



Long Term Overview Year 2



	Autumn 1 PASSPORT TO THE WORLD	Autumn 2 HEROES AND VILLAINS	Spring 1 ONCE UOPN A TIME	Spring 2 OUT OF THIS WORLD	Summer 1 HOT AND COLD (1)	Summer 2 HOT AND COLD (2)
Mathematics	<p>Number and Place Value - counting and properties of numbers</p> <p>Number and Place Value – tens and ones</p> <p>Number and Place Value – comparing and ordering numbers</p> <p>Number and Place Value - counting in steps of 10, 5, 2 and 3</p> <p>Addition and Subtraction 1 (Securing Number Facts)</p> <p>Addition and Subtraction 2 (Securing Number Facts, inverse)</p>	<p>Addition and Subtraction 3 including inverse (4 weeks)</p> <p>Geometry (2d/3d shapes properties edges, vertices, faces)</p> <p>Measurements (Length, estimate and measure in m/cm)</p>	<p>Measurements – Money 1 (recognise and use symbols for £ and p, combine amounts to make particular values)</p> <p>Statistics (Data Handling)</p> <p>Multiplication 1 (Multiplication learning and using times tables facts, repeated addition, rectangular arrays)</p> <p>Division 1</p> <p>Number and Place Value</p> <p>Addition 4 (Addition using expanded column methods, no</p>	<p>Addition and Subtraction 5 (Place Value, Addition and Subtraction Word Problems, Inverse Operations)</p> <p>Fractions</p> <p>Multiplication and Division 2 (Focus on reasoning)</p> <p>Reasoning (all four rules)</p> <p>Assessment</p>	<p>Geometry 1 (Position, Direction and Movement)</p> <p>Geometry 2 (Symmetry and Right angles)</p> <p>Reading Scales – Capacity, length and mass</p> <p>Measurements (Telling the Time 1)</p> <p>Revision and Statutory Assessments</p>	<p>Assessment (tracker gaps ongoing throughout this term)</p> <p>Measurements (Telling the Time 2)</p> <p>Measurements 3 (Weight and Capacity)</p> <p>Measurements – Money 2</p> <p>Addition and Subtraction 6 (Column method, no exchange. missing numbers, with exchange)</p> <p>Reasoning across all units</p>

	relations)		exchange, brief recap on base ten) Subtraction 4 (Subtraction using exchange with base ten, expanded column methods no exchange, inverse relations)			
Literacy	<p>Contemporary and Familiar Settings – (Fiction Unit) Gregory Cool (text)</p> <p>Writing Passports</p> <p>Postcards</p> <p>Holiday stories</p> <p>Diary Writing (real and imagined)</p> <p>Recount (trip to the airport)</p> <p>Poetry Week – The Owl and the Pussycat</p>	<p>Non Fiction - Historical Writing Guy Fawkes Recount</p> <p>Fiction Unit – The Highway Rat (text)</p> <p>Writing Newspaper Reports</p> <p>Character Descriptions</p> <p>Writing Instructions (1)</p> <p>Diary Writing (real and imagined)</p> <p>Grammar and Punctuation</p>	<p>Fiction Unit - Traditional tales The Three Little Wolves and the Big Bad Pig (text) Jim and the Beanstalk (text)</p> <p>Range of traditional tales for story time</p> <p>Character Descriptions</p> <p>Diary Writing (real and imagined)</p> <p>Writing additional chapters... in the style of...</p>	<p>Non Fiction Big Book The First Lunar Landing</p> <p>Writing fact files/biographies of lives of significant individuals (Neil Armstrong, Buzz Aldrin and Michael Collins)</p> <p>Newspaper reports (historical writing)</p> <p>Fiction Unit Toys in Space (text)</p>	<p>Non Fiction - range of non-fiction texts about African animals</p> <p>Factual writing - African animals, Safari Fact Sheet</p> <p>Writing non-chronological Reports</p> <p>Recount trip to the Safari Park</p> <p>Fiction Unit African Poetry Nonsense Poems</p> <p>Range of additional writing tasks to support writing standards</p> <p>Grammar and Punctuation</p>	

	<p>Grammar and Punctuation</p> <p>Writing Sentences (statements, questions, commands and exclamations)</p> <p>Using co-ordinating and subordinating conjunctions</p> <p>Capital letters for proper nouns</p> <p>Spelling and Handwriting</p> <p>Letters and Sounds Phase 5</p> <p>Common Exception Words (Y2 list)</p> <p>Recap on correct letter formation (f and k) lower case/upper case, clear spacing</p> <p>Introduce Handwriting Books for weekly practice of</p>	<p>Improving sentences using expanded noun phrases</p> <p>Plurals – regular plurals noun suffixes – s -es</p> <p>Using commas in lists</p> <p>The Imperative Form (command sentences)</p> <p>Correctly demarcating sentences using full stops, question and exclamation marks</p> <p>Homophones and near homophones</p> <p>Spelling and Handwriting</p> <p>Letters and Sounds Phase 5</p> <p>Common Exception Words (Y2 list)</p>	<p>Story writing and planning - The Story Hand – writing alternative version of a traditional tale</p> <p>Grammar and Punctuation</p> <p>Nouns, verbs and adjectives</p> <p>Questioning Sentences</p> <p>Forming Adverbs with ly</p> <p>Contractions – apostrophe of omission</p> <p>Recap - range of punctuation</p> <p>Recap – co-ordinating and sub-ordinating conjunctions</p> <p>Spelling and Handwriting</p> <p>Letters and Sounds Phase 5</p>	<p>Character Descriptions</p> <p>Setting the scene</p> <p>Lost Advert</p> <p>Diary Writing (real and imagined)</p> <p>Writing Instructions (2)</p> <p>Grammar and Punctuation</p> <p>Subject/Verb agreement – past and present tense</p> <p>The possessive apostrophe</p> <p>Suffixes</p> <p>Spelling and Handwriting</p> <p>Letters and Sounds Phase 5 and 6</p>	<p>Subject/Verb agreement forming the present, progressive tense (present, continuous tense)</p> <p>Suffix - ing</p> <p>Forming nouns using –er</p> <p>Plurals –ies</p> <p>Adjectives with –er –est</p> <p>Spelling and Handwriting</p> <p>Letters and Sounds Phase 5 and 6</p> <p>Common Exception Words (Y2 list)</p> <p>Letter formation leading to cursive script</p>
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	<p>letter formation</p> <p>Introduction to the joins leading to cursive script</p> <p>In addition rules not covered in Letters and Sounds (see overview for further guidance)</p>	<p>Letter formation leading to cursive script</p> <p>In addition rules not covered in Letters and Sounds (see overview for further guidance)</p>	<p>Common Exception Words (Y2 list)</p> <p>Letter formation leading to cursive script</p> <p>In addition rules not covered in Letters and Sounds (see overview for further guidance)</p>	<p>Common Exception Words (Y2 list)</p> <p>Letter formation leading to cursive script</p> <p>In addition rules not covered in Letters and Sounds (see overview for further guidance)</p>		
Religious Education (Come and See)	New Beginnings Signs and Symbols (Baptism)	Signs and Symbols Hinduism and Judaism (other faiths) Preparations (Advent)	Books Thanksgiving	Thanksgiving Opportunities (Lent/Easter)	Spread the Word (Pentecost) Rules	Treasures (CAFOD unit)
Science	Animals – including humans (basic needs, balanced diet)	Needs of a plant Growing a poppy seed Life Cycles	Materials – uses and properties Classifying materials Growing bean plant Importance of exercise and diet		African animals and Polar animals – habitats Food chains Plants in hot and cold regions	
Computing	Purple Mash 2 Online Safety Essential Skills Fact File - wordprocessing	Purple Mash 2.8 Presenting Ideas Creating E Books (The Gunpowder Plot)	Purple Mash 2.4 Questioning Pictograms, binary trees and databases (Fairy tales – an investigation)	Purple Mash 2.5 and 2.3 Effective Searching Internet Research (The Moon Landing) Spreadsheets (a	Purple Mash 2.6, 2.7 2.1 Creating Pictures – African mosaics Making Music – African sounds Coding	

				mission to the moon)	
History		<p>Guy Fawkes and the Gunpowder Plot</p> <p>Timelines and chronology</p> <p>Sources of information</p> <p>Using common words relating to passing of time (historical writing)</p> <p>Poppy Day – Remembrance</p>		<p>The First Lunar Landing</p> <p>Timelines and chronology</p> <p>Lives of Significant Individuals</p>	Famous explorers of the Africa and Polar regions
Geography	<p>Recap – capital cities of the UK (characteristics)</p> <p>Name the five oceans</p> <p>Name the continents</p> <p>Explore/use atlases and globes</p>				<p>Human and physical features of hot and cold places (Peru, Australia, Africa and the Polar regions)</p> <p>Comparison of African village (Chereponi) with Billinge</p> <p>Where is Chereponi in relation to the Equator?</p> <p>Compare with the Polar regions</p> <p>NSEW – identify some different countries on a map of Africa</p>
Art	<p>Artist – Roy Laewaetz (Caribbean Art)</p> <p>Explore a range of materials to recreate artist's work</p> <p>Create a piece in the style of...</p> <p>Self Portraits</p>				<p>African art and artists</p> <p>Repeating patterns</p>

Music	Reggae Artists – Steel band	The Lark Ascending – Vaughn Williams	Friendship Song – Count On Me Composition – create a soundscape using tuned/untuned instruments	Creative Response to <i>Mars by Holst</i>	Samba drumming Afro beat and African hip hop	
Design Technology		Create a moving superhero scene – using sliders, levers and wheels	Food Technology – beans and pulses Making healthy soup	Design and make space – themed puppet	African masks/shields African safari vehicles	
Physical Education	Games – Units 1 and 2	Games – Units 1 and 2	Games – Unit 3	Gymnastics	Dance	Game Unit 4
PSHE/RSE	Marvellous Me Unit Feelings Keeping Healthy Good and bad choices Setting goals	Working Together Unit Rules and responsibilities Keeping safe – Bonfire Night and the Firework Safety Code Co-operating with others Community Needs of humans and animals Say no to bullying!	Being Responsible Unit Making choices (money) Making choices (online) Drugs, alcohol and tobacco Environment (school, local, world) Getting on and falling out (link to the three little wolves and the Big Bad Pig)	Good to be Me Unit Managing my feelings and the feelings of others Privacy and Respecting boundaries Building Resilience Relaxation	Relationships Unit Journey in Love Belonging to communities Relationships with different people Acceptable and unacceptable forms of physical contact (NSPCC Pants Rule) Male and Female similarities and differences	Changes Journey in Love Recognising changes in myself and others Natural changes in humans Habits and how to change them Overcoming obstacles to achieve a goal Naming the body parts

Languages						
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