



Year 2 Topic 6 Overview – Battleships

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Science						
Vertical links						
Horizontal links						
History A local history study	To be able to place historical events in a chronological order	To understand what Bletchley Park is	To investigate who Alan Turing was	To explore the work of Alan Turing at Bletchley Park	To research the Bombe Machine from WW2	To be able to recall key facts about the Enigma Code
Vertical links	To know what chronological order is To order events in chronological order		To investigate important figures in history To know who Neil Armstrong is	To investigate important figures in history To know who Neil Armstrong is		
Horizontal links	To order events in chronological order	To know that we live in Bletchley To know that Bletchley Park is in Bletchley		To know that we live in Bletchley To know that Bletchley Park is in Bletchley		
Geography MK vs Tokyo	To locate Milton Keynes and Tokyo on a world map	To know some of the physical features of Tokyo	To know some of the human features of Tokyo	To know some physical similarities and differences of Milton Keynes and Tokyo	To know some human similarities and differences of Milton Keynes and Tokyo	To understand the similarities and differences in the human and physical geography of a small area of the UK and a contrasting non-European country
Vertical links	To be able to locate England, Ireland, Scotland and Wales on a map To be able to locate Milton Keynes	To know what physical features are To know some physical features of Milton Keynes	To know what human features are To know some human features of Milton Keynes			
Horizontal links				To be able to use comparative language	To be able to use comparative language	



Chestnuts Primary School

'Encourage, Enable, Empower'

Art and Design Sculpture and Form	To express an opinion	To draw using lighter pressure	To explore materials	To use a range of materials to create a piece of art	To evaluate a piece of art	To use a range of materials to create a picture
Vertical links	To express and opinion on artist work	To know the skills to be able to draw	To be able to use different materials for effect		To be able to evaluate a piece of work, thinking about what they might improve next time	
Horizontal links	To be kind and respectful when commenting on people's work	To know what a sculpture is	To be able to name different materials To know the properties of different materials	To know what a 3D shape is	To be able to evaluate a piece of work	
Design Technology						
Vertical links						
Horizontal links						
Religious Education Judaism – leaders	To understand the role of a leader	To understand what a Gabbai does	To understand what a Cantor does	To understand how a Rabbi helps the community	To know how Jewish leaders are important in the community	To know how Jewish people learn from other Jewish people's examples; other influential Jewish people
Vertical links	To know that a priest is a Christian leader			To know that a Rabbi leads the prayer in the synagogue To know that Jewish people belong to a community	To know that Jewish people belong to a community	
Horizontal links	To know what a leader is	To know what a leader is	To know what a leader is	To know what a community is and how it feels to be a part of it	To know what a leader is To know what a community is and how it feels to be a part of it	To know who influences them To know what a leader is To know what a community is and how it feels to be a part of it



Chestnuts Primary School

'Encourage, Enable, Empower'

Computing Digital Music	To say how music can make us feel	To identify that there are patterns in music	To experiment with sound using a computer	To use a computer to create a musical pattern	To create music for a purpose	To review and refine our computer work
Vertical links						
Horizontal links	To be able to listen to and appraise music To be able to identify different genres of music To be able to express an opinion on music	To be able to listen to and appraise music To be able to identify different genres of music To be able to express an opinion on music To know what the rhythm and pulse are	To be able to identify different genres of music	To know what a pattern is	To be able to improvise using instruments and voice	To be able to evaluate a piece of work.
Physical Education Strikers Athletics	To be able to roll and stop a ball with control To be able to run quickly towards a target	To throw under arm with control to a target To demonstrate a controlled change of speed when running	To be able to throw a ball underarm to a partner To perform a combination of jumps with control	To catch a ball with two hands from short distance To demonstrate different ways of leaving the floor to gain height	To hit or strike a ball with a hand to a partner To demonstrate the ability to throw an object at a target	To hit a ball using a bat or racquet To follow instructions to complete an athletics circuit
Vertical links	To be able to stop a ball To be able to roll a ball To run in different ways for a variety of purposes	To be able to throw under arm To be able to throw for distance To be able to throw for accuracy	To be able to throw under arm To be able work with a partner To be able to throw for distance To be able to throw for accuracy To be able to perform jumps	To be able to catch a ball To perform a variation of jump sequences	To be able to hit a ball To perform a variety of jump sequences	To be able to hit a ball using a racquet
Horizontal links	To be able to work collaboratively	To be able to work collaboratively	To be able to work collaboratively	To be able to work collaboratively	To be able to work collaboratively	To be able to work collaboratively



Chestnuts Primary School

'Encourage, Enable, Empower'

PSHE Changing Me	To recognise cycles of life in nature	To discuss the natural process of growing from young to old To understand that this is not in my control	To recognise how their bodies have changed since they were babies To recognise where they are on the continuum from young to old	To recognise the physical differences between boys and girls To use the correct names for parts of the body (penis, testicles, vagina, vulva, anus) To know that some parts of their bodies are private	To understand there are different types of touch To explain which types of touch they like and which they don't	To identify what they are looking forward to when they change classes
Vertical links	To start to understand the life cycles of animals and humans		To explain some things about them that have changed and some things that have stayed the same To know how their bodies have changed since they were babies	To identify the parts of the body that make boys different to girls To use the correct names for these: penis, testicles, vagina		
Horizontal links	To know what a life cycle is					
Music Reflect, Rewind and Replay	To revise musical terminology (pulse and duration) To revisit a chosen song from a previous unit	To revise the musical term "rhythm" and how this is different to pulse To revisit a chosen song from a previous unit and play percussion instruments to accompany the song	To revise musical terminology (pitch) and identify the pitch in the chosen song To revisit a chosen song from a previous unit and perform with instruments	To revise musical terminology (tempo) and identify the tempo in the chosen song To revisit a chosen song from a previous unit and play tuned instruments to accompany the song	To compose a rhythm on a rhythm grid To revisit a chosen song from a previous unit and play untuned percussion instrument to accompany the song	To revisit a chosen song from a previous unit and perform with improvisations
Vertical links	To know what the pulse is To know the names of the songs in previous units To be able to play a recorder To be able to play the glockenspiel	To know what the rhythm is To know the difference between rhythm and pulse To be able to play a recorder To be able to play the glockenspiel	To know what the pitch is To be able to play a recorder To be able to play the glockenspiel	To know what tempo is To be able to play a recorder To be able to play the glockenspiel	To be able to play a recorder To be able to play the glockenspiel To know what a rhythm is	To be able to play a recorder To be able to play the glockenspiel To be able to perform a song
Horizontal links						