



Yearly Overview 2024-2025

Year Group: 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Catholic Social Teaching	Care for Creation	Preferential Option for the Poor	Solidarity and Peace	Community and Participation	Dignity of Workers	Dignity
RE	Branch 1: Creation and covenant	Branch 2: Prophecy and promise	Branch 3: Galilee to Jerusalem	Branch 4: Desert to Garden	Branch 5: To the ends of the Earth	Branch 6: Dialogue and Encounter
Literacy	<p>Core Texts:</p> <p>What do you see when you look at a tree? By Emma Carlisle</p> <p>A Home Can Be... By Stephanie Seidler</p> <p>It Starts with a Seed by Laura Knowles</p> <p>Grammar:</p> <ul style="list-style-type: none"> -Capital letters and full stops -Adjectives -Expanded noun phrases -Rhyming words 	<p>Core Texts:</p> <p>Lila and the Secret of Rain</p> <p>Angela's Glacier by Jordon Scott</p> <p>Goldilocks and the three bears/Beware of the Bears</p> <p>Grammar:</p> <ul style="list-style-type: none"> -Verbs -Adverbs -Conjunctions -Types of sentences -Adjectives 	<p>Core Texts:</p> <p>A Flying Visit by Nick Butterworth</p> <p>The Flying Man by Mike Downs</p> <p>A Kite for Moon by Jane Yolen</p> <p>Man on the Moon by Simon Bartram</p> <p>Grammar:</p> <ul style="list-style-type: none"> -Types of sentences -Verbs and adverbs -Apostrophes for contraction 	<p>Core Texts:</p> <p>Because of an acorn by Lola Schaefer</p> <p>Jasper's Beanstalk</p> <p>Errol's Garden by Gillian Hibbs</p> <p>Grammar:</p> <ul style="list-style-type: none"> -Verbs and adverbs -Instructional writing – Jasper's Beanstalk 	<p>Core Texts:</p> <p>Mufaro's Beautiful Daughter by John Steptoe</p> <p>If I Were King by Chelsea O'Byrne</p> <p>Poem- If I Were King by A.A.Milne</p> <p>If I were Queen by Emma Dave</p> <p>Grammar:</p> <ul style="list-style-type: none"> -Expanded noun phrases Character Profile -Rhyming words 	<p>Core Texts:</p> <p>Harry saves the ocean</p> <p>The Lighthouse Keepers Lunch</p> <p>Stella and the Seagull</p> <p>Grammar:</p> <p>Diary entry – The light house keeper's lunch</p> <p>Letter writing – Stella and the Seagull</p>

		- Suffixes (Lila and the Secret of Rain) -Apostrophes for possession – Angela’s Glacier Character Profile – goldilocks/ baby bear -Tenses	-Tenses -Suffixes - commas -list writing	-Time connectives -Sentence starters -Suffixes Story retell	Repeated poem	
Maths	-Place value -Partitioning -Addition -Subtraction -2D and 3D shapes -Fractions of shape	-Money -Addition and Subtraction with money -Repeated addition -Multiplication -Division -Time	-Multiplication -Division -Shape -Fraction of shape -Fraction of number	-Addition and subtraction -Statistics -Place value -Length and height -Mass, capacity and temperature	-Position and direction -2-digit addition and subtraction -Multiplication -Division	-Consolidation
Science	Local habitats	Choosing materials	Changing materials	Growing Seeds and Bulbs	Growing Healthy Plants	Growing Up (animals and humans)
Computing	Computing Systems and Networks 1: What is a computer?	Programming 1: Algorithms and debugging	Computing Systems and Networks 2: Word processing	Programming 2: Scratch jnr	Creating Media: Stop Motion	Data Handling: International Space Station
History	How was school different in the past?		How did we learn to fly?		What is a monarch?	
Geography		Would you prefer to live in a hot or cold place?		Why is our world wonderful?		What is it like to live by the coast?
Art & Design	Art and Design Drawing: Tell a Story		Art and Design Painting and Mixed Media: Life in Colour		Art and Design Sculpture and 3D: Clay Houses	

Design & Technology		DT Structures: Baby Bear's Chair		DT Textiles: Pouches		DT Cooking and Nutrition: Balanced Diet
RSE/PSHE	-Created and loved by God	-Created and loved by God	-Created to love others	-Created to love others	-Created to live in community	-Created to live in community
PE	-Gymnastics	-Dance	-Gymnastics	-Gymnastics	-Dance	-Gymnastics
Music	<p>West African call and response song (Theme: Animals) Using instruments to represent animals, copying rhythms, learning a traditional Ghanaian call and response song and recognising simple notation, progressing to creating call and response rhythms. Learning Ob. - To create short sequences of sound. - To copy a short rhythm. - To learn a traditional song from Ghana. - To create rhythms based on call and response. - To add dynamics (volume) to a</p>	<p>Year 2 Christmas Carol Concert Children will Use their voices expressively and creatively by singing songs and speaking chants and rhymes. - Experiment with, create, select and combine sounds using the inter-related dimensions of music. - To know that your voice can be used as a musical instrument. - To know that body percussion means making sounds with your body not your voice, eg clapping or slapping knees.</p>	<p>Glockenspiels – extend repertoire - introduce how to read music - FACE – EGBDF – and looking at names of notes/note lengths – Crotchet, Quaver, Minim. Learning Ob. - Sing the melody accurately while playing their instrument in time. - Play a known melody from letter notation in the right order, if not with the right rhythms. - Play a new melody from letter notation in the right order, if not in time. - Play and perform</p>	<p>Glockenspiels – extend repertoire - introduce how to read music - FACE – EGBDF – and looking at names of notes/note lengths – Crotchet, Quaver, Minim. Learning Ob. - Sing the melody accurately while playing their instrument in time. - Play a known melody from letter notation in the right order, if not with the right rhythms. - Play a new melody from</p>	<p>Dynamics, timbre, tempo and motifs (Theme: Space) Developing knowledge and understanding of dynamics, timbre, tempo and instruments; learning to compose and play motifs. Learning Ob. - To create a simple soundscape for effect. - To listen for and recognise some basic elements of music. - To compare two pieces of music by Gustav Holst.</p>	<p>Myths and legends Developing understanding of musical language and how timbre, dynamics and tempo affect the mood of a song. Learning Ob. - To create a rhythm based on a phrase from a story. - To show structure on a graphic score. - To write a graphic score to show texture. - To compose a piece of music with a given structure. - To perform a group composition.</p>

	structure of rhythms.		<p>in solo and ensemble contexts</p> <ul style="list-style-type: none"> - Use and understand staff and other notations - Play and perform in solo and ensemble contexts (using their voices and) playing musical instruments with increasing accuracy, fluency, control and expression - Listen with attention to detail and recall sounds with increasing aural memory 	<p>letter notation in the right order, if not in time.</p> <ul style="list-style-type: none"> - Play and perform in solo and ensemble contexts - Use and understand staff and other notations - Play and perform in solo and ensemble contexts (using their voices and) playing musical instruments with increasing accuracy, fluency, control and expression - Listen with attention to detail and recall sounds with increasing aural memory 	<ul style="list-style-type: none"> - To create a musical motif to represent a planet. - To create short sequences of sound and perform with accuracy. 	
Spanish	All about me	Listen and Repeat	Count with me	The Rainbow	My House, My Home	Sing with me

