means to be hygienic? Are they hygienic in the kitchen? 	<p>Textiles:</p> <ul style="list-style-type: none"> Can they measure textiles? Can they join textiles together to make something? Can they cut textiles? Can they explain why they have chosen that textile? <p>Mechanisms:</p> <ul style="list-style-type: none"> Can they join materials together as part of a moving product? Can they add some kind of design to their product? 		<p>Construction:</p> <ul style="list-style-type: none"> Can they make sensible choices as to which material to use for their constructions? Can they develop their own ideas from initial starting points? Can they incorporate some type of movement into models? Can they consider how to improve their construction? 	

History	<ul style="list-style-type: none"> The lives of significant individuals in the past who have contributed to national and international achievements (Artists and movements) 	<ul style="list-style-type: none"> The lives of significant individuals in the past who have contributed to national and international achievements (Artists and movements) 	<ul style="list-style-type: none"> The lives of significant individuals in the past who have contributed to international achievements. -significant historical events, people and places in their own locality. changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life (catch-up curriculum) 	<ul style="list-style-type: none"> Events beyond living memory that are significant nationally or globally 		
Geography	<ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans use basic geographical vocabulary to refer to key human and physical features. 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 	<ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans use basic geographical vocabulary to refer to key human and physical features. 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 			<ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans 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. name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. 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. 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 	<ul style="list-style-type: none"> use basic geographical vocabulary to refer to key human and physical features. 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 use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.
Music	<ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and detuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and detuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and detuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and detuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and detuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and detuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music.
Life skills and Values	To know the zones of regulation and begin to discuss which zone I am in. Use mindfulness to help me get in the 'Green Zone' Pupils understand that some bacteria are spread and that they have the right to be protected from illness and a responsibility to protect others.	Pupils can identify the ways in which people and families are unique, understanding there has never been and will never be another them. Pupils can recognise different types of teasing and bullying and understand that these are wrong and unacceptable. Pupils understand that people online may try to manipulate others, how this can make someone feel and how to identify and approach adults who can help.	.			Pupils can judge what kind of physical contact is acceptable, comfortable or uncomfortable and how to respond. Pupils know that different food and drink contains varying amounts of sugar, fat and salt, explaining why it is important to make healthier choices. -Pupils can identify different ways to protect teeth, maintaining good oral hygiene. (catch-up curriculum)

		<p>Pupils know the difference between secrets and surprises and the importance of not keeping a secret that makes them feel uncomfortable, worried or afraid.</p> <p>To understand how to keep safe near roads</p>				<p>Pupils can identify an emergency situation where someone needs help quickly.</p> <p>Pupils can recognise and celebrate their strengths and achievements, setting simple but challenging goals.</p>
RE	<ul style="list-style-type: none"> Find out about Moses and Jesus; listen to stories associated with them. Recognise the importance of Moses and Jesus for Jews and Christians. Consider colour, sounds, music, food, symbols and movement associated with a festival Find out about a ceremony to mark a special occasion in Christianity and/or Judaism. Why their practices are important to them and what difference does it make to their lives. Identify and discuss things which they value and find out what other people, including those with religious commitment, value in life. 	<ul style="list-style-type: none"> Find out about Moses and Jesus; listen to stories associated with them. Recognise the importance of Moses and Jesus for Jews and Christians. Talk about times in life when there is cause for a celebration and share in a celebration. Share other experiences of living in the world. Share their own beliefs about things which are important to them. 			<ul style="list-style-type: none"> Identify names of buildings, some key features and reasons for the features. Share other experiences of living in the world. Explore questions that are important to them including thoughts about what people believe about God and about their own and other people's behaviour. 	
Computing	<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>Use technology purposefully to create, organise, store, manipulate and retrieve digital content (Unit 2.6)</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>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>Recognise common uses of information technology beyond school (Units 2.2 and 2.5)</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>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>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</p> <p>Create and debug simple programs</p> <p>Use logical reasoning to predict the behaviour of simple programs (Unit 2.1) Crash Course</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>
P4C		<p>Kindness and responsibility (Pashley Values)</p> <ul style="list-style-type: none"> To share their opinions on things that matter to them and explain their views Citizenship- To take part in discussions with one other person and the whole class. To take part in a simple debate about topical issues. 				<p>Equality (Pashley Value)</p> <ul style="list-style-type: none"> Relationships and respecting differences- to listen to other people, and play and work cooperatively. Citizenship- To agree and follow rules for their group and classroom, and understand how rules help them..

PE	Team Building Ball Skills	Dance	Gymnastics	Athletics	Net and Wall	Swimming and Water Safety Striking and Fielding
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