

Year 2 Yearly Overview 2024 – 2025

Autumn 2024

| Week Beginning         | 2.9  | 9.9 | 16.9 | 23.9 | 30.9                     | 7.10 | 14.10 | 21.10              | 28.10            | 4.11  | 11.11 | 18.11 | 25.11 | 2.12                            | 9.12 | 16.12 |  |
|------------------------|--|-----|------|------|--------------------------|------|-------|--------------------|------------------|---|-------|-------|-------|---------------------------------|------|-------|--|
| Days to Note           | Inset (2)  |     |      |      |                          |      |       | Inset (1) Fri 25th | <b>Half Term</b> |   |       |       |       |                                 |      |       |  |
| Trips and WOW days     | Design a Chair for Baby Bear<br>Local area trip to Ham Common  |     |      |      |                          |      |       |                    |                  | ? Previously London Aquarium – new trip?  |       |       |       |                                 |      |       |  |
| English Texts          | The Goldilocks Project, Jim and the Beanstalk  |     |      |      |                          |      |       |                    |                  | The House Held up by Trees, The Journey Home                                    |       |       |       |                                 |      |       |  |
| Cross Curricular links |  |     |      |      |                          |      |       |                    |                  | Looking after the environment   |       |       |       |                                 |      |       |  |
| Phonics                | Phase 5 Recap from Y1 assessments  |     |      |      |                          |      |       |                    |                  | Phase 5 recap and start Phase 6   |       |       |       |                                 |      |       |  |
| Maths                  | Place Value  |     |      |      | Addition and Subtraction |      |       |                    |                  | Addition and subtraction  |       |       |       | Properties of shape             |      |       |  |
| Science                | Animals including Humans: Lifecycles, Exercise, Healthy living   |     |      |      |                          |      |       |                    |                  | Living things and their habitats  |       |       |       |                                 |      |       |  |
| RE                     | What is the story of Noah about? What responsibility has God given people for taking care of creation? |     |      |      |                          |      |       |                    |                  | What responsibility has God given people for taking care of creation? continued |       |       |       | What is the light of Christmas? |      |       |  |
| Music                  | African call and response – theme: Animals   |     |      |      |                          |      |       |                    |                  | Orchestral instruments – theme: Traditional Stories Christmas                   |       |       |       |                                 |      |       |  |
| Computing              | Computer systems and networks  |     |      |      |                          |      |       |                    |                  | Online Safety   |       |       |       |                                 |      |       |  |
| PE                     | Ball Handling and control  |     |      |      |                          |      |       |                    |                  | Throwing techniques and catching  |       |       |       |                                 |      |       |  |
| History / Geography    | Significant people – nurturing nurses  |     |      |      |                          |      |       |                    |                  | Geography: Magical Mapping  |       |       |       |                                 |      |       |  |
| Art/DT                 | DT Design a Chair for Baby bear  |     |      |      |                          |      |       |                    |                  | Art: Drawing – Tell a story (Kapow)   |       |       |       |                                 |      |       |  |

Year 2 Yearly Overview 2023 – 2034

Spring 2025

| Week Beginning         | 6/1  | 13/1 | 20/1 | 27/1  | 3/2 | 10/2 | 17/2   | 24/2 | 3/3                 | 10/3 | 17/3 | 24/3 | 31/3 |
|------------------------|--|------|------|---|-----|------|--|------|---------------------|------|------|------|------|
| Days to Note           | Inset (1)  |      |      |   |     |      |  |      |                     |      |      |      |      |
| Trips and WOW days     | Great Fire of London – Tower of London           |      |      |   |     |      | Generation Wild – Wetland Centre                                     |      |                     |      |      |      |      |
| English Texts          | If All the World Were, The Great Fire of London  |      |      |   |     |      | The Dragon Machine Dragonology                                       |      |                     |      |      |      |      |
| Cross Curricular links | Great Fire of London, materials                  |      |      |   |     |      | No Specific science unit - famous scientist ? See Twinkl             |      |                     |      |      |      |      |
| Phonics                | Phase 6  |      |      |   |     |      |  |      |                     |      |      |      |      |
| Maths                  | Money  |      |      | Multiplication  |     |      | Division   |      | Properties of Shape |      |      | Time |      |
| Science                | Uses of Everyday Materials                       |      |      |   |     |      | No specified science unit  |      |                     |      |      |      |      |
| RE                     | Our School Saint: St Richard                     |      |      | Why did Jesus teach the Lord's Prayer as a way to pray? |     |      | How do Easter symbols help us understand the true meaning of Easter? |      |                     |      |      |      |      |
| Music                  | Dynamics, timbre, temp and motifs – Theme: space |      |      |   |     |      |  |      |                     |      |      |      |      |
| Computing              | Digital literacy                                 |      |      |   |     |      | Programming 1  |      |                     |      |      |      |      |
| PE                     | Simple invasion games                            |      |      |   |     |      |  |      |                     |      |      |      |      |
| History / Geography    | History: Great Fire of London                    |      |      |   |     |      | Geography: Cold Places   |      |                     |      |      |      |      |
| Art/DT                 | 3D Clay house (Kapow)                            |      |      |   |     |      | Textiles: Pouches (Kapow)  |      |                     |      |      |      |      |

**Year 2 Yearly Overview 2023 – 2034**

**Summer 2025**

| Week Beginning      | 22/4   | 28/4       | 5/5                    | 12/5 | 19/5 | 26/5 | 2/6   | 9/6         | 16/6              | 23/6 | 30/6 | 7/7 | 14/7 | 21/7           |
|---------------------|--|------------|------------------------|------|------|------|---|-------------|-------------------|------|------|-----|------|----------------|
| Days to Note        | Tuesday start  |            |                        |      |      |      | Inset (1)                                     |             |                   |      |      |     |      | Term ends 22/7 |
| Trips and WOW days  | Local Area Trip to Ham Common                          |            |                        |      |      |      | Trip to seaside                               |             |                   |      |      |     |      |                |
| English Texts       | The Bear and the Piano Ocean Meets Sky                 |            |                        |      |      |      | We are Water Protectors The Minpins           |             |                   |      |      |     |      |                |
| Phonics             | Phase 6  |            |                        |      |      |      | Phase 6 revision                              |             |                   |      |      |     |      |                |
| Maths               | Fractions  | Statistics | Position and Direction |      |      |      | Mass Capacity and Volume                      | Temperature | Length and Height |      |      |     |      |                |
| Science             | Plants   |            |                        |      |      |      | No specified science unit                     |             |                   |      |      |     |      |                |
| RE                  | What does it mean to be a Muslim?                      |            |                        |      |      |      | The five pillars of Islam                     |             |                   |      |      |     |      |                |
| Music               | Myths and Legends                                      |            |                        |      |      |      | On this island: British songs and sounds      |             |                   |      |      |     |      |                |
| Computing           | Programming 2  |            |                        |      |      |      | Creating Media                                |             |                   |      |      |     |      |                |
| PE                  | Object control and balance                             |            |                        |      |      |      | Simple invasion games                         |             |                   |      |      |     |      |                |
| History / Geography | Local history – I will help plan this                  |            |                        |      |      |      | Geography: Beside the Seaside                 |             |                   |      |      |     |      |                |
| Art/DT              | Art – Painting and Mixed media: Life in Colour (Kapow) |            |                        |      |      |      | Cooking and Nutrition – Balanced diet (Kapow) |             |                   |      |      |     |      |                |