

.Year 2 Yearly Overview Long Term Plan

Subject	Autumn 1 What are the main differences between Sherwood Forest and Rainforests?	Autumn 2 Why is London our capital city and which are the other cities of the UK?	Spring 1 What lessons have we learned from the Great Fire of London?	Spring 2 How has transport changes over the years?	Summer 1 How did the Victorians influence our life today?	Summer 2 What are the main differences between my life and life in a small village in Africa?
Quality text Writing outcomes	Poem to Perform Dinner Time Leaf Non-chronological report about a polar bear. Poem from the perspective of the polar bear or crow.	Halibut Jackson Paddington Bear Instructions on how to make a marmalade sandwich. Character description of Halibut Jackson.	Vlad and The Great Fire Diary Entry from the point of Vlad the flea	The Secret Sky Garden The Dragon with a Big Nose (Poetry) Letter Persuasive letter to headteacher about litter around the school.	The Grotlyn Poetry Creating personification and metaphor poems Non Chronological text about Moths	The Greedy Zebra Anna Hibiscus Fiction narrative with a dilemma about an African animal.
Maths	Place Value Addition and Subtraction	Addition and Subtraction Shape	Money Multiplication and Division	Length and Height Mass, Capacity and Temperature	Fractions Time	Statistics Position and Direction
Geography/History Key Areas	Find out what we mean by a rainforest Find out about the climate in Sherwood	Know what a capital city is Know some of the important features in London	Know why the fire burnt for many days Know how fire fighting	Know from evidence how bicycles have changed over time	Know what life was like in Victorian times. Know what life was like for children	Know where Africa is and begin to know about its physical features? (recap hot and cold, continents)

	<p>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 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>	<p>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 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>during the Victorian era</p> <p>Know games Victorian children played.</p> <p>Know what homelife was like in the Victorian era.</p> <p>Know what we mean by the term Industrial Revolution.</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>Geography/History</p> <p>Objectives</p>	<p>Know the names of and locate the seven continents of the world</p> <p>Know the names of and locate the five oceans of the world</p> <p>Know why so many important buildings are located in London</p> <p>Know the main differences between the climate and features of a place in</p>	<p>Know why so many important buildings are located in London</p> <p>Explain some of the advantages and disadvantages of living in a London or Mansfield</p> <p>Know the name of the nearest town or city and locate it on a map of the UK</p> <p>Locate a number of cities on a map of the UK</p>	<p>Recognise that stories they have read help them understand about the differences that exists between the place they live in and places in the past.</p> <p>Know where the events studied fit into a basic timeline</p> <p>Able to order a few events and</p>	<p>Recognise that stories they have read help them understand about the differences that exists between the place they live in and places in the past</p> <p>Begin to appreciate the difference between long ago and very long ago</p> <p>Know where the people and events studied fit into a basic timeline</p> <p>Able to point out a few similarities and</p>	<p>Know where the people and events studied fit into a basic timeline.</p> <p>Able to point out a few similarities and differences between ways of life at different times.</p> <p>Able to order a few events and artefacts from recent past.</p> <p>Use words and phrases such as; old, new, earliest, past,</p>	<p>Know the names of and locate the seven continents of the world.</p> <p>Know the names of and locate the five oceans of the world.</p> <p>Know why so many important buildings are located in London.</p> <p>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.</p>

	<p>England and that of a small place in a non-European country</p> <p>Know and use the terminologies: left and right; below, next to</p> <p>Talk about the main differences between a world map and a globe</p>	<p>Make a model, using road strips and toy buildings that shows features in an area</p>	<p>artefacts from the recent past</p> <p>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</p> <p>Look carefully at pictures and objects to find information.</p> <p>Find answers and respond to simple questions about the past.</p> <p>Choose and select evidence and say how it can be used to find out about the past</p> <p>Understand some ways we find out about the past</p> <p>Recognise the importance of basing ideas on evidence</p>	<p>differences between ways of life at different times</p> <p>Able to order a few events and artefacts from the recent past</p> <p>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</p> <p>Look carefully at pictures and objects to find information.</p> <p>Find answers and respond to simple questions about the past.</p> <p>Choose and select evidence and says how it can be used to find out about the past</p> <p>Understand some ways we find out about the past</p> <p>Recognise the importance of basing ideas on evidence</p> <p>Develop the idea of presenting an idea and raising questions about the past</p>	<p>present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time.</p> <p>Look carefully at pictures and objects to find information.</p> <p>Find answers and respond to simple questions about the past.</p>	<p>Know and use the terminologies: left and right; below, next to.</p> <p>Talk about the main differences between a world map and a globe.</p>
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			<p>Develop the idea of presenting an idea and raising questions about the past</p> <p>Know the names of and locate the seven continents of the world</p> <p>Know the names of and locate the five oceans of the world</p> <p>Know why so many important buildings are located in London</p> <p>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</p> <p>Know and use the terminologies: left</p>	<p>Recount historic details from eye-witness accounts, photos and artefacts</p> <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>		
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			and right; below, next to Talk about the main differences between a world map and a globe			
Art/DT	Art Create a rainforest print which captures camouflage	Design and Technology Create a tall structure similar to the ones seen in London. 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	Art Recreate the fury of the Great Fire of London Research the work of several artists 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,	Design and Technology Create a historical vehicle that moves on axles and wheels. 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. 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.	Art Use clay to create tiles inspired by the work of William Morris Research the work of William Morris and the Art and Crafts movement in Victorian Britain, use sketchbooks to capture some ideas. Make 2D sketches of plants and flowers using simple forms. Roll clay to a given depth. Using your final sketch, mark the tile with the pattern. Paint the clay tile when dry.	Design and Technology Create a Kenyan traditional village home that incorporates an African-style material roof. 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.
Key statements	Watch some internet clips of the rainforests 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					

Objectives

within a print of the rainforest.

Drawing

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

Printing

Print with a range of hard and soft materials, e.g., corks, pen, barrels and sponge

Press, roll, rub an stamp to create prints

Sketchbooks

Develop and record their ideas through painting and drawing in response to first-hand observations

consideration to how it may differ if it were to be made again.

pencils and pens that captures the night of the Great Fire.

Drawing

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

Painting

Know how to mix secondary colours and name them

Know how to mix paint to achieve brown

Explore wash, strokes, layers, blending, splash

			<p>and dip techniques</p> <p>Use paint to create pattern and repetition and to add detail and sharp lines</p> <p><u>Sketchbook</u></p> <p>Develop and record their ideas through printing, painting and drawing in response to various sources</p>			
Music Objectives	<p><u>Social Question:</u> How does music help us to make friends?</p> <p><u>Musical spotlight:</u> Pulse, rhythm and pitch</p> <p>Music has a pulse, a steady beat. Music is also made up of long and short and high and low sounds, called 'rhythm' and 'pitch'. These elements combine when we sing and play. Listening to, singing, playing and dancing to the music, explore</p>	<p><u>Social Question:</u> How does music teach us about the past?</p> <p><u>Musical spotlight:</u> Playing in an orchestra</p> <p>Playing is a very important part of learning music. There are many ensembles, bands and groups you can play in. One of these groups is an orchestra. This unit features learning about the orchestra.</p>	<p><u>Social Question:</u> How does music make the world a better place?</p> <p><u>Musical spotlight:</u> Inventing a musical story</p> <p>Music is used for many reasons and can help us to tell a story and express our feelings. Music can be loud or soft, fast or slow, smooth and connected, or short and</p>	<p><u>Social Question:</u> How does music teach us about our neighbourhood?</p> <p><u>Musical spotlight:</u> Recognising different sounds</p> <p>When voices or instruments work together to play different pitches that sound at the same time, we can hear harmony in music. Explore the voices and instruments in the music to identify how and when harmony takes place. Identify different instruments in the songs.</p>	<p><u>Social Question:</u> How does music make us happy?</p> <p><u>Musical spotlight:</u> Exploring improvisation</p> <p>Explore improvisation; use 2 or 3 notes and have a go at playing or singing on your own.</p>	<p><u>Social Question:</u> How does music teach us about looking after our planet?</p> <p><u>Musical spotlight:</u> Our big concert!</p> <p>Put on a big concert. Present your choice of songs to create a performance. Introduce the songs and tell the audience what you have learnt.</p>

	these elements of music and how they work together.		detached. We can also use instruments with different sounds to help communicate a story and different emotions. Explore the music in this unit to try and connect feelings with what you hear, and identify stories, along with exploring loud and soft sounds.			
PE Objectives	Invasion Games/Team Games	Invasion Health and Fitness	Dance	Gymnastics	Net Games Striking and Fielding	Athletics
Science Key areas	<p>Why is it important to keep our bodies healthy?</p> <p>Know why a balanced diet is important for humans.</p> <p>Know what is meant by a balanced diet.</p>	<p>How do plants grow healthily?</p> <p>Know how to look after a plant over a long time.</p> <p>Know the name of the main parts of plants, including</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>Why do animals choose the habitats they have?</p> <p>Know whether things are living, dead or have never lived.</p> <p>Identify and name plants and animals in a range of habitats.</p>	<p>How do plants grow healthily?</p> <p>Know the names of some trees in the locality.</p> <p>Know how important trees are for the environment.</p>	<p>Why do animals choose the habitats they have?</p> <p>Know how animals find their food.</p> <p>Name some different sources of food for animals.</p>

Objectives	<p>Know why exercise and good hygiene are also important for humans.</p> <p>Know that babies will grow into offspring.</p> <p>Know what humans need to survive (including food and water).</p>	<p>roots, stem, leaf and petal.</p> <p>Know why plants need sunlight.</p> <p>Know what germination is.</p> <p>Know what will stop a plant from growing.</p> <p>Know about the lives of important people who have developed science around plants.</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 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 materials.</p>	<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 about the lives of important people in living things and their habitats.</p>	<p>Know how we can tell how old a tree is.</p> <p>Know about the lives of important people who have developed science around plants.</p>	<p>Know about the lives of important people in living things and their habitats.</p>
Computing Teach computing	Computing Systems and Networks- IT around Us	Creating Media-Digital Photography	Programming-Robot Algorithms	Data and Information-Pictograms	Creating Media-Digital Music	Programming-Programming Quizzes
RE Notts syllabus and Focus challenge curriculum	Leaders What makes some people inspiring to others?	Believing What do Jewish people believe about God, creation, humanity, and the natural world?	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	Story Jewish and Christian stories

	Moses and Saint Peter	What are some ways Jewish people show their beliefs and how they belong?			important in religion?	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? Let's all be happy! Being a good friend Types of bullying Don't do that! Bullying or teasing	Valuing difference What makes us who we are? My special people How do we make others feel? When someone is feeling left out An act of kindness Solve the problem	Keeping Safe Harold's picnic How safe would you feel? What should Harold say? I don't like that! Fun or not? Should I tell?	Rights and Respect Getting on with others When I feel like erupting Feeling safe Playing games Harold saves for something special Harold goes camping How can we look after our environment?	Being my Best You can do it! My day Harold's postcard - helping us to keep clean and healthy Harold's bathroom What does my body do? Basic first aid	Growing and Changing A helping hand Sam moves away Haven't you grown! My body, my body Respecting privacy Some secrets should never be kept
Reflection	Yorkshire Wildlife Park Visit			Reflection for parents	Crich museum Victorian Classroom Experience	Virtual Trip To Africa