Year 2

Enquiry overviews

What do I need to be healthy?

Why should we change the way we travel?

Where are the polar regions and how are they changing?

Why should we reduce, reuse and recycle?

What can we discover about how different plants grow?

Why are bees so brilliant?

The Harmony Project

Half-termly planning overview Year 2 – Autumn Term 1

Enquiry question: What do I need to be healthy?

Harmony principle: The principle of Health

Sustainability action: Sourcing seasonal food to make a healthy meal

Great Work: Preparing and sharing a healthy, seasonal meal

Partners in learning: Local farmers, food producers and allotment growers

3 GOOD HEALTH AND WELL-BEING

	Weekly Questions					
	Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**
	What can my body do?	**What helps me to feel well?**	**Why is it good to eat seasonal fruits and vegetables?**	**Which foods help me to stay healthy?**	**Why should I keep myself clean?**	**What do I need to be healthy?**
SCIENCE	What do humans and other animals need to stay alive?	What is the difference between being alive and being healthy?	What different types of food are there?	What do our bodies need from the food we eat and why?	What is hygiene and why is it important?	What changes can I make to be healthier?
HISTORY	Who helps us stay healthy today? Who helped people in the past?	How can we find out what hospitals and medicine were like in the past?	What would I like to find out about Mary Seacole/Florence Nightingale?	What did Mary Seacole/Florence Nightingale do?	What did Mary Seacole/Florence Nightingale teach us about hygiene?	How did Mary Seacole/Florence Nightingale change the way we keep ourselves healthy?
ENGLISH FOCUS	How can I use verbs to write movement poetry?	How can I write questions and answers about what makes us feel well?	What will I include in the lyrics for a song celebrating harvest?	What will I include in a set of instructions to make a healthy recipe?	How will I write instructions to explain how we should wash our hands?	How will I retell the story of *Oliver's Vegetables*?
MATHS APPLICATION	How can I use personal best data to order and compare numbers using < > =?	How will I collect and present data about what makes us feel well?	How can I estimate and measure the weight of fruits and vegetables?	How can I find the difference between quantities or weights of fruit and vegetables?	How can I use times in a hygiene journal to draw the hands on a clock?	Is my arm span the same as my height?
ART & DT	How can I create a print based on a shape my body makes in gymnastics?	What will I include in a painting of a landscape that makes me feel well?	What do seasonal fruits and vegetables taste like and how are they used in recipes?	Which skills will help me to prepare seasonal fruits and vegetables?	Which skills will help me to cook a recipe using seasonal fruits and vegetables?	What did people enjoy about my seasonal recipe and what could I change next time?
PSHE	Who helps me to keep my body healthy?	How and why does physical activity keep me healthy?	How much choice do I have over the food I eat?	How does sleep help to keep me healthy?	How can I keep myself clean and why is it important?	What changes can I make to be healthier?

This overview of planning shows how a selection of National Curriculum subjects can be linked within an enquiry.

Half-termly planning overview Year 2 – Autumn Term 2

Enquiry question: Why should we change the way we travel?

Harmony principle: The principle of Adaptation

Sustainability action: Organising a pollution-free travel event

Great Work: 'Sound of travel' event (soundscape & glockenspiel performance)

Partners in learning: Transport museum, active travel initiatives, Sustrans

	Weekly Questions					
	Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**
	Why is it good to walk?	**What's so special about pedal power?**	**How can we make cars run on clean energy?**	**What are the pros and cons of train travel?**	**Why do aeroplanes create so much pollution?**	**How will I change the way I travel to be more eco-friendly?**
SCIENCE	Are these shoes made for walking?	Why are different parts of a bicycle made from different materials?	How did John Boyd Dunlop use his knowledge of materials to solve a problem?	How could we use our knowledge of materials and a model of a train carriage to think like a scientist?	How can Nature influence the way we travel?	How can our choice of materials improve travel?
HISTORY	How did people travel in the past? (timelines)	How have bicycles changed over time?	How have cars changed over time and what might they be like in the future?	How has train travel changed since the first train in 1804?	Who were the Wright brothers and what was their story?	How do we think transport will change in the future?
ENGLISH FOCUS	What happened on my walk to school? (diary entries)	What can Amsterdam teach us about pollution-free travel? (posters)	Which forms of travel cause air pollution and which don't? (non-fiction report)	Why did the animals need to get on the train in the story *Oi, get off our train?* (retelling a story)	What will I include in a newspaper article about the Wright brothers?	What pollution-free travel event will we plan?
MATHS APPLICATION	How far have we walked around the playground? (estimation and measure)	How many children cycle to school? (data)	How will I solve problems involving people in cars? (multiplication)	How many cars could we get off the road by using trains more? (problem solving)	How will I find lines of symmetry on 2D aeroplane parts? (geometry)	How far will my aeroplane travel across the playground? (measure)
DT	What do 'healthy vehicles' look like? (research low/zero-emission vehicles)	How will I design a healthy vehicle?	How will my healthy vehicle move? (wheels and axles)	What will I need to make my healthy vehicle?	How well does my healthy vehicle move?	How could I improve my healthy vehicle?
PSHE	What do I do if someone else's opinion is different to mine?	How do I recognise when words and actions are unkind?	What are our favourite ways to travel?	Which forms of travel are best for my body's health and why?	Do our choices about travel affect the world in which we live?	What do communities do to support travel choices?

This overview of planning shows how a selection of National Curriculum subjects can be linked within an enquiry.

Half-termly planning overview Year 2 – Spring Term 1

Enquiry question: Where are the polar regions and how are they changing?

Harmony principle: The principle of Oneness

Sustainability action: Identifying three personal energy-saving challenges

Great Work: Launching a campaign which encourages climate action

Partners in learning: British Antarctic Survey, Global Choices, Better Planet Education

6 CLEAN WATER AND SANITATION

	Weekly Questions					
	Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**
	Where are the polar regions and how are they different?	**How do animals survive in the polar regions?**	**Where do people live in the polar regions?**	**How is the Arctic changing and why?**	**How is Antarctica changing and why?**	**What action can we take to stop the ice melting?**
SCIENCE	What do we find in the polar regions? (living, dead, never alive)	Which animals live in the polar regions and how do they protect their offspring?	How are polar animals suited to their habitat and what are their basic needs?	What is an Arctic food chain and why do we need to know?	How is an Antarctic food chain different?	Why is ice such an important part of polar habitats?
GEOGRAPHY	Where are the polar regions in relation to the oceans and continents?	What is the weather like in the polar regions and why?	How would a compass help an explorer travelling to the polar regions?	What can we learn about the Arctic from aerial photos?	What can we learn about Antarctica from aerial photos?	Which of the features of the polar regions are changing and why?
ENGLISH FOCUS	How can I describe polar animals in poetry?	How do Antarctic animals survive the cold? (fact files)	What is a day in the life of an Inuit person like? (diary entry)	What will my book review say about *The Trouble with Dragons*?	What did the dragons in *The Trouble with Dragons* do next? (story writing)	What can we do to tackle climate change at school and at home? (persuasive writing)
MATHS APPLICATION	How can I use multiplication to find how much ice weighs?	Are penguins taller or shorter than us?	How can I measure changes to the volume of water?	What can a block graph tell us about how we use energy?	How is our energy use different in winter and in summer?	How can I record data about our energy use in a tally chart?
ART & DT	How can I create a transient artwork that creates no waste? (Andy Goldsworthy)	What natural materials can I collect to freeze in an ice sculpture?	How can I capture the beauty of my ice sculpture in a photograph?	What will I include in a sketch of a polar scene?	How can I use watercolours to paint a polar scene?	Which paintbrushes will allow me to add detail to a polar scene?
PSHE	What does it mean to be responsible?	What rules are there for visiting the polar regions and why are they important?	Whose responsibility is it to take care of the world?	What can we do where we live to help animals in the polar regions?	What good things happen when we act responsibly?	How can we encourage others to act responsibly to protect the polar regions?

This overview of planning shows how a selection of National Curriculum subjects can be linked within an enquiry.

Half-termly planning overview Year 2 – Spring Term 2

Enquiry question: Why should we reuse, reduce and recycle?

Harmony principle: The principle of the Cycle

Sustainability action: Learning skills to repair or repurpose something

Great Work: Hosting a 'sharing skills' repair workshop

Partners in learning: Local recycling centre, Ellen MacArthur Foundation

12 RESPONSIBLE CONSUMPTION AND PRODUCTION

	Weekly Questions					
	Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**
	What is waste and why do we produce so much?	**How can we reduce the amount we waste?**	**How can we re-use items we might throw away?**	**What can we repair to use again?**	**How can we create cycles in our own lives?**	**Is it better to reduce, re-use or recycle?**
SCIENCE	Why do we choose the materials that we use?	What are the properties of different materials?	What do we make out of wood and why?	Why are so many things made from plastic?	What happens to different materials when we throw them away?	How can we reuse materials?
HISTORY	What materials were used in the past? How is it different today and why?	What was a rag and bone man and what did he do?	What did re-using look like in the past and what does it look like today?	How has our attitude to single use plastic changed?	How has the way we recycle changed? (wartime, UK household waste recycling act)	What behaviour changes would we like to see in the future?
ENGLISH FOCUS	What do I throw away in a week? (using subheadings in non-fiction)	What happens to waste in Nature and what can we learn from it? (writing letters from Nature)	How can I explore the story of 'One plastic bag'?	What will I include in my own 'One Plastic Bag' story?	How can we continue the cycle of traditional tales?	How will I re-cycle a traditional tale?
MATHS APPLICATION	What would a tally chart of our waste show us?	How can I convert my tally chart into a pictogram?	How much money could we save by re-using or repairing items?	What maths skills would we use in our re-use and repair shop? (calculating change)	How much of everything do I need to make my own picnic blanket?	What is the weight of what we recycle in our classroom?
ART & DT	What do shopping bag designs look like?	Which piece of used fabric will I reuse for my design?	How can I learn a simple sewing technique?	How will I make my design using re-used material?	How can I learn to tie a knot to attach a handle to my bag?	How successful was my design and who will take it shopping?
PSHE	What is the internet and how does it help us?	How do I search safely for information online?	How does the internet help us to reduce what we use?	What do I need to know about social media?	Why is too much internet bad for me?	What should I do if I see something I don't like online?

This overview of planning shows how a selection of National Curriculum subjects can be linked within an enquiry.

Half-termly planning overview Year 2 – Summer Term 1

Enquiry question: What can we discover about how different plants grow?

Harmony principle: The principle of Diversity

Sustainability action: Growing food at school and at home

Great Work: Growing plants to make an end of term salad

Partners in learning: Local allotment growers, food producers and farmers

	Weekly Questions					
	Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**
	What is a plant and what does it need to grow?	**How do seeds grow into plants?**	**Why are roots important for plants?**	**How do stems help plants grow?**	**What happens inside a leaf?**	**Why do plants have flowers?**
SCIENCE	What is a plant and what does it need to grow?	How does a plant begin?	What are roots doing underground?	Why do most plants need a stem?	Are all plants' leaves the same?	Why do plants produce fruit?
GEOGRAPHY	Where do different plants choose to live around our school?	How do the weather conditions affect where plants grow?	Why do some plants only grow in hot countries?	How will I describe where my food comes from using simple compass directions?	How far has my salad travelled?	Where and when can we find tomatoes growing in our local area?
ENGLISH FOCUS	How will I describe the different plants that grow in my imaginary garden?	How will I improve my setting description of the different plants that grow in my imaginary garden?	How will I write a scene from Jack and the beanstalk as a playscript?	What will I include in my own version of Jack and the beanstalk?	How will I compare different 'leaf stories' from different habitats in the world?	What will I include in my poster to encourage parents to grow food at home?
MATHS APPLICATION	How will I record how many different types of plants I can find in the school grounds?	How long do different food plants take to grow?	How many seeds can I grow?	How tall are different stems?	How will I use symmetry to complete the different leaf shapes?	How far has my lunch tomato travelled?
ART & DT	How will I use charcoal to create sketches of plants in the school grounds?	How will I use tools to add texture to make a seed pod out of clay inspired by Halima Cassell?	How will I use paint and straws to recreate roots?	How will I add colour to a cross section of a stem?	How will I create a picture using leaf rubbings?	How will I add colour to my cross section of a tomato?
PSHE	How are we like plants?	Why is growing food good for us?	What else helps us to feel well?	What are the different parts of our body?	What different feelings do we have and where do they come from?	How can we manage big feelings?

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Half-termly planning overview Year 2 – Summer Term 2

Enquiry question: Why are bees so brilliant?

Harmony principle: The principle of Interdependence

Sustainability action: Creating bee-friendly habitats

Great Work: Making and sharing hexagonal books about bees

Partners in learning: Beekeepers Association, The Bumblebee Conservation Trust

	Weekly Questions					
	Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**
	How many different species of bee are there in the UK?	**How do the different species of bees work together?**	**How do flowers help bees?**	**How do bees help flowers?**	**Why are bees and other bugs disappearing?**	**What can we do to make sure bees and other bugs thrive?**
SCIENCE	What habitats do different bees live in?	What do different bees need to survive and stay healthy?	What food do bees get from flowers and how do they get it?	Why do flowering plants need bees? (pollination)	What things threaten bees? Why are there fewer bees?	What can we do to help bees?
GEOGRAPHY	What can we see and label on an aerial map of our school grounds?	How can I map the routes bees take from flowers to their nests?	Which places in our school grounds are bee-friendly, and which aren't?	How can we create more bee-friendly environments?	What are the daily weather conditions over a week and how do they affect bee activity?	Which days were the best days for bee pollination and nectar gathering? Why?
ENGLISH FOCUS	What are the features of a non-chronological report?	How can I write my own non-chronological report about bees?	What makes an adventure story really exciting?	How can I create an adventure story about a bee that is exciting and interesting to read?	What instructions would explain how to save our wild bees? (1)	What instructions would explain how to save our wild bees? (2)
MATHS APPLICATION	How can I interpret data in a tally chart about bees?	How can I record data in a tally chart about bees?	What are the properties of the triangles and squares we created in our Geometry activity?	How can I describe 2D and 3D shape from our observation of pollen grains?	Where can I find hexagons on 3D shapes?	How are the compound eyes of all bees structured?
DT	What are the features of different bee hotel?	What will I include in my design for a bee habitat? What materials and joining techniques will I use?	How well can I follow my design to create a bee habitat? (1)	How well can I follow my design to create a bee habitat? (2)	How helpful was my design? What am I pleased with in my finished bee habitat?	How can I present my design project to others?
PSHE	What role do I have in my family and school groups?	What makes a good friend?	How can we work together well?	How do bees help us to grow food?	What is respect and how can I show that I am respectful?	What can I do to ensure that bees are taken care of?

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