

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?
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 Character description of Halibut Jackson.	Vlad and The Great Fire Diary Entry from the point of Boxtan the Rat.	Daisy saves the day Shirley Hughes Fiction story about a heroine.	Secret Sky Garden Non fiction setting description	Greedy Zebra 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

Geography/History Key Areas	Find out what we mean by a rainforest Find out about the climate in Sherwood Forest and a rainforest Find out about the animals that would live in Sherwood Forest and in a rainforest Find out why the vegetation in a rainforest is very different to that of Sherwood Forest Find out where the world's most famous rainforests are	Know what a capital city is Know some of the important features in London Know that decisions about our country is made in the Houses of Parliament Know about the important features of Nottingham Create a class map of London and place models of key features on it	Know why the fire burnt for many days Know how fire fighting equipment has changed over the years Know why we know the fire actually happened Know why different types of fire creates problems even today Know what people learnt from the fire and how it improved London	Know what life was like in Victorian times. Know what life was like for children during the Victorian era Know games Victorian children played. Know what homelife was like in the Victorian era. Know what we mean by the term Industrial Revolution.	Know from evidence how bicycles have changed over time Know the role that horses had in transport in the past Know from evidence how cars have changed over time Know from evidence how trains have changed over time (George Stephenson) Know how international travel has changed over time	Know where Africa is and begin to know about its physical features? (recap hot and cold, continents) Know what the main differences are between our climate and that of Africa Understand what a day in school would be like if they lived in a small African village Understand what food they would eat and where they would get it from Understand why Kenyans worry about drought (lakes/rivers)
Geography/History Objectives	Know the names of and locate the seven continents of the world 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	Know why so many important buildings are located in London Explain some of the advantages and disadvantages of living in a London or Mansfield	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.	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 recent past.	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 Begin to appreciate the difference between long ago and very long ago	Know the names of and locate the seven continents of the world. 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	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	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	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.	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 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	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.
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		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 Know the names of and locate the seven continents of the world 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	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	
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			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			
Art/DT Key statements	Art Create a rainforest print which captures camouflage 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	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	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	Art Clay tiles. Learn to roll, squeeze, pull, pinch, poke, and squash clay using hands. Create balls, coils, slabs, and simple pinch pots. Use tools or fingers to press patterns, lines, and details into the surface.	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.	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.

Objectives

committing to your print. Cut out familiar shapes and work out how to set them up within a print of the rainforest. <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 <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 <u>Sketchbooks</u> Develop and record their ideas through painting and drawing	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.	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. <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 <u>Painting</u> Know how to mix secondary	Evaluate the vehicle against the original design and explain how it could be made stronger.	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.
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	in response to first-hand observations		colours and name them Know how to mix paint to achieve brown Explore wash, strokes, layers, blending, splash and dip techniques Use paint to create pattern and repetition and to add detail and sharp lines <u>Sketchbook</u> Develop and record their ideas through printing, painting and drawing in response to various sources			
Music Objectives	Questions and Answers (featuring Hello plus Hey Friends) 1. Understand what timbre means and identify percussion instruments by their sound.	Let's Keep Singing (featuring The Wee Kirkudbright Centipede, Babushka & Little Angel Gets Her Wings)	Sound And Symbol 1 (featuring Glockenspiel Music World Course - Part 1)	Sound And Symbol 2 (featuring Glockenspiel Music World Course - Part 2) 1. Recognise and write music using dots (blobs), sticks and stave notation.	Around The World (featuring Hands Feet Heart) 1. Listen to music from around the world. 2. Explore tempo, understanding that	The Power of Communication featuring It's OK (Please Just Say) 1. Communicate the meaning of the song with our voices and sign language.

	2. Improvise using Question and Answer phrases on untuned instruments.	1. Enjoy learning to sing songs and start to understand the phrase 'in tune with each other'. 2. Demonstrate an understanding of dynamics and tempo following written or visual instructions.	1. Play three notes on a tuned instrument, understanding which is the lowest, middle and highest pitch. 2. Recognise the sound of different families of instruments and how each make a sound.	2. Understand and use gradations of dynamics, such as crescendo (getting louder), to add interest to a performance.	music can be at different speeds.	2. Sing short vocal phrases independently.
PE	Ball skills	Sending and receiving	Fitness	Invasion games	Striking and fielding	Sports days and games
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	Know what is meant by a balanced diet Know why exercise and good hygiene are also important for humans		Know why glass, wood, plastic, brick or paper	Know how a specific habitat provides for the basic needs of things living there Match living things to their habitat Know how animals find their food	Know the names of some trees in the locality Know how to look after a plant over a long time Know what will stop a plant from growing	To explore and compare the differences between things that are living, dead, and things that have never been alive.

	Know that the babies will grow into adults Know what humans need to survive (including food and water) - 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.		would be used for certain jobs Know that some materials can be squashed, twisted or bent according to need Know why certain materials are suitable for many different uses Know about the lives of important people who have developed useful new materials 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.	Name some different sources of food for animals 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 and other animals, using the idea of a simple food chain, and identify and name different sources of fo	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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			To find out how the shapes of solid objects made from some materials can be changed by squashing, 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	Valuing difference What makes us who we are?	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!

	How are you feeling today? Let's all be happy! Being a good friend Types of bullying Don't do that! Bullying or teasing	My special people 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	My body, my body Respecting privacy Some secrets should never be kept
Reflection		Tea party		Victorian Classroom experience		Virtual Africa visit

