








## Boston West Academy Yearly Overview

### Year 2

| <b>'Working together for success'</b><br> | <b>Term 1</b>   | <b>Term 2</b>   | <b>Term 3</b>   | <b>Term 4</b>  | <b>Term 5</b>  | <b>Term 6</b>  |
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|  | <b>Travel and Transport</b><br>  | <b>Journeys</b><br>   | <b>Nocturnal Animals</b><br>   | <b>Castles and Dragons</b><br>                              | <b>Ice</b><br>  | <b>Fire</b><br>   |
| <b>English</b>   | Literacy tree   | Literacy tree   | Literacy tree   | Literacy tree  | Literacy tree  | Literacy tree  |
| <b>Maths</b><br><a href="#">Maths resources for teachers   White Rose Maths</a>  | <b>Place Value</b><br><br><b>Addition &amp; Subtraction</b>   | <b>Addition &amp; Subtraction</b><br><br><b>Money</b>   | <b>Multiplication &amp; Division</b><br><br><b>Length &amp; Height</b>  | <b>Statistics</b><br><br><b>Problem Solving</b>  | <b>Length &amp; Height</b><br><br><b>Fractions</b><br><br><b>Mass, Capacity &amp; Temperature</b>  | <b>Time</b><br><br><b>Shape</b><br><br><b>Position &amp; Direction</b>   |
| <b>Science</b><br><a href="#">Science</a>  | <b>Animals including humans</b><br>Describe basic needs of animals, including humans, for survival (water, food, air). Describe the importance of exercise, diet and hygiene. | <b>Animals including humans</b><br>Notice that animals, including humans, have offspring.   | <b>Living things and their habitats</b><br>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. |  | <b>Plants</b><br>Describe how seeds and bulbs grow into mature plants. Describe how plants need water, light and a suitable temperature to grow.   | <b>Materials</b><br>Compare suitability of everyday materials for different uses. Explore how shapes of solid objects can be changed by squashing, bending, twisting, and stretching.<br><b>Scientist study – John Boyd Dunlop</b> |
| <b>Computing</b><br><a href="#">Key Stage 1 (teachcomputing.org)</a>   |   | <b>Creating Media – Digital Photography</b><br>Capturing and changing digital photographs for different purposes.                                 |   | <b>Data &amp; Information – Pictograms</b><br>Collecting data in tally charts and using attributes to organise and present data on a computer. | <b>Programming A – Robot Algorithms</b><br>Creating and debugging programs, using logical reasoning to make predictions.   |  |
| <b>Geography</b><br><a href="#">Geography</a>  |   | <b>Map Skills</b><br>Drawing maps of the school grounds and devise a key. Use compass Directions (NSEW) to create a route through school grounds. | <b>Buildings and local space</b><br>Use maps and fieldwork observations to investigate the physical and human features, land use and environmental issues in the local area.  |  | <b>Exploring cold places – The poles &amp; Greenland</b><br>Name worlds continents and oceans, the equator and poles. Use maps, atlases and globes. Compare England and Greenland, including | <b>Exploring hot places – Kenya</b><br>Name worlds continents and oceans, the equator and poles. Use maps, atlases and globes.   |

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|  |   |  |  |   | physical and human features.   | Compare England and Kenya, including physical and human features.  |
| <b>History</b><br><a href="#">History</a>            | <p><b>Travel and Transport</b><br/>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><b>Significant People Inventors</b><br/>The Wright brothers &amp; Amelia Earhart and Amy Johnson</p> | <p><b>Remembrance</b><br/>How do we show we remember? What happens on Remembrance Sunday? Events beyond Living memory - significant nationally and globally</p>                          | <p><b>Significant People Explorers</b><br/>Sir Joseph Banks<br/>Who was Sir Joseph Banks?</p>  | <p><b>Castles</b><br/>Is a castle like my home? Are all castles the same? (What are the key features of a castle?)<br/>What were castles like inside? (Different rooms, comparison to homes today)<br/>Who lived in a castle?<br/>What is the Magna Carta?<br/><u>Significant people</u> – Elizabeth II</p> |  | <p><b>The great fire of London</b><br/>What happened during The Great Fire of London? (How do we know?)<br/>When and where did the fire start?<br/>What were the main events of the fire?<br/>Why did the fire spread so far and stay alight for so long?<br/>How was the fire put out?<br/>What happened in London after the fire?<br/>What was the legacy of the fire?<br/>Sequencing events, fighting fire now and then, Samuel Pepys</p> |
| <b>RE</b><br><a href="#">Religious Education</a>     | <p><b>Being human – Christians</b><br/>How does faith and belief affect the way people live their lives?<br/>What does the Bible say about how Christians should treat others/live their lives?<br/>How can Christian faith and beliefs be seen in the actions of inspirational Christians?</p>                     | <p><b>Life Journey – Christianity</b><br/>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><b>Being Human – Islam</b><br/>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? 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><b>Life Journey – Islam</b><br/>What do Muslims do to celebrate birth?<br/>What do Muslims do to celebrate the birth of a baby?</p>  | <p><b>Places of worship (Christianity, Judaism &amp; Islam)</b><br/>Where do Christians worship? Where do Muslims worship? Where do Jews worship?<br/>Choose three key objects, features or symbols for each religion and look at:<br/>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> |  |
| <b>DT</b><br><a href="#">Design &amp; technology</a> | <p><b>Mechanical Design/Make/Evaluate</b><br/>Children will know how to use levers, sliders, wheels and axles.<br/>Unit 2A Vehicles<br/><b>To design and make a car of the future.</b></p>  |  | <p><b>Food Design/Make/Evaluate</b><br/>Use a peeler, grater and table knife.<br/>Children will know how to follow simple instructions supported by an adult.<br/>Children will know how to use a peeler with support.<br/>Children will know how to use a grater to grate soft foods such as cheese and cucumber.<br/>Children will know how to use a table knife safely.</p> |   |  | <p><b>Structures Design/Make/Evaluate</b><br/>Children will know about the structure of the Eiffel tower and Gustave Eiffel.<br/>Children will know about strengthening structures by adding triangles to strengthen corners.<br/>Children will know how to build a strong stable structure. To design and make a tower.</p>   |

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| <p align="center"><b>Art</b><br/><u>Art</u><br/><u>Art and design - Kapow Primary</u></p>   |   | <p><b>Drawing</b><br/>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><b>Human Form</b><br/>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><b>Sculpture</b><br/>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 align="center"><b>Music</b></p>  | <p><b>Pulse, Rhythm and pitch</b><br/><br/><a href="https://www.lincsmusicservicedigital.org/c/1370757-english-model-music-curriculum-scheme-v2/1370765-year-2/1370766-pulse-rhythm-and-pitch">https://www.lincsmusicservicedigital.org/c/1370757-english-model-music-curriculum-scheme-v2/1370765-year-2/1370766-pulse-rhythm-and-pitch</a></p> <p><b>Singing</b><br/>To use their voices expressively and creatively by singing songs</p> |  | <p><b>Inventing a musical story</b><br/><br/><a href="https://www.lincsmusicservicedigital.org/c/1370757-english-model-music-curriculum-scheme-v2/1370765-year-2/1370768-inventing-a-musical-story">https://www.lincsmusicservicedigital.org/c/1370757-english-model-music-curriculum-scheme-v2/1370765-year-2/1370768-inventing-a-musical-story</a></p>  |   | <p><b>Recognising different sounds</b><br/><br/><a href="https://www.lincsmusicservicedigital.org/c/1370757-english-model-music-curriculum-scheme-v2/1370765-year-2/1370769-recognising-different-sounds">https://www.lincsmusicservicedigital.org/c/1370757-english-model-music-curriculum-scheme-v2/1370765-year-2/1370769-recognising-different-sounds</a></p>   |   |
| <p align="center"><b>PE</b><br/><u>Get Set 4 PE: Lesson Plans and Schemes of Work</u><br/><u>PE</u></p>   | <p><b>Team building</b><br/>Pupils develop their communication and problem-solving skills. They work individually, in pairs and in small groups. Throughout, there is an 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.</p>   | <p><b>Dance</b><br/>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 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.</p> | <p><b>Gymnastics</b><br/>Pupils learn to explore and develop basic gymnastic actions on the floor and using apparatus. They develop gymnastic skills of jumping, rolling, balancing 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.</p> | <p><b>Invasion</b><br/>Pupils develop their understanding of invasion games and the principles of defending and attacking. They use and develop skills such as 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.</p> | <p><b>Athletics</b><br/>Pupils will develop skills required in athletic activities such as running at different speeds, jumping and throwing. In all athletic based activities, 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.</p> | <p><b>Striking and Fielding</b><br/>Pupils develop their understanding of the principles of striking and fielding games. They develop the skills of throwing and catching, 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> |
| <p align="center"><b>PSHE</b><br/><u>PSHE and RSE scheme of work for primary pupils</u><br/><u>- Kapow Primary</u><br/><br/><u>PSHE &amp; RSE</u></p> | <p><b>Relationships</b></p> <p><b>Families and friendships</b><br/>Making friends; feeling lonely and getting help</p> <p><b>Safe relationships</b><br/>Managing secrets; resisting pressure and getting help; recognising hurtful behaviour</p> <p><b>Respecting ourselves and others</b><br/>Recognising things in common and differences; playing and working cooperatively; sharing opinions</p>  |  | <p><b>Living in the wider world</b></p> <p><b>Belonging to a community</b><br/>Belonging to a group; roles and responsibilities; being the same and different in the community</p> <p><b>Money and work</b><br/>What money is; needs and wants; looking after money</p> <p><b>Media literacy and digital resilience</b><br/>The internet in everyday life; online content and information</p>   |   | <p><b>Health and wellbeing</b></p> <p><b>Physical health and mental wellbeing</b><br/>Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help.</p> <p><b>Keeping safe</b><br/>Safety in different environments; risk and safety at home; emergencies.</p>   |   |

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|   |  |   | <b>Growing and changing</b><br>Growing older; naming body parts; moving class or year.   |   |  |  |
| <p align="center"><b>Outdoor Learning</b><br/> <a href="#">Staff Team (Boston West) - Outdoor Learning - All Documents (sharepoint.com)</a></p> | <p>Shelter building- big and small (AO4/5)</p> <p>Whittling (AO 7/8)</p> | <p>Leaf animal art - Outdoor art (CO 3/4)</p> <p>Tracking trail (AO 9/10)</p> | <p><b>Creative outdoors</b></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><b>Creative outdoors</b></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</p> | <p>Create a hanging decoration (CO6)</p> | <p><b>Campfire</b></p> <p>Collecting TKM sticks</p> <p>Fir safety and how to build a campfire (AO 1/2/3)</p> <p>Sing round the campfire (CO 1)</p> |
| <p align="center"><b>Y2 Entitlement</b></p>   | <p>Old car visit</p>   | <p>Performance of nativity play for parents</p> <p>Visit to the library</p>   | <p>Visit from the owls</p> <p>Fieldwork - the local area</p>   | <p>Knight school outdoor day</p> <p>Visit to Lincoln Castle</p>   | <p>Visit penguins</p>                    | <p>Sports Day</p> <p>Campfire</p>  |