

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 did the Victorians influence our life today? | Summer 1 How has transport changes over the years? | Summer 2 What are the main differences between my life and life in a small village in Africa? |
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| Quality text | Poem to Perform - Dinner Time Leaf - | Halibut Jackson - Paddington Bear | Vlad and The Great Fire | Daisy saves the day | The Bee who spoke | One day on our blue planet in the savannah |
| Writing outcomes | Non-chronological report about a polar bear. Poem from the perspective of the polar bear or crow. | Character description of Halibut Jackson. | Diary Entry from the point of Boxtor the Rat. | Fiction story about a heroine. | Non fiction setting description | Fiction narrative with a dilemma about an African animal. |
| Maths | Place Value Week 1 -3 Addition and Subtraction 4 - 7 Addition and Subtraction 4 - 6 | Addition and Subtraction W1 Money W2 -W3 Multiplication and division W4 - W6 | Arithmetic W1 Multiplication and division W2 - W3 Statistics W4- W5 Consolidation W6 | Properties of Shape W1 - W3 Fractions W3 - W6 | W1-W2 Length & Height Position and Direction W3-W4 Consolidation W5- W6 | Time W1-2 Mass, Capacity and Measure W3 - 5 W6-W7 Consolidation |

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| <p>Geography/History</p> <p>Key Areas</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 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> | <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 life was like in Victorian times.</p> <p>Know what life was like for children 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 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 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>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</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>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 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>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 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</p> |

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| | <p>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 and right; below, next to</p> <p>Talk about the main differences between a world map and a globe</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>Make a model, using road strips and toy buildings that shows features in an area</p> | <p>Know where the events studied fit into a basic timeline</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 say how it can be used to find out about the past</p> | <p>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.</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 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 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>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 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>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>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</p> | <p>Develop the idea of presenting an idea and raising questions about the past</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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| | | | <p>place in 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>Art/DT</p> <p>Key statements</p> | <p>Art</p> <p>Create a rainforest print which captures camouflage</p> <p>Watch some internet clips of the rainforests and use sketchbooks to record some of the vegetation.</p> <p>Research the work of Henri Rousseau and use the work to inspire thoughts about camouflage.</p> <p>Use sketchbooks to capture some initial ideas about shape.</p> <p>Sketch out ideas in sketchbooks first before</p> | <p>Design and Technology</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</p> | <p>Art</p> <p>Recreate the fury of the Great Fire of London</p> <p>Research the work of several artists who have attempted to capture the fury of the fire.</p> <p>Using sketching pencils, in sketchbooks have a first go at creating the swirls and colours.</p> <p>Refine the sketchbook</p> | <p>Art</p> <p>Tiles?</p> | <p>Design and Technology</p> <p>Create a historical vehicle that moves on axles and wheels.</p> <p>Research what vehicles looked like in Victorian times.</p> <p>Design a vehicle that takes account of the historical period and incorporates axles and wheels.</p> <p>Gather the resources needed to make a vehicle.</p> <p>Ensure that in the making phase, the axles and wheels are strong enough.</p> | <p>Design and Technology</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.</p> <p>Take time to design the roof (made from textiles) taking account of Kenyan art.</p> <p>Gather the resources needed to make the structure and the textile roof.</p> |

Objectives

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| <p>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><u>Printing</u> Print with a range of hard and soft materials, e.g., corks, pen, barrels and sponge Press, roll, rub an stamp to create prints</p> <p><u>Sketchbooks</u> Develop and record their ideas through painting and drawing</p> | <p>to make the structure.</p> <p>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> | <p>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. Add 2H to the range of pencils they use regularly Draw from own observations showing increasing accuracy</p> <p><u>Painting</u> Know how to mix secondary</p> | <p>Evaluate the vehicle against the original design and explain how it could be made stronger.</p> | <p>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> |
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| | in response to first-hand observations | | <p>colours and name them</p> <p>Know how to mix paint to achieve brown</p> <p>Explore wash, strokes, layers, blending, splash 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</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><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><u>Social Question:</u> How does music teach us about our neighbourhood?</p> <p><u>Musical spotlight:</u> Recognising different sounds</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</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</p> |

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| | <p>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 these elements of music and how they work together.</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>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 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.</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>have a go at playing or singing on your own.</p> | <p>songs to create a performance. Introduce the songs and tell the audience what you have learnt.</p> |
| PE | | | | | | |
| Objectives | | | | | | |

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| Science | Why is it important to keep our bodies healthy? | How do plants grow healthily? | What are the properties of different materials? | Why do animals choose the habitats they have? | How do plants grow healthily? | Why do animals choose the habitats they have? |
| Key areas | Know why a balanced is important for humans | Know the name of the main parts of plants, including roots, stem, leaf and petal. | Know why some materials are more suitable than others for specific uses | Identify and name plants and animals in a range of habitats | Know why plants need sunlight | Classify whether things are living, dead or have never been alive |
| Objectives | <p>Know what is meant by a balanced diet. Know why exercise and good hygiene are also important for humans.</p> <p>Know that the babies will grow into adults. 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 | <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 why some materials are more suitable than others for specific uses.</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 how a specific habitat provides for the basic needs of things living there.</p> <p>Match living things to their habitat.</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> | <p>Know the names of some trees in the locality.</p> <p>Know how to look after a plant over a long time. Know what will stop a plant from growing.</p> <ul style="list-style-type: none"> To observe and describe how seeds and bulbs grow into mature plants. <p>To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</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. |

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| | <p>animals, including humans, for survival (water, food and air).</p> <ul style="list-style-type: none"> To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. | | <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, bending, twisting and stretching.</p> | <ul style="list-style-type: none"> To identify and name a variety of plants and animals in their habitats, including micro-habitats. <p>To describe how animals, obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of fo</p> | | |
| Computing Purple Mash scheme of work | Coding Online Safety | Spreadsheets | Effective Searching | Questioning | Creating Pictures- impressionist art. | Making Music Presenting Ideas |

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| 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? 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 | | Tea party | | Victorian Classroom experience | | Virtual Africa visit |