



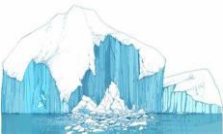




Boston West Academy Yearly Overview

Year 2 2022-23

<p>'Working together for success'</p> 	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	<p>Travel and Transport</p> 	<p>Journeys</p> 	<p>Fire</p> 	<p>Ice</p> 	<p>Nocturnal Animals</p> 	<p>Castles and Dragons</p> 
<p>English</p>	<p>Write Stuff: Crow's Tale</p> <p>Writing opportunities: Alternative version of the story Character description</p>	<p>Write stuff: Little Red Reading Hood</p> <p>Writing opportunities: Alternative story ending Recount of Boston walk</p> <p>Linked to topic and RE – A recount of the Christmas story??</p>	<p>Write stuff: The great fire of London</p> <p>Writing opportunities: Great fire of London Diary Recount of outdoor day Letter writing?? From Samuel Pepys?</p>	<p>Write stuff: Lost and Found</p> <p>Writing opportunities: Alternative version of the story Character description Setting description</p>	<p>Write Stuff: Nocturnal animals non-chronological report</p> <p>Writing opportunities: Non-chronological report Instructions Poetry</p>	<p>Write stuff: The egg</p> <p>Writing opportunities Retell of the story or alternative version Setting description (cave) School trip recount</p>
<p>Maths</p> <p>Maths resources for teachers White Rose Maths</p>	<p>Place Value</p> <p>Addition & Subtraction</p>	<p>Addition & Subtraction</p> <p>Money</p> <p>Shape</p>	<p>Multiplication & Division</p>	<p>Fractions</p> <p>Mass, Capacity & Temperature</p>	<p>Length & Height</p> <p>Statistics</p> <p>Problem Solving</p>	<p>Time</p> <p>Position & Direction</p>
<p>Science</p> <p>Staff Team (Boston West) - Science - All Documents (sharepoint.com)</p>	<p>Materials</p> <p>Compare suitability of everyday materials for different uses. Explore how shapes of solid objects can be changed by squashing, bending, twisting, and stretching.</p> <p>Scientist study – John Boyd Dunlop</p> <p>Ways into Science: Changing Materials</p>	<p>Animals including humans</p> <p>Describe basic needs of animals, including humans, for survival (water, food, air).</p>	<p>Animals including humans</p> <p>Notice that animals, including humans, have offspring. Describe the importance of exercise, diet and hygiene.</p> <p>The Most Important Animal of All</p>	<p>Plants</p> <p>Describe how seeds and bulbs grow into mature plants. Describe how plants need water, light and a suitable temperature to grow.</p>	<p>Living things and their habitats</p> <p>Compare things that are living, dead and have never lived. Identify how habitats provide basic needs for animals and plants. Identify plants and animals in their habitats, including microhabitats. Describe food chains.</p> <p>Where in the Wild Young Explorers: Habitats A Butterfly is Patient</p>	
<p>Computing</p> <p>Key Stage 1 (teachcomputing.org)</p>	<p>Computing Systems & Networks – Information Technology Around Us</p> <p>Identify IT and how its responsible use improves</p>	<p>Creating Media – Digital Photography</p> <p>Capturing and changing digital photographs for different purposes.</p>	<p>Creating Media – Making Music</p> <p>Using a computer as a tool to explore rhythms and melodies, before creating a musical composition.</p>	<p>Programming B – Programming Quizzes</p> <p>Designing algorithms and programs that use events to trigger sequences of</p>	<p>Data & Information – Pictograms</p> <p>Collecting data in tally charts and using attributes to organise and present data on a computer.</p>	<p>Programming A – Robot Algorithms</p> <p>Creating and debugging programs, using logical reasoning to make predictions.</p>

	our world in school and beyond.			code to make an interactive quiz.		
<p align="center">Geography</p> <p align="center">https://anthemtrust.sharepoint.com/sites/BOS-Team-Staff/Shared Documents/General/Geography</p>		<p>Buildings and local space Use maps and fieldwork observations to investigate the physical and human features, landuse and environmental issues in the local area.</p>	<p>Exploring hot places – Kenya Name worlds continents and oceans, the equator and poles. Use maps, atlases and globes. Compare England and Kenya, including physical and human features. Amazing Africa The Cold Book Antartica: A Coninenet of Wonder</p>	<p>Exploring cold places – The poles & Greenland Name worlds continents and oceans, the equator and poles. Use maps, atlases and globes. Compare England and Greenland, including physical and human features.</p>	<p>Map Skills Drawing maps of the school grounds and devise a key. Use compass Directions (NSEW) to create a route through school grounds.</p>	
<p align="center">History</p> <p align="center">https://anthemtrust.sharepoint.com/sites/BOS-Team-Staff/Shared Documents/General/History</p>	<p>Travel and Transport How has the way we travel changed over time (beyond living memory, specifically, the history of flight)? Why should we remember The Wright Brothers and Amy Johnson?</p> <p>Significant People Inventors The Wright brothers & Amelia Earhart and Amy Johnson Little People Big Dreams Amelia Earhart National Geographic Kids: Amelia Earhart Ordinary People Change the World: Amelia Earhart</p>	<p>Remembrance How do we show we remember? What happens on Remembrance Sunday? Events beyond Living memory - significant nationally and globally</p>	<p>The great fire of London What happened during The Great Fire of London? (How do we know?) When and where did the fire start? What were the main events of the fire? Why did the fire spread so far and stay alight for so long? How was the fire put out? What happened in London after the fire? What was the legacy of the fire? Sequencing events, fighting fire now and then, Samuel Pepys Beginning History: The Great Fire of London Why do we Remember the Great Fire of London? You Wouldn't Want to be in The great Fire of London</p>		<p>Significant People Explorers Sir Joseph Banks Who was Sir Joseph Banks?</p>	<p>Castles Is a castle like my home? Are all castles the same? (What are the key features of a castle?) What were castles like inside? (Different rooms, comparison to homes today) Who lived in a castle? What is the Magna Carta? <u>Significant people</u> – Elizabeth II Castles Magnified</p>
<p align="center">RE</p> <p align="center">Lincolnshire-Agreed-Syllabus-for-Religious-Education-2018-2022-FINAL.pdf (lincolnshireducation.com)</p> <p align="center">Staff Team (Boston West) - Religious Education - All Documents (sharepoint.com)</p>	<p>Being human – Christians How does faith and belief affect the way people live their lives? What does the Bible say about how Christians</p>	<p>Life Journey – Christianity How do people mark important events in life? What do Christians do to celebrate birth? What does it mean and why does it matter to belong?</p>	<p>Being Human – Islam What does the Qur'an say about how Muslims should live their lives and treat others? What do Muslims learn about Allah and their faith through the Qur'an?</p>	<p>Life Journey – Islam What do Muslims do to celebrate birth? What do Muslims do to celebrate the birth of a baby? The Proudest Blue</p>	<p>Places of worship (Christianity, Judaism & Islam) Where do Christians worship? Where do Muslims worship? Where do Jews worship? Choose three key objects, features or symbols for each religion and look at: What do they tell us about beliefs about God/humans/the world around them? How are they used in practice – i.e. What impact have they on the community?</p>	

	<p>should treat others/live their lives? How can Christian faith and beliefs be seen in the actions of inspirational Christians?</p>		<p>What do Muslims believe about serving others and supporting the poor? How is their faith and belief reflected in stories about inspirational Muslims?</p>			
<p>DT https://anthemtrust.sharepoint.com/sites/BOS-Team-Staff/Shared Documents/General/DT</p>	<p>Mechanical Design/Make/Evaluate Children will know how to use levers, sliders, wheels and axles. Unit 2A Vehicles To design and make a car of the future.</p>		<p>Structures Design/Make/Evaluate Children will know about the structure of the Eiffel tower and Gustave Eiffel. Children will know about strengthening structures by adding triangles to strengthen corners. Children will know how to build a strong stable structure. To design and make a tower.</p>		<p>Food Design/Make/Evaluate Use a peeler, grater and table knife. Children will know how to follow simple instructions supported by an adult. Children will know how to use a peeler with support. Children will know how to use a grater to grate soft foods such as cheese and cucumber. Children will know how to use a table knife safely.</p>	
<p>Art Preview of revised Art and Design Scheme KS1 and KS2 (kapowprimary.com) https://anthemtrust.sharepoint.com/sites/BOS-Team-Staff/Shared Documents/General/Art</p>		<p>Drawing Using storybook illustration as a stimulus, develop mark-making to explore a wider range of tools and experiment with creating texture to add detail.</p>		<p>Sculpture Explore rolling, mark-making in and joining clay using slip. Apply skills to create a tile house inspired by the sculpture of Rachel Whiteread.</p>	<p>Human Form Explore how bodies and faces are portrayed in art. Look at the work of artists to form shapes, create collages and draw portraits.</p>	
<p>Music</p>	<p>Exploring simple patterns How does music help us to make friends? https://www.lincsmusicservicedigital.org/c/1356466-english-model-music-curriculum/1356148-exploring-simple-patterns Singing To use their voices expressively and creatively by singing songs</p>		<p>Tempo and dynamics How does music teach us about the past? Year 2 Unit 2/English Model Music Curriculum/Home – Lincolnshire Music Service (lincsmusicservicedigital.org)</p>		<p>Exploring feelings through music How does music make the world a better place? https://www.lincsmusicservicedigital.org/c/1356466-english-model-music-curriculum/1356509-exploring-feelings-through-music</p>	
<p>PE Get Set 4 PE: Lesson Plans and Schemes of Work</p>	<p>Team building Pupils develop their communication and problem-solving skills. They work individually, in pairs and in small groups. Throughout, there is an</p>	<p>Dance Pupils will explore space and how their body can move to express an idea, mood, character or feeling. They will expand their knowledge of travelling</p>	<p>Gymnastics Pupils learn to explore and develop basic gymnastic actions on the floor and using apparatus. They develop gymnastic skills of jumping, rolling, balancing</p>	<p>Invasion Pupils develop their understanding of invasion games and the principles of defending and attacking. They use and develop skills such as</p>	<p>Athletics Pupils will develop skills required in athletic activities such as running at different speeds, jumping and throwing. In all athletic based activities,</p>	<p>Striking and Fielding Pupils develop their understanding of the principles of striking and fielding games. They develop the skills of throwing and catching,</p>

	emphasis on teamwork. They learn to discuss, plan and reflect on ideas and strategies. They lead a partner whilst considering safety. Pupils have the opportunity to show honesty and fair play.	actions and use them in relation to a stimulus. They will build on their understanding of dynamics and expression. They will use counts of 8 consistently to keep in time with the music and a partner. Pupils will also explore pathways, levels, shapes, directions, speeds and timing.	and travelling individually and in combination to create short sequences and movement phrases. Pupils develop an awareness of compositional devices when creating sequences to include the use of shapes, levels and directions. They learn to work safely with and around others and whilst using apparatus.	sending and receiving with both feet and hands, as well as dribbling with both feet and hands. They have the opportunity to play uneven and even sided games. They learn how to score points in these types of games and learn to play to the rules.	pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently. They learn how to improve by identifying areas of strength as well as areas to develop.	tracking and retrieving a ball and striking a ball. They begin to self-manage small-sided games. Pupils learn how to score points and play to the rules. Pupils will begin to think about how to use skills, strategies and tactics to outwit the opposition appropriate to the situation.
<p style="text-align: center;">PSHE</p> <p style="text-align: center;">PSHE and RSE scheme of work for primary pupils - Kapow Primary</p> <p style="text-align: center;">https://anthemtrust.sharepoint.com/sites/BOS-Team-Staff/Shared Documents/General/PSHE & RSE/Year 2</p>	<p>Relationships</p> <p>Families and friendships Making friends; feeling lonely and getting help</p> <p>Safe relationships Managing secrets; resisting pressure and getting help; recognising hurtful behaviour</p> <p>Respecting ourselves and others Recognising things in common and differences; playing and working cooperatively; sharing opinions</p> <p style="color: red;">Feelings Flow and Change Like the River My Friends and Me The Barnabus Project Mixed</p>		<p>Living in the wider world</p> <p>Belonging to a community Belonging to a group; roles and responsibilities; being the same and different in the community</p> <p>Money and work What money is; needs and wants; looking after money</p> <p>Media literacy and digital resilience The internet in everyday life; online content and information</p> <p style="color: red;">Julian at the Wedding</p>		<p>Health and wellbeing</p> <p>Physical health and mental wellbeing Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help.</p> <p>Keeping safe Safety in different environments; risk and safety at home; emergencies.</p> <p>Growing and changing Growing older; naming body parts; moving class or year.</p>	
<p style="text-align: center;">Outdoor Learning</p> <p style="text-align: center;">Staff Team (Boston West) - Outdoor Learning - All Documents (sharepoint.com)</p>	Shelter building- big and small (AO4/5) Whittling (AO 7/8)	Leaf animal art - Outdoor art (CO 3/4) Tracking trail (AO 9/10)	<p>Campfire Collecting TKM sticks Fir safety and how to build a campfire (AO 1/2/3)</p> <p>Sing round the campfire (CO 1)</p>	Create a hanging decoration (CO6)	<p>Creative outdoors</p> <p>* Create an owl/ fox/ badger/ hedgehog/ mouse/ bat linked to the nocturnal animal topic</p> <p>Children will play imaginatively, using models/characters created using natural resources. (CO 2) The Stick Book (Stick and clay animals) pg.39 (CO 2.3)</p>	<p>Creative outdoors</p> <p>*Create a willow crown.</p> <p>Children will begin to manipulate (wrap) willow, creating simple shapes (which may be decorated). (CO 5) The Stick Book (Make a woody crown) pg.57 (CO 5.2)</p> <p>*Knotting swords (AO 6)</p> <p>*Create a hobby horse</p>
<p style="text-align: center;">Y2 Entitlement</p>	Old car visit	Performance of nativity play for parents Visit to the library Fieldwork - the local area	Campfire	Visit penguins	Visit from the owls	Knight school outdoor day Visit to Lincoln Castle Sports Day

Red indicates books from the year group reading spine to support teaching and learning.

