

Long Term Overview Year 2 Mrs Oliver 2019/2020

Subject	Autumn Term	Spring Term	Summer Term
Topic Title	Celts	Materials	Island Living
English	<p>Nouns and collective nouns</p> <p>Adjectives</p> <p>Verbs</p> <p>Apostrophes for omission</p> <p>Comprehension skills</p> <p>Verb tenses</p> <p>Compound nouns</p> <p>Use of question marks and exclamation marks</p> <p><i>Genres covered during Autumn term: Letters, recounts, newspaper reports.</i></p>	<p>Pronouns</p> <p>Contractions</p> <p>Improving writing with adjectives and adverbs</p> <p>Comparative adverbs</p> <p>Apostrophes for possession</p> <p>Superlative adjectives</p> <p>Commas</p> <p>Speech marks</p> <p><i>Genres covered during Spring term: instructional texts, explanation texts</i></p>	<p>Alphabetical order</p> <p>Homophones</p> <p>Conjunctions</p> <p>Comparative and superlative adjectives</p> <p>Prefixes and suffixes</p> <p><i>Genres covered during Summer term: Poetry, Diary entries, persuasive writing.</i></p>

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<p><i>Maths</i></p>	<p><i>Place Value</i></p> <p><i>Addition and Subtraction</i></p> <p><i>2D shapes</i></p> <p><i>Ordinal numbers</i></p> <p><i>Position and direction</i></p> <p><i>Measurement: length (cm)</i></p> <p><i>Money</i></p>	<p><i>Place value</i></p> <p><i>Addition and subtraction</i></p> <p><i>3D shapes</i></p> <p><i>Time (analogue and digital)</i></p> <p><i>Fractions</i></p> <p><i>Multiplication and division</i></p> <p><i>Data handling</i></p>	<p><i>Place value</i></p> <p><i>Addition and subtraction</i></p> <p><i>Measurement: weight, capacity</i></p> <p><i>Data handling</i></p> <p><i>Multiplication and division</i></p> <p><i>Fractions</i></p> <p><i>Adding and subtracting amounts of money</i></p> <p><i>Measurement: length (m, km)</i></p> <p><i>Place value (3 digit numbers)</i></p>
<p><i>Science</i></p>		<p><i>The range of materials around us</i></p> <p><i>The properties of different materials</i></p> <p><i>Why the properties of certain materials make them suitable for different things</i></p> <p><i>The properties of waterproof materials</i> <i>Understand that some substances will dissolve in water and others won't</i></p> <p><i>Understand that some materials can be changed by stretching, squashing, twisting, bending</i> <i>Understand that different types of paper have different properties and that makes them stronger / weaker</i></p>	

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<p>Computing</p>	<p>To continue to develop typing speed and accuracy to enable independent and efficient access to a computer.</p> <p>To understand the purpose of, and begin to independently use a range of different technology.</p>	<p>To talk about the different forms of information (text, images, sound, multimodal) and understand some are more useful than others</p> <p>To understand and talk about how the information can be used to answer specific questions</p> <p>To begin to develop key questions and find information to answer them</p> <p>To recognise the layout of a web page, recognise web addresses, menu buttons and links</p> <p>To understand that the internet contains a large amount of information and recognise the need to use search tools and search engines to begin to find information</p>	<p>To use technology to word process work, making a wide range of edits and using common features of word processing tools.</p> <p>To use technology to create basic presentations giving consideration to the layout of slides and combining images and sound.</p> <p>To use the skills and techniques learnt to organise, reorganise and communicate ideas for a specific purpose in different contexts</p>	<p>To know they can explore sound and music in ICT using keyboards, and onscreen music software To know they can record sound using ICT that can be stored and played back and independently using a range of tools to record sound.</p> <p>To independently record video and sound using a range of tools.</p> <p>To use the computer to create basic images.</p> <p>To choose to take photographs for a range of different purposes.</p>	<p>To begin to create their own branching databases using ICT, identifying objects and questions to classify data.</p> <p>To continue to develop their understanding of how a computer processes instructions and commands.</p> <p>To understand that devices or on screen turtles are controlled by sequences of instructions or actions, and that these can be inputted using icons or by text.</p>
<p>Geography</p>				<p>- General overview of world map</p> <p>- Significant points: hemispheres, equator, Antarctic/arctic, land masses</p> <p>- use of atlas – how to find locations in index, how to find location using grid references</p> <p>What is a human feature, what is a physical feature.</p> <p>Compare the features of Colwyn Bay and Coll</p> <p>Learn the names and locations of the 7 continents and 5 oceans</p> <p>Understand the difference between an ocean and a sea</p> <p>To understand the effects of plastic pollution on marine life and beaches.</p> <p>To use knowledge of plastic pollution to create a persuasive poster</p>	
<p>History</p>	<p>- where the Celts are placed in ancient history</p> <p>- what Celts looked like and the clothes they wore</p> <p>- what a roundhouse looked like</p> <p>- why they were designed as they were</p> <p>- All about the daily life of a Celt (trip)</p>				

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	<ul style="list-style-type: none"> -Typical life of a Celt -Why the locations of settlements were chosen - What materials Celts used for clothing, how they produced coloured fabrics - Designs and materials used to make shields and their purpose - The foods they ate, farming techniques -hierarchy within tribes -Who was Boudica and why is she so well known 					
<p>Art <i>(Subject to change to fit with topics)</i></p>	<p>AUTUMN TERM Portraits 'All about Me' Creating a paper quilt with aspects of their life</p>		<p>SPRING TERM African art and Culture Painting on canvas, stitching and creating an African wall.</p>		<p>SUMMER TERM Environmental Art</p>	
<p>R.E.</p>	<p>Celebrations: The Jewish celebration of Rosh Hashanah. Symbolic food at Rosh Hashanah. The Creation story. The Jewish celebration of Hanukah – how it is celebrated and story behind it.</p>	<p>Stories of Jesus – parables and their meanings.</p>	<p>A Jewish place of worship. Role of the rabbi Important objects for Jews – tallit, kippah and Mezuzah. The Torah.</p>			

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PSHCE	<p>Defining Bullying Causes and Types of Bullying How Bullying Makes Us Feel Responding to Bullying Supporting Others Creating Safe Environments</p>		<p>Understanding and managing feelings Getting Support Understanding and managing the impact of feelings Calming and Relaxing Being Assertive Problem Solving</p>		<p>Responsibilities Understanding and developing rules Democracy and decision making</p>	
Music	<p>Hands, Feet, Heart - a song that celebrates South African Music.</p>	<p>Christmas show preparation. Rhythm syllables, more fun with pitch songs.</p>	<p>I Wanna Play In A Band - a Rock song for children.</p>	<p>Zootime. A song for study</p>	<p>Friendship Song.</p>	<p>Reflect, rewind and replay</p>
P.E.	<p>Ball skills Building on ways to send, receive and control a ball. Playing a simple 2v1 then 2 v2 game. Revise attacking and defending skills. Agility and coordination practices.</p>	<p>Dance Responding rhythmically to a variety of stimulus. Being aware of body shape, being still or in motion. Building good body tension and shapes that involve the whole body. Put together a sequence of moves that are repeated.</p>	<p>Gymnastics Working on coordination, body control and flexibility. Put together a sequence of moves and refine, assess and improve. Vaulting.</p>	<p>Ball skills Extending their ball skills and hand eye coordination. Playing team games and improving the skills needed for effective attack and defence.</p>	<p>Athletics Stamina in long distance running. Sprinting skills. Throwing skills (javelin, small ball and shot) Hurdles Relay technique.</p>	<p>Tennis Revision of hand eye coordination when using a racquet and ball. Improving their control and maintaining a rally. Improve basic match play including tactics and awareness of their positioning around the court.</p>
French	<ul style="list-style-type: none"> • revision of greetings: <i>bonjour, au revoir, merci</i> • how are you? ask and answer • days of the week • weather/ towns : describe what the weather is like in a town using "à..., il fait..." • members of the family: describe a typical family, name family members using "mon/ma...s'appelle..." , create your dream family tree 		<ul style="list-style-type: none"> • clothes : describing what you wear for school / home • colours : revise the names of colours and use them to describe outfits. Grammar: discover gender agreement • classroom objects : learn the names of basic classroom objects, expand on gender agreement 		<ul style="list-style-type: none"> • Consolidation of all previously learnt vocabulary through various games and activities 	

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Welsh	Reinforce greetings e.g Bore da. Pwy wyt ti? Sut wyt ti? Writing a simple greeting and exchange. Parts of the body – arms/legs/head etc. Introducing age – Writing numbers to ten. Introducing activities – describing what they like to play.	Y Ty – objects in the house. Describing where they live. Yr ardd – Describing the garden e.g. flowers. Using colours and positional language. Recap over weather.	Teithio – types of transport. Asking how children travel to school. Story – Fruit Salad – naming fruit.
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