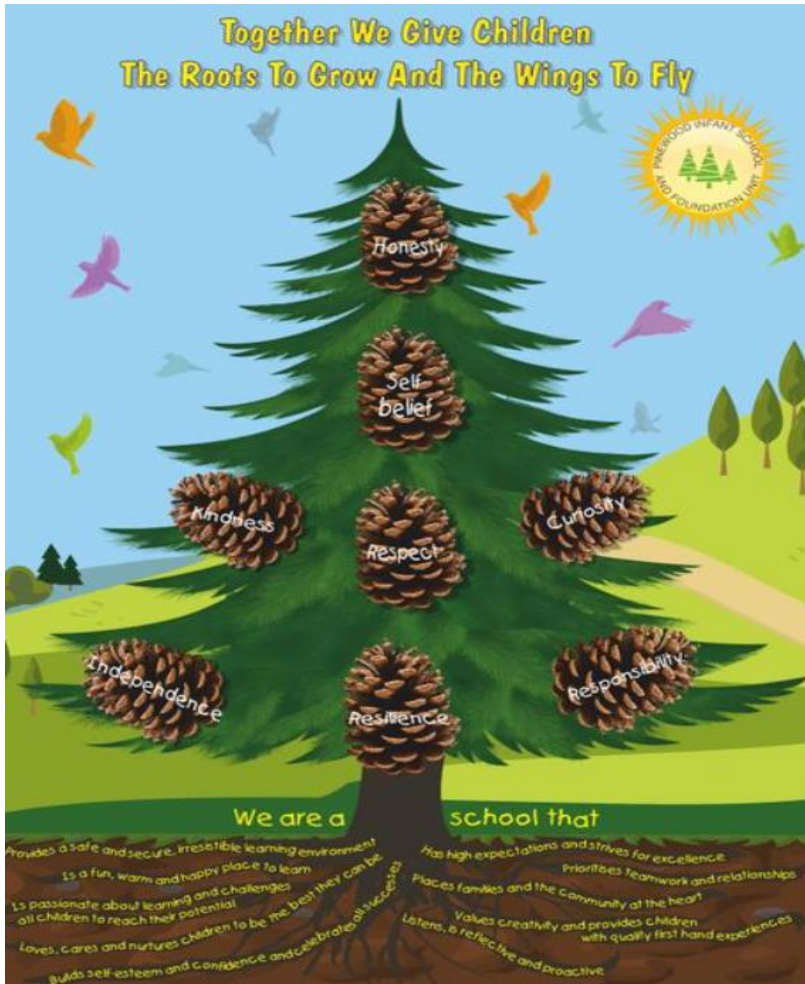


# YEAR 2 LONG TERM PLAN 2024-2025



“At Pinewood, we aim to ‘Make Learning Irresistible’. This runs through everything we do, from lessons, our learning environment both indoors and outdoors to visits and visitors. Our school is an amazing place to be and the staff and children are all very proud to be part of the Pinewood Pride!

Children feel valued and loved in school and staff pride themselves on building strong relationships with both parents/carers and children. We teach literacy and maths to a high standard and children make excellent progress throughout the EYFS. We treat every child as an individual and are committed to the development of the ‘whole child’. We want children to enter KS1 happy, self-assured, independent learners with a thirst to learn and the confidence to know that they can do anything they want to do and that we will support them on their journey

The Year 2 Team at Pinewood

## Our Curriculum at Pinewood



**R**

**Remembering**

**O**

**Opportunities**

**O**

**Outcomes**










**T**

**Talk**

**S**

**School values**



	AUTUMN 1 (7 WEEKS)	AUTUMN 2 (7 WEEKS)	SPRING 1 (5 WEEKS)	SPRING 2 (6 WEEKS)	SUMMER 1 (6 WEEKS)	SUMMER 2 (8 WEEKS)
THEMES AND BIG QUESTIONS	<p>WHAT IS IT LIKE TO BE IN YEAR 2 AT PINWOOD? Driver – PSHE (1.5 weeks)</p> <p> WHY IS NOTTINGHAM AMAZING? Driver – Geography (5 weeks) Enhancer- Local History</p>	<p> WHAT DID THE GREAT FIRE OF LONDON TEACH US? Driver – History (4 weeks) Enhancer - DT</p> <p> WHY IS CHRISTMAS SPECIAL TO CHRISTIANS? Driver – RE (3 weeks) The Christmas Story</p>	<p> WHAT CAN A PAINTING TELL US? Take one picture A Starry Night by Van Gogh History (significant person – Mae Jemison) &amp; Art focus (4 weeks)</p> <p>History (significant person) &amp; Art driver (4 weeks) Driver- Art Enhancer- History</p>	<p> WHAT IS IT LIKE TO LIVE ON THE EQUATOR? Geography focus – Kenya (6 weeks)</p> <p> EASTER RE focus - The Easter Story (1 week) RE focus - The Easter Story (2 week) Driver- Geography</p>	<p> WHERE CAN WATER TAKE US? PONDS, STREAMS, RIVERS, SEAS &amp; OCEANS Driver- Geography</p>	<p> WHAT WERE SEASIDES LIKE IN THE PAST? Driver – History (5 weeks)</p> <p> WHY DO WE HAVE ENDINGS AND BEGINNINGS? Driver - PSHE Transition to Junior School (3 weeks)</p>
PRE LEARNING TASK/ PRESENTATIONS	<p><i>What is special about Nottingham? Send in a photo of your favourite place and explain why.</i></p>	<p><i>Find out something special about our capital city and share with your class.</i></p>	<p><i>Visit an Art gallery or/and museum (virtually or in person) and share a favourite piece of art work.</i></p>	<p><i>Find out some facts about African People e.g. a tribe or an African person e.g. Nelson Mandela</i></p>	<p><i>How can we take care of our environment? Complete an eco challenge at home and share with the class.</i></p>	<p><i>Get creative and make, draw, collage a seaside scene to share in school.</i></p>
WOW ENRICHMENT MOMENTS INCLUDING LAUNCH OR/AND END PRODUCT	<p><b>Launch:</b> Dress up as something from Nottingham Day (e.g. sports start, Robin Hood)</p> <p><b>Enrichment Visit:</b> Trip to Nottingham Castle (Geography: Fieldwork/Art: Arthur Spooner)</p> <p><b>End product:</b> Share Robin Hood stories</p>	<p><b>Enrichment Activity:</b> Partake and Fire Appliances</p> <p><b>End product:</b> Tudor houses</p> <p><b>End product:</b> Christmas play</p>	<p><b>Launch:</b> Space Launch Day <b>End product:</b> Take One Picture Art exhibition</p>	<p><b>Launch:</b> African Drumming Visit</p> <p><b>End Product:</b> share African animal information reports or own version of Leopards Drum stories</p> <p><b>Easter End product:</b> Easter bonnet parade</p>	<p><b>Launch:</b> Eco treasure hunt</p>	<p><b>Launch:</b> Pier in the Past Launch Day</p> <p><b>End product:</b> Leavers assembly</p>



AUTUMN 1



AUTUMN 2



SPRING 1



SPRING 2



SUMMER 1



SUMMER 2

FUNDRAISER

Harvest – (October) Nottingham based charity e.g.  
food bank, homeless shelter  
Children in Need Day  
Remembrance Day Poppy Donations  
Christmas Fair

Comic Relief (Red Nose Day)/Sports Relief  
Pre-loved uniform swap

Summer Fair

VISITS/ VISITORS

Nottingham Castle  
Trip Church Visit

Partake Theatre Visit  
Fire officer/engines  
Christmas pantomime  
Santa Visit

Arnold Library Visit  
Puppeteer Visit (Storytelling  
Week)  
Storytelling experience with  
instruments and artefacts  
based on Chinese New Year

African Drumming  
Workshop

Life Education Bus

Perlethorpe Overnight  
Residential

SMALL WORLD

Tiger/ Lion scene  
  
Forest Robin Hood  
scene

Bakery  
  
Nativity Scene

**Rocket ship/space scene or  
Night-time scene**

African animal landscape  
  
Easter Scene

Pond, river or under the sea  
scene

Beach scene with lighthouse  
or  
Ice-cream shop

OUTDOOR LEARNING

**School Pond** – transition visit, pond in the Autumn  
  
**Woodland garden** – Robin Hood retelling, den  
building and sharing stories  
  
**Local Area mapping**  
  
**Drama area:** Share poems for National Poetry Day  
drama area

**School Pond** – transition visit, pond in the Spring  
  
**Drama area:** National Storytelling Week/ World Book Day  
  
**School garden:** Birdwatch investigation in school grounds  
What animals live in microhabitats?  
hunt

**School pond:** use of pond –  
collect tadpoles, link to Bog  
Baby text & finding Bog  
Baby  
  
**School garden:**  
Planting and growing in  
science and around school  
with Ron (school gardener)  
– greenhouse visit, planting  
flowers  
Material hunt - science

**Decking area** - use outdoor  
area for pier in the past  
day/sand from FS  
  
**Outdoor Trip:** Perlethorpe  
Residential  
  
**Environmental Day**  
Friday 7th June  
  
**Seaside in the Past Day**





AUTUMN 1



AUTUMN 2



SPRING 1



SPRING 2



SUMMER 1



SUMMER 2

## PARENTAL INVOLVEMENT

Year 2 Welcome leaflet  
Share Robin Hood stories  
Dojo involvement

Parents Meetings  
Remembrance Day poppy donations  
Seesaw involvement  
KS1 Nativity/Christmas Play  
Christmas FairDojo involvement

Take One Picture Art exhibition  
Share Leopards Drum stories  
Valentine's Day Lunch - tbcDojo involvement

Y2 SATS meeting  
Seesaw involvement  
Parents Meetings  
Easter Bonnet  
Parade/Assembly  
100 reading track assembly  
Dojo involvement

Seesaw involvement  
Plant sale  
100/200 reading track assembly  
Dojo involvement

Reading Camp  
Seesaw involvement  
Reports to parents  
KS1 Leavers Assembly  
100/200 reading track assembly  
Year 2 Farewell and Goodbye  
Sports Day  
Summer Fair  
Dojo involvement

## YEAR 2 SUMMATIVE ASSESSMENT OPPORTUNITIES

FORMATIVE ASSESSMENT OPPORTUNITIES includes quizzes, dual coding- bubble maps, tree diagrams, true/false, odd one out, knowledge organisers

September baseline assessments – phonics, reading, key words, maths

Mock Phonics Screening  
Y2 Pupil Progress Meetings  
Y2 Moderation  
In-house moderation across school in staff meeting  
End of Term Assessments - phonics, key words, spellings, maths

Practise reading and maths SATS  
Retrieval Practice throughout e.g. quizzes, true and false quiz

End of Term Assessments - phonics, key words, spellings, maths  
Y2 Pupil Progress Meetings  
In-house moderations across school in staff meetings  
End of KS1 External moderation with another school

End of KS1 Statutory Assessments (SATS)  
Y2 Moderation with Senior Leadership Team  
Retrieval Practice throughout e.g. quizzes, true and false quiz

Y2 Phonics Screening Re-sits, June  
Y2 Pupil Progress Meetings  
End of Year Assessments - phonics, key words, spellings, maths  
End of Year 2 Reports, July

## PINWOOD YEAR 2 DIARY DATES

National Poetry Day, 5<sup>th</sup> Oct  
Diwali Afternoon, 10<sup>th</sup> Nov  
Children in Need Day, 18<sup>th</sup> Nov  
Black History Month, Oct

Phonics Screening Tests  
Bonfire Night, 5<sup>th</sup> Nov  
Remembrance Day, 11<sup>th</sup> Nov  
Interfaith Week, 12<sup>th</sup>-19<sup>th</sup> Nov  
Odd Socks, Anti-Bullying Day 13<sup>th</sup> Nov  
No pens day, w/c 22<sup>nd</sup> November – class choice  
Christmas Play – 18<sup>th</sup> Dec  
Christmas Fair - tbc  
Santa visit – tbc

Nat. Handwriting Day, 26<sup>th</sup> Jan  
Big Garden Birdwatch week, 22<sup>nd</sup> Jan- 2<sup>nd</sup> Feb  
Nat. Storytelling Week, 29<sup>th</sup> Jan  
Children's Mental Health Week/SCARF to school day 11<sup>th</sup> Feb  
Chinese New Year, 9<sup>th</sup> Feb  
Online safety day, 6<sup>th</sup> Feb  
Art Exhibition, 8<sup>th</sup> Feb  
Valentine's Day Lunch – tbc

Fair Trade fortnight, 27<sup>th</sup> Feb – 12<sup>th</sup> March  
Mother's Day, 10<sup>th</sup> March  
Sports Relief Day, March tbc  
Big Spring Clean, March/April  
World Book Day, 7<sup>th</sup> March  
Science Week 8<sup>th</sup>-17<sup>th</sup> March  
World Poetry Day, 21<sup>st</sup> March  
World Maths Day, 23<sup>rd</sup> March  
Easter Bonnet Parade

KS1 statutory assessment tests, May  
Spirited Arts Week

National Writing Day (w/c 24<sup>th</sup> June tbc)  
Father's Day (16<sup>th</sup> June)  
Phonics screening Resit – 10<sup>th</sup> June  
150 reads Reading Camp  
Transition Day & Art Events with Killisick Junior School  
Sports day  
Potted Sports with Killisick  
Summer Fair  
Leavers Assembly  
Reading Camp  
Leavers Goodbye Event



## AUTUMN 1



## AUTUMN 2



## SPRING 1



## SPRING 2



## SUMMER 1



## SUMMER 2



### ENGLISH

*Narrative - retell*  
Robin Hood Tfw

*Non-chronological reports*  
Nottingham in the past

*Poetry -*  
Bonfire Night/Goose Fair

*Recounts -*  
Great Fire of London

*Narrative - retell*  
John Lewis advert -  
Mog's Christmas

*RE/sentence skills*  
The Nativity Story

Poetry Winter poetry

Chronological Reports  
Mae Jemison (Mae among the stars)/ Neil Armstrong

*Non-Chronological Report*  
African animals

*Narrative - innovate*  
Leopard's Drum Tfw

*RE/sentence skills:*  
The Easter Story

*Recounts - diaries*  
Bog Baby

*Instructions*  
Storm Whale

*Book comparison*  
Song of the River/Storm Whale Tfw

*Non-Chronological reports*  
Seaside in the past

*Narrative - Innovate*  
Gracie the Lighthouse Cat

*Presentations*  
KS1 Leavers Assembly

### CORE Y2 ENGLISH TEXTS

Robin Hood by Rob Lloyd Jones

The Lion Inside by Racheal Bright  
The Worry Tiger by Alexandra Page

Mog's Christmas (John Lewis advert 2017)

Christmas Story  
Leah's Star by Alanna Max

Mae among the stars by Roda Ahmed

All About Giraffes by Laura Marsh

Leopard's Drum by Jessica Souhami  
The Easter story

Bog Baby by Jeanne Willis  
Song of the River by Joy Cowley

Storm Whale by Benji Davies

Gracie the Lighthouse Cat by Ruth Brown  
Grace Darling by Anita Ganeri  
Shine by Sarah Asuquo



### MATHS

Place Value  
Addition and Subtraction

Addition and Subtraction  
Money  
Consolidation/ Assessments

Multiplication & Division  
Fractions

Shapes  
Time  
Consolidation/ Assessment

Recap week  
SATS  
Measurement - length and height  
Statistics

Geometry position and direction  
Mass, capacity and temperature  
Consolidation/recap



### SCIENCE

Animals including humans  
Medical scientist: Joseph Lister (introduced principles of cleanliness)

Living things and their habitats  
Natural Scientist: David Attenborough (observed animal behavior)  
BIG GARDEN BIRDWATCH WEEK (Jan)  
SCIENCE WEEK (March)

Plants  
Botanist: Joseph Banks (discovered different plants from all over the world)  
**Everyday materials**  
Chemist: Charles Mackintosh (invented waterproof garments)

Investigate, Experiment & be Curious!



AUTUMN 1



AUTUMN 2



SPRING 1



SPRING 2



SUMMER 1



SUMMER 2



Different Beliefs, World Views & Big Ideas!

What do Jewish people believe about God, creation, humanity and the natural world?

**Celebrations and Festivals:**  
Who celebrates what and why? Diwali Day & Christmas

**Symbols in religious worship and practice**  
**In what ways are synagogues important to believers?**

**Synagogues**  
**What are synagogues like and why do people go there?**

**Jewish and Christian Stories**

**What makes some people inspiring to others?**  
**Inspiring leaders from the Christian faith, eg. Moses and Saint Peter**



PSHE AND  
RELATIONSHIPS



**Me, My Heath, My Relationships!**

We follow the **SCARF** scheme of work  
(safety, caring, achievement, resilience, friendship)

**SCARF: Me and My Relationships**

Our ideal classroom, How are you feeling today? Lets all be happy! Being a good friend, Types of Bullying, Don't do that, Bullying or Teasing

**SCARF: 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

ODD SOCKS - ANTI-BULLYING DAY, 13<sup>th</sup> Nov

**SCARF: 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?

**SCARF: 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

CHILDREN'S MENTAL HEALTH WEEK/Wear your SCARF to school Day, 11<sup>th</sup> February

**SCARF: Being my best**

You can do it! My day, Harold's postcard -keeping us clean and healthy, Harold's bathroom, What does my body do? My body needs...basic first aid

**SCARF: Growing and Changing**

A helping hand, Sam moves away, haven't you grown, My body, your body, Respecting privacy, some secrets should never be kept

LIFE EDUCATION BUS VISIT



AUTUMN 1



AUTUMN 2



SPRING 1



SPRING 2



SUMMER 1



SUMMER 2

## BRITISH VALUES

Celebrate difference, People Power, safe and happy



Here are some examples of how we incorporate British Values into our Year 2 curriculum:

Rule of Law class rules

Mutual respect our class community, our faiths, Remembrance Day poppies

Democracy class & school responsibilities

Mutual Tolerance - Diwali, eco responsibilities

Mutual Respect & Tolerance respecting differences (RE - different faiths unit) Black History Month

Remembrance Day assembly & musician invited in

Mutual Respect & Tolerance - respecting differences (RE & Africa - different faiths unit)

Individual Liberty - Nelson Mandela

Mutual Respect & Tolerance - moving schools, changing classes, Grace Darling

Democracy - votes for end of year celebrations/leavers assembly

Rule of Law - team games at Perlethorpe

Mutual Tolerance - respecting our environment, David Attenborough (Eco topic Summer 1)



## SCHOOL VALUES

Kindness, Honesty,

Respect,

Responsibility, Curiosity, Self-belief, Independence, Resilience

We teach these through everything we do but focus on certain values at key times of the year. These include:

In our induction we focus on learning behaviours through our school values **resilience, independence and self-belief**.

We also focus on using a growth mindset approach using our super cat learners and our class learning pit.









We focus on the school values of being a good person within PSHE and circle times: **Kindness, Honesty**

We focus on the school value **curiosity** of caring about our world through our topics on: People who have changed our world, Differences between a contrasting non-European locality.









We focus on the school values **responsibility, respect** and **curiosity** through our environment topic on caring about our school grounds, our planet and our environment days.

We also focus on learning behaviours getting ready for Year 3 **independence, resilience, self-belief** through transition events with Killisick Junior School.



	 AUTUMN 1	 AUTUMN 2	 SPRING 1	 SPRING 2	 SUMMER 1	 SUMMER 2
 <b>HISTORY</b>  Telling the story of the past!	<p><u>Enhancer: Nottingham in the Past</u></p> <p><b>History in own locality &amp; changes within living memory:</b> Goose Fair in the Past</p> <p><b>Chronological knowledge:</b> sequence past events in their own lives/Similarities and Differences between Goose Fair in the past and today</p> <p><b>Historical enquiry:</b> finding out about the past from different sources including older people</p> <p>INTERVIEWING AN OLDER PERSON</p>	<p><u>Driver: Great Fire of London</u></p> <p><b>Significant event beyond living memory:</b> Great Fire of London Remembrance Day</p> <p><b>Historical knowledge – cause and consequence:</b> Great Fire of London Remembrance Day</p> <p><b>Historical Interpretation:</b> using stories to distinguish between fact and fiction</p> <p>REMEMBRANCE DAY AFTERNOON PARTAKE HISTORY VISIT FIRE APPLIANCE VISIT</p>	<p><u>Enhancer: significant person</u> :Mae Jemison/Neil Armstrong</p> <p>Chronological understanding - Retell an event from the past</p> <p>Historical knowledge - Recount the life of a significant individual in the past – Mae Jemison/Neil Armstrong</p> <p>Historical enquiry - Find out about a famous person from the past</p> <p><b>Historical enquiry:</b> Find out about a famous person from the past (Mae Jemison)</p> <p><b>Historical knowledge – cause and consequence:</b> (Mae Jemison)</p> <p><b>Historical Knowledge:</b> Recount the life of a significant person in the past: (Mae Jemison)</p>			<p><u>Driver: Seasides in the Past</u> (<u>chronological knowledge</u>)</p> <p><b>Chronological Knowledge:</b> Comparisons over time from Victorian seaside to today Objects and artefacts</p> <p><b>Historical knowledge – cause and consequence:</b> Grace Darling, Royal National Lifeboat Institution</p> <p><b>Historical enquiry:</b> finding out about the past from different sources including older people</p>
	<p><u>Driver: Local Area Study &amp; Mapping</u></p> <p><b>Locational knowledge:</b> Name, locate and identify countries and capitals of the UK and surrounding seas.</p> <p><b>Place Knowledge:</b> Name, locate and identify where we live</p> <p><b>Geographical skills and fieldwork:</b> Use maps and atlases to identify the UK. Use locational language to describe features and routes on maps. To use and devise simple maps including basic symbols Study the geography of school and its surrounding environment</p> <p>ROUTE TO NOTTINGHAM CASTLE SCHOOL TRIP</p>			<p>BIG GARDEN BIRDWATCH</p> <p>FAIRTRADE FORTNIGHT (co-op visit tbc)</p> <p>GREAT BIG SCHOOL SPRING CLEAN</p> <p><u>Comparison between UK and Africa a non European country (Kenya)</u></p> <p>_Locational Knowledge - Name, locate and identify the world's seven continents and five oceans</p> <p>Place Knowledge - Understand similarities and differences between UK and Africa</p> <p>Human and physical geography - Identify seasonal and daily weather patterns in the UK and compare to weather by the Equator and North and South Poles</p>	<p><u>Driver: Locational Knowledge – Bodies of Water</u> <i>Ponds, streams, rivers, seas, oceans</i></p> <p><b>Locational knowledge:</b> Name, locate and identify countries and capitals of the UK and surrounding seas. Recap world maps</p> <p><b>Environmental - Human and physical geography:</b> Use geographical vocabulary to refer to physical and human features at the seaside</p>	<p>ENVIRONMENTAL/ECO DAY ARNOLD IN BLOOM</p>



	 AUTUMN 1	 AUTUMN 2	 SPRING 1	 SPRING 2	 SUMMER 1	 SUMMER 2
 <b>COMPUTING</b>   <b>Problem Solvers, Collaborators, Communicators!</b>  <i>We follow the Purple Mash Computing scheme of work</i>  <i>We teach SMART rules throughout all our lessons and explicitly</i>	<b>Purple Mash: Online Safety (2.2)</b> Searching and Sharing, Email using 2Respond, Digital Footprint  <i>Plus:</i> iPad rules and uses Log in and out of Purple Mash Keeping passwords safe Technology outside school	<b>Purple Mash: Effective Searching (2.5)</b> <i>creating a leaflet about the GFOL</i>  Understanding the internet and searching, Searching the internet, Sharing knowledge of the internet and effective searching	<b>Purple Mash: Creating pictures (2.6)</b> Introduction and Impressionism, Pointillism Art, Piet Mondrian, William Morris and pattern, Surrealism and collage  <b>SAFER INTERNET DAY</b>	<b>Purple Mash: Presenting Ideas (2.8)</b>  Presenting a story in three ways, Presenting Ideas as a Quiz, Making a Non-Fiction Fact File Making a Presentation	<b>Purple Mash: Coding (2.1)</b> Algorithms, Collision Detection, using a timer, Different object types, Buttons, 'Smelly code' debugging  <b>Purple Mash: Spreadsheets (2.3)</b> Reviewing prior use of spreadsheets, copying and pasting totaling tools, using a spreadsheet to add amounts, creating a table and a block graph	<b>Making music (2.7)</b> <i>recording and creating their own tunes (covered in Music curriculum)</i> Introducing 2Sequence, Making Music, Soundtracks  <b>Questioning (2.4)</b> <i>answering questions on databases and pictograms</i>  Using and creating pictograms, Asking yes/no questions, Binary trees, Using 2Question – a computer-based binary tree program, Using 2Investigate – a non-binary database



### SMART RULES include:

- to tell an adult if they see something on a digital device that upsets them
- to know not to give out any information about themselves
- to know that not everything they see on the internet is true



AUTUMN 1



AUTUMN 2



SPRING 1



SPRING 2



SUMMER 1



SUMMER 2



ART

Imagine, Express,  
Create!

**Concept:** Drawing skills,  
including sketching,  
shading, observational  
drawing

-Tin Foil Robin Hood  
Sculptures

Key Sculpture – Robin  
Hood by James Arthur  
Woodford Key Sculptor:  
James Woodford

NOTTINGHAM CASTLE  
ART GALLERY SCHOOL  
VISIT

**Critical study and  
understanding of art**

Key Painting: -  
Goose Fair by Arthur Spooner  
(History link)  
Great Fire of London (artist  
unknown)

**Concept: Printing**  
Christmas cards

**Driver:  
Concept- Painting and  
colour**

**Critical study and  
understanding of art**  
Key Painting – I love  
Hong Kong by Louise  
Hill  
Focus Artist- Louise  
Hill

**Concept - Sculpture**  
African Animals

Concept- Painting and  
colour  
Focus Artist- Alma Thomas  
Key Painting: Springtime in  
Washington by Alma  
Thomas

**Community projects -**  
Spring art for post office

**Concept- Painting and  
colour**

Focus artist- Monet and  
book Illustrator- Jeanne  
Willis  
Key Painting: Water-Lily  
Pond at Giverny by  
Claude Monet

**Launch projects -**  
Recycling eco art  
work/eco day

**Concept- Printing, Colour and  
Painting**

Printing (shells)

Key Painting –  
The Great Wave by  
Katsushika, Hokusai  
Focus Artist- Katsushika  
Hokusai



DT

Design, Create,  
Evaluate!

**Construction:** Tudor  
Houses- Moving parts  
**Textiles:** Felt Christmas  
Decorations

**Technical Knowledge:**  
A pull along moving  
trolley for Storm Whale

Cooking and Nutrition –  
Pizzas

Whole school- DT Event



MUSIC

Appraise,  
Compose, Perform!

*We follow the Sing-Up  
scheme of work, enjoy  
listening to our song of  
the week and  
participate in weekly  
singing assemblies*

**Sing up!**  
Unit title- Creepy  
Castle

*Musical Focus:*  
Improvise and compose a  
sequence of sounds, sing  
small intervals accurately  
and confidently, and vary  
dynamic contrast, [lay a  
piece, following a graphic  
score, listen to and  
appraise music

**Singing & Performing:**  
Christmas songs & Play  
Using the voice expressively

**Live music:**  
Remembrance assembly  
Listening with concentration

**Recorded music:**  
Great Fire of London songs on  
BBC Radio  
*Identify the pulse and rhythm  
in different pieces  
Listening with concentration  
Using the voice expressively*

**Sing up!**  
Unit title- Grandma  
Rap

*Musical Focus:*  
Show duration of  
music with actions,  
chant and play  
rhythms, learn a  
clapping game,  
compose 4-beat  
pattern,  
chant *Grandma rap*

**Singing & performing:**  
Easter songs & Easter  
Bonnet Parade

**Playing untuned  
instruments:**  
African drumming  
Play untuned instruments  
musically

**Live music:**  
African drums

AFRICAN DRUMMING  
WORKSHOP EXPERIENCE

**Sing up!**  
Unit title- Tanczymy  
labada  
Key Songs: Tanczymy  
labada, Plynie Statek

*Musical focus:* singing  
games, traditional  
Polish dances, follow a  
changing beat and  
temp, playing a  
percussion  
accompaniment, body  
percussion patterns,

**Singing & performing:**  
end of year assembly, seaside  
themed - BBC radio sun, sea  
songs or Sing-Up – Down  
under the Sea  
Using the voice expressively

**Playing tuned instruments:**  
change sound collector poem  
to beach collector poem and  
perform to parents  
**Play tuned instruments  
musically:**  
Experiment with create select  
and combine sounds



AUTUMN 1



AUTUMN 2



SPRING 1



SPRING 2



SUMMER 1



SUMMER 2

## PHYSICAL EDUCATION

NEXT LEVEL SPORTS:  
Multi skills  
Large ball skills

NEXT LEVEL SPORTS:  
Games

NEXT LEVEL SPORTS:  
Dance

NEXT LEVEL SPORTS:  
Gymnastics

NEXT LEVEL SPORTS:  
Attacking and Defending

NEXT LEVEL SPORTS:  
Athletics

SPORTS DAY

*We have trained sports coach from Next Level Sports who plan and deliver our Year 2 weekly PE curriculum.*

*We also talk about and celebrate key sporting events like the World Cup and Wimbledon.*

Alongside our PE lessons, we also have fitness wellbeing sessions daily. These can include an energizing fitness activity including dances from DJ Raphi, Gonoodle, Supermovers, the Learning Station Brain Break action songs and Zumba kids. We also include mindful movement breaks within the school day often after lunch including Cosmic Yoga and Yoga PE.





AUTUMN 1



AUTUMN 2



SPRING 1



SPRING 2



SUMMER 1



SUMMER 2

## SHARED READING



Alongside shared reading we also teach group reading sessions to groups using Little Wandle Books/Book Band Books with children on the same book banded level.

Aesops Fables  
Mr Wolf's pancakes  
Robin and Marion  
Little Red Riding Hood play  
Little Red Reading Hood  
The Wolf's story

Fire Cat  
Great Fire of London  
Materials  
A Christmas Journey  
Twas the night before xmas

Practice Reading SATS (1)  
Winter Big Book  
Katie and the Sunflowers

Comprehension focus – introducing our VIPERS reading strategies to answer retrieval and inference questions

Comprehension focus on mixed Y2 VIPERS reading skills:  
Retrieval, inference, sequence, predict, vocabulary, visualize, question

Practice Reading SATS (2)

Comprehension practice – recap on skills  
Reading SATS  
Book Comparison – eco theme

History of the Seaside  
Can you catch a mermaid  
Lighthouse Keepers Lunch  
Grace Darling  
What did you do at school today? poem  
The Day the Crayons Quit

## STORYTIME

INCLUDING CULTURAL AND DIVERSITY TEXTS

Alongside our Pinewood value books and our brilliant Year 2 books we also make sure we include cultural and diversity texts in our story-times.  
Children also visit our library bus weekly.

link to our reading track systems

Read Pinewood Diversity Texts focusing on Different Families Cultural Diversity, Physical Disabilities,

Read British Values Books related to:  
Harvest Festival  
Diwali  
Difference (Anti-Bullying Week)  
Bonfire Night/Guy Fawkes  
Remembrance Day  
Hannukah

known author e.g. Roald Dahl

Continue to read Pinewood Diversity & British Values Texts including books about Hong Kong  
Chinese New Year  
Ethnic Characters  
Different Families (Mothers Day)  
Christmas

Continue to read Pinewood Diversity & British Values Texts including books about Ethnic Characters including Africa,  
Nelson Mandela- Long Walk to Freedom  
Young, Gifted and Black  
Easter

Continue to read Pinewood Diversity & British Values Texts including books about David Attenborough

Continue to read Pinewood Diversity & British Values Texts including Neurodiversity  
Physical Disabilities  
Looking after our Beautiful World

**Ethnic Characters:** So much, Shine, Astro Girl, Lulu's first day, Baby goes to markey, Full, full, full of love, 15 things not to do with a puppy, Jabari jumps. Izzy Gizmo, Little people big dreams books

**Cultural Diversity:** The big book of families, Maisie's scrapbook, Hats of faith, The jasmine sneeze, Golden domes and silver lanterns

**Neurodiversity:** We're all wonders, Perfectly norman, Incredible you, I see things differently, Mr Gorski I think I have the wiggle fidgets, Because, What makes me a me? The unbudgable curmudgeon

**Physical Disabilities:** Its ok to be different, When Charlie met Emma, Only one you, Don't call me special, Happy to be me, Millie gets her super ears

**Different Families:** My pirate mums, My two grandads, The girl with two dads, We are family, More people to love me, Our class is a family, Love makes a family, Heather has two mummies



# OUR PINWOOD VALUES

SOME EXAMPLES OF BOOKS WE MIGHT READ IN STORY-TIMES TO LINK TO OUR SCHOOL VALUES:

CURIOSITY	HONESTY	INDEPENDENCE	KINDNESS	RESILIENCE	RESPECT	RESPONSIBILITY	SELF BELIEF
THE MOLE WHO KNEW IT WAS NON ON HIS BUSINESS THE COW WHO CLIMBED A TREE	DO UNTO OTTERS THE LITTLE FISH WHO CRIED SHARK THE BOY WHO CRIED WOLF	IGGY PECK ARCHITECT LOST AND FOUND THE MISSING PIECE THE WAY BACK HOME	DOGGER, ROOM ON THE BROOM THE GIVING TREE LOST AND FOUND THE RAINBOW FISH	PEACE AT LAST AFTER THE STORM PETER AND THE WOLF KEVIN THE CAT WITH THE MAGIC HAT UP AND DOWN MONKEY PUZZLE THE WAY BACK HOME	BOG BABY LITTLE RABBIT FOO FOO THE GREAT KAPOK TREE TUSK TUSK	ONE WORLD BOG BABY THE GREAT KAPOK TREE	GRUFFALO HOW TO CATCH A STAR DOT

It goes without saying that we want our children to reach their potential academically whilst here at Pinewood. But education is about so much more than this. In December 2016 we decided to link our vision and values to a pine tree theme where we provide the roots in order for children to grow and finally have the wings to fly onto the next part of their educational journey. Values are the principles that guide our behaviour and thinking as a school. The values we want to instill in our children here at Pinewood can be seen on the pine cones.

Our school aim is 'To make learning irresistible' as this encompasses what we do at Pinewood in order to meet our vision.

Our school prioritises relationships. We really care for each other as a staff team, for our children and our families. Pinewood is a lovely place to be. Our values are not just laminated on classroom walls, they permeate through everything we do and our behaviours as a team. You feel the ethos of our school the second you walk through the door. We prioritise the inner curriculum as much as the more easily recognisable outer curriculum. We want our children to leave us with academic intelligence, emotional intelligence and ethical intelligence.

