



Year 2 — Long Term Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	The Silvertrees Academy curriculum has been designed with oracy at its heart. We believe that everything starts with talk. Talk supports thinking and that means it supports learning, so, we believe that oracy is the key to all learning. We support this through our curriculum by using high quality texts which are carefully chosen to promote a love of reading and with learning designed to link concepts across the curriculum. We encourage children to share their thoughts and ideas, the children are at the heart of their learning, they share their prior knowledge and are active participants in planning what they want to learn. At Silvertrees Academy we aim to inspire the children to 'Be the best that they can be'.					
Enrichment			Australia Day	Selly Manor		Tamworth Castle
Science	Animals needs for Survival / Humans Children will learn to: - Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). - Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	Materials / Plastic Children will learn to: - Identify and compare the suitability of a variety of everyday materials for particular uses. - Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	Plants – light and dark / Living Things and their Habitats (part 1) Children will learn to: - Observe and describe how seeds and bulbs grow into mature plants. - Find out and describe how plants need water, light and a suitable temperature. - Explore and compare differences between things that are living, dead, and things that have never been alive.	Living Things and their Habitats (part 2) / Light and Dark Children will learn to: - Identify that most living things live in habitats to which they are suited. - Describe how different habitats provide for the basic needs of animals and plants. - Identify and name a variety of plants and animals in their habitats, including microhabitats.	Plants – Bulbs and Seeds / Growing up Children will learn to: - Observe and describe how seeds and bulbs grow into mature plants. - Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.	Bulbs and Seeds / Growing Up / Wildlife Children will learn to: - Observe and describe how seeds and bulbs grow into mature plants. - Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.
Working Scientifically	During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: - Asking simple questions and recognising that they can be answered in different ways - Observing closely, using simple equipment - Performing simple tests - Identifying and classifying - Using their observations and ideas to suggest answers to questions - Gathering and recording data to help in answering questions					
Geography	At The Farm Children will explore what farms are and why they are important.		Let's Visit Australia Children will explore Australia and where it is in the world.		Map Makers Children will be able to use compass points to navigate around a map.	

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	Children will explore the features of a farm. Children will be able to use a map and symbols to navigate around a farm. Children will explore how the seasons affect life on a farm. Children will explore the differences between life on a farm and life in a town.		Children will be able to use a compass and explore what north, south, east and west are. Children will explore Australia's climate and wealth Children will explore what Christmas is like in Australia compared to the UK. Children will explore the physical features and landscapes of Australia. Children will investigate Australia's unusual animals. Children will explore Australia's culture		Children will use aerial photographs and plan perspectives to recognise and create landmarks Children will use simple fieldwork and observational skills to study the geography of their school and surroundings. Children will devise a simple map and use and construct basic symbols in a key. Children will design a map, referring to key human features. Children will create a 3D map using their town designs.	
History		Guy Fawkes and the Gunpowder Plot Children will find out where and when the Gunpowder Plot happened. Children will find out about religion during the Stuart era. Children will find out who Guy Fawkes was, and how he became involved in the Gunpowder Plot. Children will retell the events of the Gunpowder Plot in chronological order. Children will explore why and how we still celebrate Bonfire Night.		The Great Fire of London Children will understand where and when the Great Fire of London started. Children will understand the order of events of the Great Fire of London. Children will explore how we know about the Great Fire of London. Children will find out why the fire spread so quickly and stayed alight for so long. Children will explore how the Great Fire of London affected the city and the lives of those who experienced it.		Castles Children will understand the events leading to Norman rule in England. Children will know about different types of castles and their features. Children will describe the roles people had in a medieval castle Children will compare life in Norman Britain to life today. Children will learn about the Tower of London and how it has changed over time. Children to research a castle in our local area.
	Portraits		Seascapes (Artist: Joseph Turner)		Printing, Line and Colour (Artist: Angie Lewin)	

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Art and Design	(Artists: Picasso comparison with Bisa Butler)					
	Objectives: • To use a range of materials creatively to design and make products. • To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. • 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.					
Design and Technology		<u>Food – Preparing Fruit and Vegetables (perfect pizzas)</u> Children will learn to identify and name the main parts of a pizza and understand which toppings contribute to a healthy, balanced diet . They will use sensory vocabulary to describe ingredients, express preferences, and recognise what makes a suitable topping. They will follow food-hygiene routines and demonstrate safe preparation skills, including the bridge and claw cutting techniques, choosing appropriate tools for different toppings. Children will design a clearly labelled pizza that reflects their understanding of health, flavour and texture, then follow their plan to assemble		<u>Textiles – Templates and Joining (puppets)</u> Children will learn what puppets are, how they are used, and recognise different types and their key features. They will develop practical skills by using templates to cut fabric, combining components, and discussing and evaluating their ideas. Children will practise textile-based techniques such as running stitch and over stitch , and safely use needles, scissors and other tools to attach features like buttons. They will design a glove puppet for a clear purpose, describing the materials, tools , and steps needed. Children will follow their design to create their puppet, working safely and sensibly with a range of materials. Finally, they		<u>Mechanisms – Wheels and Axels (vehicles)</u> Children will learn to identify and describe a range of vehicles , their main features and their uses. They will develop understanding of wheels, axles and chassis , including different ways wheels can be attached, and will experiment with materials and techniques to combine these components. Children will choose suitable materials for the vehicle body, explore ways to join and decorate materials (including ICT), and design a vehicle that includes all key parts. They will describe the materials, tools , and steps needed, then follow their design to create a vehicle safely and effectively. Finally, children will evaluate their finished product,

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		it using safe food-handling methods. Finally, they will evaluate their finished pizza against the design criteria, explaining their choices and identifying strengths and areas for improvement.		will evaluate their finished product, comment on others' work, and identify ways to improve future designs.		identifying strengths, areas for improvement, and ways to develop their DT skills further.
	IT Around Us	Creating Media – Digital Photography	Programming A – Robot Algorithms	Data and Information – Pictograms	Creating Media – Digital Music	Programming B – Programming Quizzes
Computing	Objectives: • Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. • Create and debug simple programs. • Use logical reasoning to predict the behaviour of simple programs. • Use technology purposefully to create, organise, store, manipulate and retrieve digital content. • Recognise common uses of information technology beyond school. • Use technology safely and respectfully, keeping personal information private.					
Music (Charanga)	Exploring Simple Patterns	Focus on dynamics and tempo	Exploring feelings through music	Inventing a Musical Story Tuned instrument: ocarina	Music that makes you dance Tuned instrument: ocarina	Exploring Improvisation Tuned instrument: ocarina
	Objectives: • Use their voices expressively and creatively by singing songs and speaking chants and rhymes. • Play tuned and untuned 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.					
RE	How and why are some books holy? Sacred words for Sikhs, Muslims and Christians.	Holy places: Where and how do Christians, Sikhs and Muslims worship?	What is the 'good news' Christians believe Jesus brings?	Why does Easter matter to Christians?	Who celebrates what? How and where? Celebrations that matter in Sandwell (Christian, Muslim, Sikh)	Questions that puzzle us
RHE	Bouncing Back to School • Looking at rules and routines All about me • Finding out about families	Resilience and coping Health and Prevention • Children will understand their flu immunisation	Being Safe	Health and Prevention • Visits from the school nurse and the Drug Education, Counselling and Confidential Advice team.	Physical health and fitness • Children will explore what we do to keep fit and healthy and why. Basic first aid	Sun Safety • Children will find out how to stay safe in the sun. Being The Best Me I Can Be
PE	Topic 1: Gymnastics Topic 2: Boot Camp (Champions)	Topic 1: Dance Topic 2: Multi-Skills (Champions)	Topic 1: Skip to the beat (Champions) Topic 2: Basketball	Topic 1: Throw and Catch (Champions) Topic 2: Tennis	Topic 1: Mighty Movers (Champions) Topic 2: Athletics	Topic 1: Active Athletics (Champions) Topic 2: Rounders/Sports Day

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	Children should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. Objectives: • Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. • Participate in team games, developing simple tactics for attacking and defending. • Perform dances using simple movement patterns.					