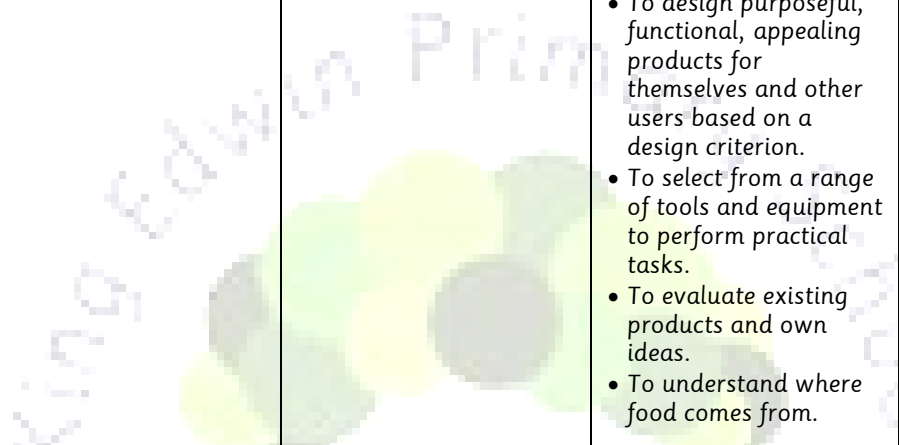


Year 2
Yearly Overview Long Term Plan

Subject	Autumn 1 What are British people proud of? 6 weeks	Autumn 2 Did Zog start the Great Fire of London? 7 weeks	Spring 1 Where would you prefer to live, Africa or Edwinstowe? 6 weeks	Spring 2 Does Chocolate grow on trees? 6 weeks	Summer 1 Could you survive in the rainforest? 6 weeks	Summer 2 How many different ways could we travel around our country? 7 weeks
Key Questions	Which countries are in the United Kingdom? What are the capital cities of the UK? Where could a tourist visit in the UK? What are British traditions? Who is in the Royal family? Which events are significant in Britain? What type of music do British people enjoy?	What was London like in the past? When was the Great Fire? Who started the fire? Why did the fire spread so quickly? How long did the fire last? Would London burn today? 2 week Christmas topic.	Where is Africa? What would you ask Hassan (African citizen)? How is Africa different to Edwinstowe? Which animals would you find in the wild living in Africa? Which habitats would you find in Africa? What would your school day be like in you lived in Africa?	How was chocolate discovered? Where do cacao trees grow? How is chocolate made? 2 weeks Is chocolate healthy? Where is chocolate made locally? Thorntons-Alfreton and Lockes Chocolate Edwinstowe	What is a rainforest? Physical/human features/climate Which oceans surround popular rainforests? Where is the largest rainforest? How is the Amazon Rainforest different to Sherwood Forest? Which animals would you find living in a rainforest?	How many places have you travelled to in the UK? How many ways can we travel? Who was George Stephenson? Who was Amelia Earhart? Who were the Wright Brothers? How has transport changed since my grandparents were little? Can you make a moving vehicle so Robin Hood can travel to the seaside?
Quality text	Katie goes to London What the ladybird heard on holiday. Halibut Jackson Paddington Bear	Zog	The Greedy Zebra Anna Hibiscus One day on our blue planet	The Chocolate Monster Grendel; A cautionary tale about Chocolate	Poem to Perform - The Sound Collector The Last Wolf	The Secret Sky Garden My Best Friend on the Titanic
Geography/History	<u>Geography</u> <ul style="list-style-type: none"> To name, locate and identify characteristics of the four countries and capital cities of the 	<u>History</u> <ul style="list-style-type: none"> To learn about the events beyond living memory that are significant nationally or globally. 	<u>Geography</u> <ul style="list-style-type: none"> To name and locate the world's seven continents. To understand geographical 	<u>History</u> <ul style="list-style-type: none"> To identify changes within living memory. To learn about the events beyond living memory that 	<u>Geography</u> <ul style="list-style-type: none"> To name and locate the world's five oceans To understand geographical 	<u>History</u> <ul style="list-style-type: none"> To learn about the events beyond living memory that are significant

	<p>United Kingdom and its surrounding seas.</p> <ul style="list-style-type: none"> To use world maps, atlases and globes to identify the United Kingdom and its countries. To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. 	<ul style="list-style-type: none"> To learn about the lives of significant individuals in the past who have contributed to national and international achievements. (Samuel Pepys). 	<p>similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</p> <ul style="list-style-type: none"> To use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. 	<p>are significant nationally or globally.</p>	<p>similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. (Compare Sherwood Forest to the Amazon Rainforest).</p> <ul style="list-style-type: none"> To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. To use simple fieldwork and observational skills to study the geography of their school and its grounds and the key 	<p>nationally or globally.</p> <ul style="list-style-type: none"> To learn about the lives of significant individuals in the past who have contributed to national and international achievements.
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					human and physical features of its surrounding environment.	
Art/DT	<p>Art & DT To create and design British Landmarks.</p> <ul style="list-style-type: none"> To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. To use a range of materials creatively to design and make products. <p>Design and Technology</p> <ul style="list-style-type: none"> To generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. To build structures, exploring how they can be made stronger, stiffer and more stable. 	<p>Art & DT To create and design houses using a range of materials to recreate the Great Fire. To use clay and explore sculpting skills to create houses.</p> <ul style="list-style-type: none"> To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. To use a range of materials creatively to design and make products. <p>Design and Technology</p> <ul style="list-style-type: none"> To select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. 	<p>Art To explore the works of Mose Meremma and recreate her African Sunset and Silhouette paintings. To explore the works of Cheri Samba and evaluate the similarities and differences between the two artists.</p> <ul style="list-style-type: none"> To be taught about the work of a range of artists, craft makers and designers, describing the differences and similarities between difference practices and disciplines, and making links to their own work. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. 	<p>Art & DT To explore the children's illustrator, Quentin Blake and create your very own character to add to our story.</p> <ul style="list-style-type: none"> To be taught about the work of a range of artists, craft makers and designers, describing the differences and similarities between difference practices and disciplines, and making links to their own work. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in using colour, pattern, texture, 	<p>Art To use Forest School to collect fallen leaves, interesting stones, barks and twigs etc, and explore different textures by taking rubbings to create woodland collages. How are these similar and different to a rainforest setting? (Link to The Last Wolf)</p> <ul style="list-style-type: none"> To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. 	<p>Art & DT To become a 'mechanical engineer' like George Stephenson and design your own car, bus or train.</p> <ul style="list-style-type: none"> To explore and use mechanisms (for example, levers, sliders, wheels and axles), in their products. To evaluate existing products and own creations.

				<p>line, shape, form and space.</p> <p>Design and Technology To design your very own chocolate bar.</p> <ul style="list-style-type: none"> • To design purposeful, functional, appealing products for themselves and other users based on a design criterion. • To select from a range of tools and equipment to perform practical tasks. • To evaluate existing products and own ideas. • To understand where food comes from. 		
<p>Music</p>	<p>What type of music do British people enjoy? Queen I Wanna Play in A Band 'I Wanna Play in a Band' is a Rock song written especially for children. In this song you learn about singing and playing together in an ensemble. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise classic Rock songs.</p> <ul style="list-style-type: none"> • To find the pulse and know that 	<p>Ho Ho Ho - a fun Christmas song A unit of work based on Christmas. This includes a 'Listen and Appraise' section, a 'Musical Activities' section and gives children the chance to 'perform a song' at the end of the unit.</p> <ul style="list-style-type: none"> • To understand that songs have a musical style. • To play an instrument 	<p>Hands, Feet and Heart - Charanga South African music using voices and instruments; including listen and sing back, musical activities and learning to perform the song.</p> <ul style="list-style-type: none"> • To play tuned and untuned instruments musically. • To experiment with, create, select and combine sounds 	<p>Friendship Song This is a song about being friends.</p> <ul style="list-style-type: none"> • To improvise in lessons and as part of a performance. • To compose a simple melody with a simple rhythm. 	<p>Zootime! All the learning is focused around one song: Zootime. The material presents an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.</p> <ul style="list-style-type: none"> • To find the pulse and know that this unit is about Reggae music. 	<p>Reflect, Rewind and Replay This unit of work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the Beginnings of the Language of Music.</p> <ul style="list-style-type: none"> • To continue to embed the foundations of the interrelated

	<p>this unit is about Rock music.</p> <ul style="list-style-type: none"> To recognise and name some of the instruments they hear. To copy and clap rhythms. 	<p>accurately and in time.</p>	<p>using inter-related dimensions of music.</p>		<ul style="list-style-type: none"> To recognise and name some of the instruments they hear. To copy and clap rhythms. 	<p>dimensions of music using voices and instruments.</p> <ul style="list-style-type: none"> To improvise using voices and instruments. To share and perform the learning that has taken place
PE						
Science	<p>Uses of everyday materials</p> <ul style="list-style-type: none"> To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. 	<p>Living things and their habitats</p> <ul style="list-style-type: none"> To explore and compare the differences between things that are living, dead, and things that have never been alive. 	<p>Animals, including humans (Animal focus)</p> <ul style="list-style-type: none"> To notice that animals, including humans, have offspring which grow into adults. To find out about and describe the basic needs of animals, including humans, for survival (water, food and air). To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. 	<p>Animals, including humans (Human focus)</p> <ul style="list-style-type: none"> To notice that animals, including humans, have offspring which grow into adults. To find out about and describe the basic needs of animals, including humans, for survival (water, food and air). To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. 	<p>Living things and their habitats</p> <ul style="list-style-type: none"> To identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. To identify and name a variety of plants and animals in their habitats, including micro-habitats. To describe how animals, obtain their food from plants 	<p>Plants</p> <ul style="list-style-type: none"> To observe and describe how seeds and bulbs grow into mature plants. To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

					and other animals, using the idea of a simple food chain, and identify and name different sources of food Link to The Last Wolf on The Power of Reading	
Computing Purple Mash scheme of work	Coding Online Safety	Spreadsheets	Effective Searching	Questioning	Creating Pictures- impressionist art.	Making Music Presenting Ideas
RE Notts syllabus and Focus challenge curriculum	How do Christians, Jews and Muslims say 'thank you' to God for the natural world?	Why is light important to religions?	What does it mean to be a Muslim?	When do we cooperate?	Do our actions speak louder than words?	What have I learned about different religions?
PSHCE SCARF	Me and my relationships Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Valuing difference Being kind and helping others Listening Skills	Keeping myself safe Safe and unsafe secrets Appropriate touch Medicine safety	Rights and responsibilities Cooperation Self-regulation	Being my best Growth Mindset Looking after my body	Growing and changing Life cycles Dealing with loss Being supportive