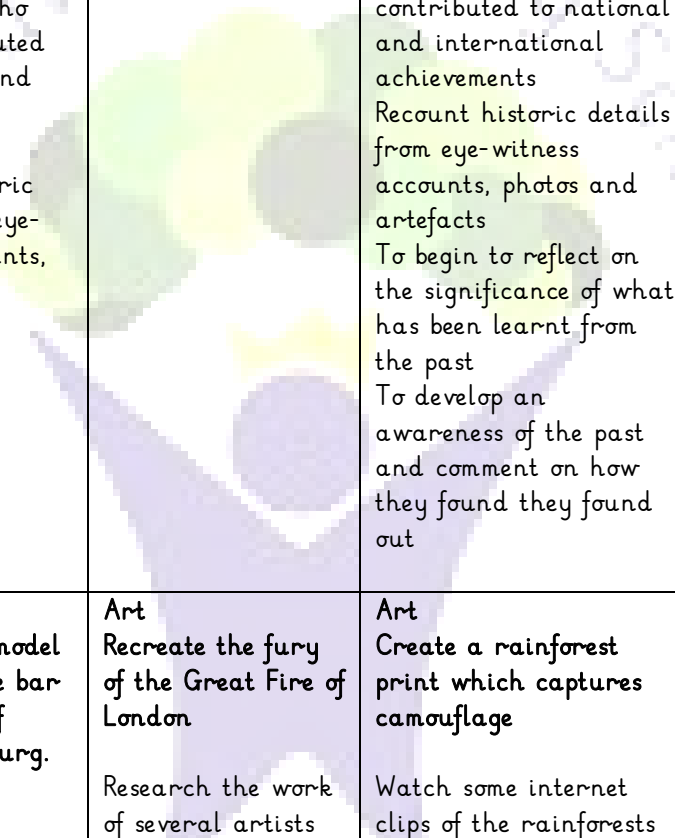


Year 2
Yearly Overview Long Term Plan 2022-2023

Subject	Autumn 1 What are the main differences between my life and life in a small village in Africa? (Geography) 6 weeks	Autumn 2 How important was chocolate to the local area? (History) 7 weeks	Spring 1 What lessons have we learned from the Great Fire of London? (History) 6 weeks	Spring 2 What are the main differences between Sherwood Forest and Rainforests? (Geography) 6 weeks	Summer 1 How has transport changed over the years? (History) 6 weeks	Summer 2 Why is London our capital city and which are the other cities of the UK? (Geography) 7 weeks
<p>Quality text</p> <p>Writing outcomes</p>	<p>The Greedy Zebra Anna Hibiscus - The Power of Reading</p> <p>Fiction narrative with a dilemma about an African animal.</p>	<p>The Chocolate Monster Grendel; A cautionary tale about Chocolate</p> <p>Recount of trip to chocolate factory.</p> <p>Fiction narrative with a dilemma about a chocolate monster.</p>	<p>Vlad and The Great Fire</p> <p>Diary Entry from the point of Boxtor the Rat.</p>	<p>Poem to Perform - Dinner Time Leaf - The Power of Reading</p> <p>Non-chronological report about a polar bear.</p> <p>Poem from the perspective of the polar bear or crow.</p>	<p>The Secret Sky Garden - The Power of Reading The Story Machine</p> <p>Fiction story about a heroine.</p> <p>Letter to the school community about walking to school.</p>	<p>Halibut Jackson - The Power of Reading Paddington Bear</p> <p>Character description of Halibut Jackson.</p>
<p>Maths</p>	<p>Place Value Week 1 -3</p> <p>Addition and Subtraction 4 - 7</p>	<p>Addition and Subtraction W1</p> <p>Money W2 -W3 Multiplication and division W4 - W6</p>	<p>Arithmetic W1</p> <p>Multiplication and division W2 - W3</p> <p>Statistics W4- W5</p>	<p>Properties of Shape W1 - W3</p> <p>Fractions W3 - W6</p>	<p>W1-W2 Length & Height</p> <p>Position and Direction W3-W4</p>	<p>Time W1-2</p> <p>Mass, Capacity and Measure W3 - 5</p>

	Addition and Subtraction 4 - 6		Consolidation W6		Consolidation W5- W6	W6-W7 Consolidation
Geography/History Key Areas	<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 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>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 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>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>
Geography/History Objectives	Geography Know the names of and locate the seven continents of the world.	History Begin to appreciate the difference between long ago and very long ago.	Geography Know the names of and locate the seven continents of the world	History Recognise that stories they have read help them understand about the differences that exists between the place	History Recognise that stories they have read help them understand about the differences that exists between the place	Geography Know why so many important buildings are located in London Explain some of the advantages and

	<p>Know the names of and locate the five oceans of the world. Know why so many important buildings are located in London. 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. Know and use the terminologies: left and right; below, next to. 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. Able to point out a few similarities and differences between ways of life at different times. Able to order a few artefacts from recent past. 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. Look carefully at pictures and objects to find information. Find answers and respond to simple questions about the past.</p>	<p>Know the names of and locate the five oceans of the world. Know why so many important buildings are located in London. 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. Know and use the terminologies: left and right; below, next to. Talk about the main differences between a world map and a globe.</p>	<p>they live in and places in the past. Begin to appreciate the difference between long ago and very long ago. Know where the events studied fit into a basic timeline. Able to order a few events and artefacts from the recent past. 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. Look carefully at pictures and objects to find information. Find answers and respond to simple questions about the past. Choose and select evidence and say how it can be used to find out about the past. Understand some ways we find out about the past.</p>	<p>they live in and places in the past. Begin to appreciate the difference between long ago and very long ago. Know where the people and events studied fit into a basic timeline. Able to point out a few similarities and differences between ways of life at different times. Able to order a few events and artefacts from the recent past. 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. Look carefully at pictures and objects to find information. Find answers and respond to simple questions about the past. Choose and select evidence and says how</p>	<p>disadvantages of living in a London or Rochdale. Know the name of the nearest town or city and locate it on a map of the UK. Locate a number of cities on a map of the UK. 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. Develop the idea of presenting an idea and raising questions about the past. Know about people in the past who have contributed to national and international achievements. Recount historic details from eye-witness accounts, photos and artefacts.</p>		<p>Recognise the importance of basing ideas on evidence Develop the idea of presenting an idea and raising questions about the past Know about people in the past who have contributed to national and international achievements Recount historic details from eye-witness accounts, photos and artefacts To begin to reflect on the significance of what has been learnt from the past To develop an awareness of the past and comment on how they found they found out</p>	<p>it can be used to find out about the past Understand some ways we find out about the past Recognise the importance of basing ideas on evidence Develop the idea of presenting an idea and raising questions about the past Recount historic details from eye-witness accounts, photos and artefacts To begin to reflect on the significance of what has been learnt from the past To develop an awareness of the past and comment on how they found they found out</p>	
<p>Art/DT Key statements</p>	<p>Design and Technology Create a Kenyan traditional village home that incorporates an African-style material roof.</p>	<p>Art Create a 3D model of a chocolate bar in the style of Claus Oldenburg.</p>	<p>Art Recreate the fury of the Great Fire of London Research the work of several artists</p>	<p>Art Create a rainforest print which captures camouflage Watch some internet clips of the rainforests</p>	<p>Design and Technology Create a historical vehicle that moves on axles and wheels. Research what vehicles looked like in Victorian times.</p>	<p>Design and Technology Create a tall structure similar to the ones seen in London.</p>

Objectives

<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. Ensure that the roof design incorporates some sewing (running stitch) Evaluate the final product against the original and ensuring Kenyan style pattern on the roof.</p>	<p>Join two pieces of clay by roughing both surfaces Make an object out of malleable material for a purpose, e.g., pot or tile Create a thumb print from clay</p>	<p>who have attempted to capture the fury of the fire. Using sketching pencils, in sketchbooks have a first go at creating the swirls and colours. Refine the sketchbook attempts and make a decision on what your final piece will look like. Create a sketch using pastels, pencils and pens that captures the night of the Great Fire.</p> <p><u>Drawing</u> Experiment with a variety of media; pencils, rubbers, crayons, oil pastels, felt tips, chalk and charcoal.</p>	<p>and use sketchbooks to record some of the vegetation. Research the work of Henri Rousseau and use the work to inspire thoughts about camouflage. Use sketchbooks to capture some initial ideas about shape. Sketch out ideas in sketchbooks first before committing to your print. Cut out familiar shapes and work out how to set them up within a print of the rainforest.</p> <p><u>Drawing</u> Experiment with a variety of media; pencils, rubbers, crayons, oil pastels, felt tips, chalk and charcoal. Add 2H to the range of pencils they use regularly Draw from own observations showing increasing accuracy</p>	<p>Design a vehicle that takes account of the historical period and incorporates axles and wheels. Gather the resources needed to make a vehicle. Ensure that in the making phase, the axles and wheels are strong enough. Evaluate the vehicle against the original design and explain how it could be made stronger.</p>	<p>Research the large tower-like structure in London. Design a tall structure that would not seem out of place in London. Gather the resources needed to make the structure. Ensure the structure is strong, at least 30cms tall and can stand without additional support. Evaluate the final product giving consideration to how it may differ if it were to be made again.</p>
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<p>Music Objectives</p>	<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 using inter-related dimensions of music. 	<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. <p>To play an instrument accurately and in time.</p>	<p>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 this unit is about Rock music. To recognise and name some of the instruments they hear. 	<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. To recognise and name some of the instruments they hear. <p>To copy and clap rhythms.</p>	<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>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 dimensions of music using voices and instruments. To improvise using voices and instruments. To share and perform the learning that has taken place
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			<ul style="list-style-type: none"> To copy and clap rhythms. 			
PE Objectives						
Science Key areas	<p>Living things and their habitats</p> <p>Why do animals choose the habitats they have?</p> <p>Classify whether things are living, dead or have never been alive</p>	<p>Living things and their habitats</p> <p>Why do animals choose the habitats they have?</p> <p>Identify and name plants and animals in a range of habitats</p>	<p>Everyday Materials</p> <p>What are the properties of different materials?</p> <p>Know why some materials are more suitable than others for specific uses</p>	<p>Humans - Healthy Living</p> <p>Why is it important to keep our bodies healthy?</p> <p>Know why a balanced is important for humans</p>	<p>Plants 1</p> <p>How do plants grow healthily?</p> <p>Know the name of the main parts of plants, including roots, stem, leaf and petal</p>	<p>Plants 2</p> <p>How do plants grow healthily?</p> <p>Know why plants need sunlight</p>
Science Objectives	<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>Know how a specific habitat provides for the basic needs of things living there</p> <p>Match living things to their habitat</p>	<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</p>	<p>Know what is meant by a balanced diet</p> <p>Know why exercise and good hygiene are also important for humans</p> <p>Know that the babies will grow into adults</p>	<p>Know the names of some trees in the locality</p> <p>Know how to look after a plant over a long time</p> <p>Know what will stop a plant from growing</p>	

		<p>Know how animals find their food</p> <p>Name some different sources of food for animals</p> <p>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.</p> <ul style="list-style-type: none"> To identify and name a variety of plants and animals in their habitats, including micro-habitats. To describe how animals obtain their 	<p>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> <p>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.</p> <p>To find out how the shapes of solid objects made from some materials can be changed by squashing,</p>	<p>Know what humans need to survive (including food and water)</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. 		<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.
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		food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food	bending, twisting and stretching.			
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	Leaders What makes some people inspiring to others? Moses and Saint Peter	Believing What do Jewish people believe about God, creation, humanity, and the natural world? What are some ways Jewish people show their beliefs and how they belong?	Belonging What does it mean to belong?	Belonging What is it like to belong to the Christian religion in Nottingham City and Nottinghamshire today?	Story Jewish and Christian stories How are and why are some stories important in religion?	Story Jewish and Christian stories What can we learn from these stories and from the Torah and the Bible?
PSHCE SCARF	Me and My Relationships Our idea classroom How are you feeling today?	Valuing difference What makes us who we are? My special people	Keeping Safe Harold's picnic How safe would you feel?	Rights and Respect Getting on with others When I feel like erupting Feeling safe	Being my Best You can do it! My day	Growing and Changing A helping hand Sam moves away Haven't you grown! My body, my body

	Let's all be happy! Being a good friend Types of bullying Don't do that! Bullying or teasing	How do we make others feel? When someone is feeling left out An act of kindness Solve the problem	What should Harold say? I don't like that! Fun or not? Should I tell?	Playing games Harold saves for something special Harold goes camping How can we look after our environment?	Harold's postcard - helping us to keep clean and healthy Harold's bathroom What does my body do? Basic first aid	Respecting privacy Some secrets should never be kept
Reflection	Virtual Trip to Africa	Trip to a chocolate factory Chocolate 'WOW' day	Fire at forest school	Rainforest 'WOW' Day	Crich Transport Museum	Parents Tea Party

