

**Year 2**  
**Yearly Overview Long Term Plan 2022-2023**

| Subject   | Autumn 1<br>What are the main differences between my life and life in a small village in Africa?<br>(Geography)<br>6 weeks | Autumn 2<br>How important was chocolate to the local area?<br>(History)<br>7 weeks  | Spring 1<br>How has transport changes over the years?<br>(History)<br>6 weeks   | Spring 2<br>What are the main differences between Sherwood Forest and Rainforests?<br>(Geography)<br>6 weeks  | Summer 1<br>What lessons have we learned from the Great Fire of London?<br>(History)<br>6 weeks    | Summer 2<br>Why is London our capital city and which are the other cities of the UK?<br>(Geography)<br>7 weeks |
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| <p><b>Quality text</b></p> <p><b>Writing outcomes</b></p> | <p>The Greedy Zebra<br/>Anna Hibiscus</p> <p><b>Fiction narrative</b> with a dilemma about an African animal.</p>          | <p>The Chocolate Monster<br/>Grendel; A cautionary tale about Chocolate</p> <p><b>Recount</b> of trip to chocolate factory.</p> <p><b>Fiction narrative</b> with a dilemma about a chocolate monster.</p> | <p>The Secret Sky Garden<br/>My Best Friend on the Titanic</p> <p><b>Fiction</b> story about a heroine.</p> <p><b>Letter</b> to the school community about walking to school.</p> | <p>Poem to Perform -<br/>Dinner Time<br/>Leaf</p> <p><b>Non-chronological report</b> about a polar bear.</p> <p><b>Poem</b> from the perspective of the polar bear or crow.</p> | <p>Zog<br/>Vlad and The Great Fire</p> <p><b>Diary Entry</b> from the point of Boxtan the Rat.</p> | <p>Halibut Jackson<br/>Paddington Bear</p> <p><b>Character description</b> of Halibut Jackson.</p>             |
| <p><b>Maths</b></p>                                       | <p>Place Value<br/>Week 1 -3</p> <p>Addition and Subtraction 4 - 7</p>   | <p>Addition and Subtraction W1</p> <p>Money W2 -W3</p>  | <p>Arithmetic W1</p> <p>Multiplication and division W2 - W3</p>   | <p>Properties of Shape<br/>W1 - W3</p> <p>Fractions<br/>W3 - W6</p>   | <p>W1-W2<br/>Length &amp; Height</p> <p>Position and Direction<br/>W3-W4</p>                       | <p>Time<br/>W1-2</p> <p>Mass, Capacity and Measure</p>   |

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|   | Addition and Subtraction 4 - 6  | Multiplication and division W4 - W6  | Statistics W4- W5 Consolidation W6   |   | Consolidation W5- W6   | W3 - 5<br>W6-W7<br>Consolidation   |
| <b>Geography/History</b><br><br><b>Key Areas</b>  | <p>Know where Africa is and begin to know about its physical features? (recap hot and cold, continents)</p> <p>Know what the main differences are between our climate and that of Africa</p> <p>Understand what a day in school would be like if they lived in a small African village</p> <p>Understand what food they would eat and where they would get it from</p> <p>Understand why Kenyans worry about drought (lakes/rivers)</p> | <p>Know about the connections that Edwinstowe has with chocolate</p> <p>Know why Thornton's is an important maker of chocolate</p> <p>Know when the factory opened and how many people worked there</p> <p>Know how important Thornton's was to the local area</p> <p>Know about other major chocolate makers in our country</p> | <p>Know from evidence how bicycles have changed over time</p> <p>Know the role that horses had in transport in the past</p> <p>Know from evidence how cars have changed over time</p> <p>Know from evidence how trains have changed over time (George Stephenson)</p> <p>Know how international travel has changed over time</p> | <p>Find out what we mean by a rainforest</p> <p>Find out about the climate in Sherwood Forest and a rainforest</p> <p>Find out about the animals that would live in Sherwood Forest and in a rainforest</p> <p>Find out why the vegetation in a rainforest is very different to that of Sherwood Forest</p> <p>Find out where the world's most famous rainforests are</p> | <p>Know why the fire burnt for many days</p> <p>Know how fire fighting equipment has changed over the years</p> <p>Know why we know the fire actually happened</p> <p>Know why different types of fire creates problems even today</p> <p>Know what people learnt from the fire and how it improved London</p> | <p>Know what a capital city is</p> <p>Know some of the important features in London</p> <p>Know that decisions about our country is made in the Houses of Parliament</p> <p>Know about the important features of Nottingham</p> <p>Create a class map of London and place models of key features on it</p> |
| <b>Geography/History</b><br><br><b>Objectives</b> | <b>Geography</b><br>Know the names of and locate the seven continents of the world.   | <b>History</b><br>Begin to appreciate the difference between long ago and very long ago.   | <b>History</b><br>Recognise that stories they have read help them understand about the differences   | <b>Geography</b><br>Know the names of and locate the seven continents of the world  | <b>History</b><br>Recognise that stories they have read help them understand about the differences that exists between the place   | <b>Geography</b><br>Know why so many important buildings are located in London<br>Explain some of the advantages and   |

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|  | <p>Know the names of and locate the five oceans of the world.<br/>         Know why so many important buildings are located in London.<br/>         Know the main differences between the climate and features of a place in England and that of a small place in a non-European country.<br/>         Know and use the terminologies: left and right; below, next to.<br/>         Talk about the main differences between a world map and a globe.</p> | <p>Know where the people and events studied fit into a basic timeline.<br/>         Able to point out a few similarities and differences between ways of life at different times.<br/>         Able to order a few events and artefacts from recent past.<br/>         Use words and phrases such as; old, new, earliest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time.<br/>         Look carefully at pictures and objects to find information.<br/>         Find answers and respond to simple questions about the past.</p> | <p>that exists between the place they live in and places in the past.<br/>         Begin to appreciate the difference between long ago and very long ago<br/>         Know where the events studied fit into a basic timeline<br/>         Able to order a few events and artefacts from the recent past<br/>         Use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time<br/>         Look carefully at pictures and objects to find information.</p> | <p>Know the names of and locate the five oceans of the world<br/>         Know why so many important buildings are located in London<br/>         Know the main differences between the climate and features of a place in England and that of a small place in a non-European country<br/>         Know and use the terminologies: left and right; below, next to<br/>         Talk about the main differences between a world map and a globe</p> | <p>they live in and places in the past<br/>         Begin to appreciate the difference between long ago and very long ago<br/>         Know where the people and events studied fit into a basic timeline<br/>         Able to point out a few similarities and differences between ways of life at different times<br/>         Able to order a few events and artefacts from the recent past<br/>         Use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time<br/>         Look carefully at pictures and objects to find information.<br/>         Find answers and respond to simple questions about the past.<br/>         Choose and select evidence and says how it can be used to find out about the past</p> | <p>disadvantages of living in a London or Rochdale<br/>         Know the name of the nearest town or city and locate it on a map of the UK<br/>         Locate a number of cities on a map of the UK<br/>         Make a model, using road strips and toy buildings that shows features in an area</p> |
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|  |  | <p>Understand some ways we find out about the past.<br/>Develop the idea of presenting an idea and raising questions about the past.<br/>Know about people in the past who have contributed to national and international achievements.<br/>Recount historic details from eye-witness accounts, photos and artefacts.</p> | <p>Find answers and respond to simple questions about the past.<br/>Choose and select evidence and say how it can be used to find out about the past<br/>Understand some ways we find out about the past<br/>Recognise the importance of basing ideas on evidence<br/>Develop the idea of presenting an idea and raising questions about the past<br/>Know about people in the past who have contributed to national and international achievements<br/>Recount historic details from eye-witness accounts, photos and artefacts</p> |  | <p>Understand some ways we find out about the past<br/>Recognise the importance of basing ideas on evidence<br/>Develop the idea of presenting an idea and raising questions about the past<br/>Recount historic details from eye-witness accounts, photos and artefacts<br/>To begin to reflect on the significance of what has been learnt from the past<br/>To develop an awareness of the past and comment on how they found they found out</p> |  |
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|   |   |  | <p>To begin to reflect on the significance of what has been learnt from the past</p> <p>To develop an awareness of the past and comment on how they found they found out</p>  |   |   |   |
| <p><b>Art/DT</b></p> <p><b>Key statements</b></p> | <p><b>Design and Technology</b></p> <p>Create a Kenyan traditional village home that incorporates an African-style material roof.</p> <p>Research what traditional village homes look like in parts of Kenya. Take time to design the roof (made from textiles) taking account of Kenyan art. Gather the resources needed to make the structure and the textile roof.</p> | <p><b>Art</b></p> <p>3D models of chocolate bares in the style of Claus Oldenburg.</p> | <p><b>Design and Technology</b></p> <p>Create a historical vehicle that moves on axles and wheels.</p> <p>Research what vehicles looked like in Victorian times. Design a vehicle that takes account of the historical period and incorporates axles and wheels. Gather the resources needed to make a vehicle.</p> | <p><b>Art</b></p> <p>Rainforests - Henry Rousseau</p> | <p><b>Art</b></p> <p>Sketching - Great Fire of London</p> | <p><b>Design and Technology</b></p> <p>Create a tall structure similar to the ones seen in London.</p> <p>Research the large tower-like structure in London.</p> <p>Design a tall structure that would not seem out of place in London.</p> <p>Gather the resources needed to make the structure.</p> <p>Ensure the structure is strong, at least 30cms</p> |

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| <p><b>Objectives</b></p>       | <p>Ensure that the roof design incorporates some sewing (running stitch)<br/>Evaluate the final product against the original and ensuring Kenyan style pattern on the roof.</p>   |  | <p>Ensure that in the making phase, the axles and wheels are strong enough.<br/>Evaluate the vehicle against the original design and explain how it could be made stronger.</p>  |  |   | <p>tall and can stand without additional support.<br/><br/>Evaluate the final product giving consideration to how it may differ if it were to be made again.</p>   |
| <p><b>Music Objectives</b></p> | <p><b>Hands, Feet and Heart</b><br/><br/>Unit theme: South African music<br/><br/>All the learning is focused around one song: Hands, Feet, Heart. The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments</p> | <p><b>Ho Ho Ho</b><br/><br/>Unit theme: Festivals and Christmas<br/><br/>All the learning is focused around one song: Ho Ho Ho. The material presents an integrated approach to music where games, the dimensions of</p> | <p><b>I Wanna Play in A Band</b><br/><br/>Unit theme: Playing together in a band<br/><br/>As well as learning to sing, play, improvise and compose with this song, children will listen and appraise classic Rock songs.</p> | <p><b>Zootime</b><br/><br/>Unit theme: Reggae and animals<br/><br/>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> | <p><b>Friendship Song</b><br/><br/>Unit theme: a song about being friends.<br/><br/>All the learning is focused around one song: Your Imagination. The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.</p> | <p><b>Reflect, Rewind and Replay</b><br/><br/>Unit theme: The history of music, look back and consolidate your learning, learn some of the language of music<br/><br/>Listen and Appraise Classical music<br/>Continue to embed the foundations of the interrelated dimensions of music using voices and instruments</p> |

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|                              | <p>are all linked. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise different styles of South African music.</p>  | <p>music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.</p>   |  |  |   | <p>Singing<br/>Play instruments within the song<br/>Improvisation using voices and instruments<br/>Composition<br/>Share and perform the learning that has taken place</p> |
| <p>PE<br/>Objectives</p>     |   |  |  |  |   |  |
| <p>Science<br/>Key areas</p> | <p><b>Why do animals choose the habitats they have?</b></p> <ul style="list-style-type: none"> <li>To explore and compare the differences between things that are living, dead, and things that have never been alive.</li> </ul> | <p><b>Why do animals choose the habitats they have?</b></p> <ul style="list-style-type: none"> <li>To identify that most living things live in habitats to which they</li> </ul> | <p><b>What are the properties of different materials?</b></p> <p>Know why some materials are more suitable than others for specific uses</p> | <p><b>Why is it important to keep our bodies healthy?</b></p> <ul style="list-style-type: none"> <li>To notice that animals, including humans, have offspring which grow into adults.</li> <li>To find out about and describe the</li> </ul> | <p><b>How do plants grow healthily?</b></p> <p>Know the name of the main parts of plants, including roots, stem, leaf and petal</p> | <p><b>How do plants grow healthily?</b></p> <p>Know why plants need sunlight</p> <p>Know the names of some trees in the locality</p>                                       |

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| <p>Objectives</p> |  | <p>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.</p> <ul style="list-style-type: none"> <li>To identify and name a variety of plants and animals in their habitats, including micro-habitats.</li> <li>To describe how animals obtain their food from plants and other animals, using the idea of a</li> </ul> | <p>Know why glass, wood, plastic, brick or paper would be used for certain jobs</p> <p>Know that some materials can be squashed, twisted or bent according to need</p> <p>Know why certain materials are suitable for many different uses</p> <p>Know about the lives of important people who have developed useful new materials</p> <ul style="list-style-type: none"> <li>To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic,</li> </ul> | <p>basic needs of animals, including humans, for survival (water, food and air).</p> <p>To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p> |  | <p>Know how to look after a plant over a long time</p> <p>Know what will stop a plant from growing</p> <ul style="list-style-type: none"> <li>To observe and describe how seeds and bulbs grow into mature plants.</li> <li>To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</li> </ul> |
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|  |  | <p>simple food chain, and identify and name different sources of food</p>                                       | <p>glass, brick, rock, paper and cardboard for particular uses.</p> <ul style="list-style-type: none"> <li>To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li> </ul> |   |  |   |
| <p><b>Computing</b><br/>Purple Mash scheme of work</p>             | <p>Coding<br/>Online Safety</p>  | <p>Spreadsheets</p>   | <p>Effective Searching</p>  | <p>Questioning</p>  | <p>Creating Pictures- impressionist art.</p>   | <p>Making Music<br/>Presenting Ideas</p>  |
| <p><b>RE</b><br/>Notts syllabus and Focus challenge curriculum</p> | <p><b>Leaders</b><br/>What makes some people inspiring to others?<br/><br/>Moses and Saint Peter</p> | <p><b>Believing</b><br/>What do Jewish people believe about God, creation, humanity, and the natural world?</p> | <p><b>Belonging</b><br/>What does it mean to belong?</p>  | <p><b>Belonging</b><br/>What is it like to belong to the Christian religion in Nottingham City and Nottinghamshire today?</p> | <p><b>Story</b><br/><b>Jewish and Christian stories</b><br/><br/>How are and why are some stories important in religion?</p> | <p><b>Story</b><br/><b>Jewish and Christian stories</b><br/><br/>What can we learn from these stories and from the Torah and the Bible?</p> |

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|                |  | What are some ways Jewish people show their beliefs and how they belong? |  |                                      |  |  |
| PSHCE<br>SCARF | Living in the Wider World<br>Rules, Rights and Responsibilities<br>Caring for the Environment<br>Money | Relationships<br>Feelings and Emotions                                   | Relationships<br>Healthy Relationships | Health and Wellbeing<br>Keeping Safe | Health and Wellbeing<br>Healthy Lifestyles | Health and Wellbeing<br>Growing and Changing |
| Reflection     | Virtual Trip to Africa   | Trip to a chocolate factory<br>Chocolate 'WOW' day                       | Crich Transport Museum                 | Rainforest 'WOW' Day                 | Fire at forest school                      | Parents Tea Party                            |

