

# YEAR 2 LONG TERM PLAN 21-22



AT PINWOOD, 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 PINWOOD TEAM

CHILDREN FEEL VALUED AND LOVED IN SCHOOL AND STAFF PRIDE THEMSELVES ON BUILDING STRONG RELATIONSHIPS WITH BOTH PARENTS/CARERS AND CHILDREN. WE TEACH ENGLISH AND MATHS TO A HIGH STANDARD AND CHILDREN MAKE EXCELLENT PROGRESS THROUGHOUT THEIR TIME WITH US. WE TREAT EVERY CHILD AS AN INDIVIDUAL AND ARE COMMITTED TO THE DEVELOPMENT OF THE 'WHOLE CHILD'. WE WANT CHILDREN TO BE READY FOR KS2 HAPPY, SELF-ASSURED AND AS 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



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	AUTUMN 1 (7 WEEKS)	AUTUMN 2 (7 WEEKS)	★ SPRING 1 (6 WEEKS)	SPRING 2 (5 WEEKS)	SUMMER 1 (6 WEEKS)	SUMMER 2 (8 WEEKS)
TOPICS AND QUESTIONS	HOW HAS NOTTINGHAM CHANGED? Local Area focus (5 weeks)	GREAT FIRE OF LONDON History focus (4 weeks)  CHRISTMAS RE focus - The Christmas story (3 weeks)	WHAT CAN A PAINTING TELL US? Take one picture A Starry Night by Van Gogh History (significant person) & Art focus (4 weeks)	AFRICA Geography focus (6 weeks)  EASTER RE focus - The Easter Story (1 week)	WHERE CAN A BOOK TAKE US? Ponds, rivers & seas Eco focus including end of KS1 tests (6 weeks)	WHAT WERE SEASIDES LIKE IN THE PAST? History focus (6 weeks) ENDINGS AND BEGINNINGS PSHE/transition to Year 3 (2 weeks)
PRE LEARNING TASK	What is special about Nottingham? Take a photo of your favourite place.	Find out something about our capital city.	Visit an Art gallery or/and museum (virtually or in person)	Get creative and find out something about Africa to present in class.	Complete an eco challenge.	Get creative and complete an under the sea challenge to present in class.
TOPIC ENRICHMENT LAUNCH OR/AND END PRODUCT	End product: Share Robin Hood stories to parents	End product: Share fire engines made in assembly  End product: Christmas play	Space Launch Day  End product: Take One Picture Art exhibition (date tbc)	Africa launch Day - drummers  End Product: share African animal information reports or own version of Leopards Drum stories  Easter End product: Easter bonnet parade	Eco/Forest School Launch Day  End product: Plant sale (sunflowers)	Pier in the Past Launch Day  End product: Presentations about seaside in the past to parents/carers
FUNDRAISER	Harvest - Nottingham based charity e.g. food bank, homeless shelter (October)	Children in need 12 <sup>th</sup> Nov Remembrance Day poppy donations 11 <sup>th</sup> Nov Christmas Fair		Comic Relief or Sports Relief Red Nose Day 18 <sup>th</sup> Mar	Plant sale Osborne book sale	Summer Fair
VISITS/ VISITORS	Nottm castle trip 14 <sup>th</sup> October Church visit, Nov tbc	Partake theatre visit GFOL 16 <sup>th</sup> Jan Fire officer/engines Christmas pantomime Santa visit	Ballerina Artist & sculptor Guy Routledge	African drumming workshop 22 <sup>nd</sup> Feb	Arnold library visit Life Education Bus 12th May	Perlethorpe overnight Residential 7 <sup>th</sup> /8 <sup>th</sup> July



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
OUTDOOR LEARNING	<p>Drama area/woodland garden – Robin Hood den building, retelling and sharing stories</p> <p>Local Area mapping</p> <p>Drama area: Share poems for National Poetry Day drama area</p>		<p>Drama area: National Storytelling Week/ World Book Day</p> <p>School garden: Birdwatch investigation in school grounds</p>	Pond visit	<p>School pond: use of pond – collect tadpoles, link to Bog Baby text &amp; finding Bog Baby</p> <p>School garden: Planting and growing around school with Ron – greenhouse visit, planting flowers</p>	<p>Decking area - use outdoor area for pier in the past day/sand from FS</p> <p>Outdoor Trip: Perlethorpe Residential</p>
PARENTAL INVOLVEMENT	<p>Year 2 Welcome meeting or welcome leaflet</p> <p>Seesaw involvement</p> <p>Share Robin Hood stories</p>	<p>Parents Meetings</p> <p>Remembrance Day poppy donations</p> <p>Seesaw involvement</p> <p>KS1 Nativity/Christmas Play</p> <p>Christmas Fair</p>	<p>Seesaw involvement</p> <p>Take One Picture Art exhibition</p> <p>Valentines day lunch</p> <p>Share Leopards Drum stories</p>	<p>Y2 SATS meeting</p> <p>Seesaw involvement</p> <p>Parents Meetings</p> <p>Easter Bonnet Parade/Assembly</p> <p>100 reading track assembly</p>	<p>Seesaw involvement</p> <p>Plant sale</p> <p>100/200 reading track assembly</p>	<p>Seesaw involvement</p> <p>Reports to parents</p> <p>Share seaside in the past presentations</p> <p>KS1 Leavers Assembly</p> <p>Sports Day</p> <p>Summer Fair</p>
YEAR 2 ASSESSMENT OPPORTUNITIES	<p>September baseline assessments – phonics, reading, key words, maths</p>	<p>Phonics Screening Tests</p> <p>Y2 Pupil Progress Meetings</p> <p>Y2 Moderation</p> <p>In-house moderation across school in staff meeting</p> <p>End of Term Assessments</p>	<p>Practise reading and maths</p> <p>SATS</p>	<p>End of Term Assessments</p> <p>Y2 Pupil Progress Meetings</p> <p>In-house moderations across school in staff meetings</p> <p>End of KS1 External moderation with another school</p>	<p>End of KS1 Statutory Assessments (SATS)</p> <p>Y2 Moderation with Senior Leadership Team</p>	<p>Y2 Phonics Screening Re-sits, June</p> <p>Y2 Pupil Progress Meetings</p> <p>End of Year Assessments End of Year 2 Reports, July`</p>
PINEWOOD YEAR 2 DIARY DATES	<p>National Poetry Day 7<sup>th</sup> Oct</p> <p>Diwali Day 15<sup>th</sup> Oct</p> <p>Black History Month - October</p>	<p>Phonics Screening Tests Nov</p> <p>Bonfire Night 5<sup>th</sup> Nov</p> <p>Remembrance Day 11<sup>th</sup> Nov</p> <p>No pens day 24<sup>th</sup> Nov</p>	<p>Nat. Handwriting Day 23<sup>rd</sup> Jan</p> <p>Big Garden Birdwatch week 28<sup>th</sup> Jan -30<sup>th</sup> Jan</p> <p>Nat. Storytelling week 30<sup>th</sup> Jan-6<sup>th</sup> Feb</p> <p>Chinese New Year 1<sup>st</sup> Feb</p> <p>Online safety day 8<sup>th</sup> Feb</p> <p>Valentines day 14<sup>th</sup> Feb</p>	<p>Fair Trade fortnight 22<sup>nd</sup> Feb – 7<sup>th</sup> March</p> <p>Mother's Day 27<sup>th</sup> March</p> <p>World Book Day 3<sup>rd</sup> March</p>	<p>KS1 statutory assessment tests – SATS, May</p>	<p>Father's Day 19<sup>th</sup> June</p> <p>Phonics screening Resit</p> <p>150 reads Reading Camp</p> <p>Transition Day &amp; Art Events with Killisick Junior School</p> <p>Sports day</p> <p>Summer fair</p>



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
ENGLISH	<p><i>Narrative - retell</i> Robin Hood TFW</p> <p><i>Non-chronological reports</i> Nottingham in the past</p>	<p><i>Poetry</i> Bonfire Night/Goose Fair</p> <p><i>Narrative - retell</i> John Lewis advert - Mog's Christmas</p> <p><i>RE/sentence skills</i> The Nativity Story</p>	<p><i>Poetry</i> Winter poetry</p> <p><i>Chronological Reports</i> Mae Jemison (Mae among the stars)/ Neil Armstrong</p>	<p><i>Non-Chronological Report</i> African animals</p> <p><i>Narrative - innovate</i> Leopard's Drum TFW</p> <p><i>RE/sentence skills:</i> The Easter Story</p>	<p><i>Recounts – diaries</i> Bog Baby</p> <p><i>Book comparison</i> Song of the River/Storm Whale TFW</p> <p><i>Instructions</i> Storm Whale</p>	<p><i>Non-Chronological reports</i> Seaside in the past</p> <p><i>Narrative - Innovate</i> Gracie the Lighthouse Cat</p> <p><i>Presentations</i> KS1 Leavers Assembly</p>
CORE ENGLISH TEXTS	Robin Hood by Rob Lloyd Jones	Mog's Christmas (John Lewis advert 2017) Christmas Story	Mae among the stars by Roda Ahmed	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
MATHS	Place Value Addition and Subtraction	Addition and Subtraction Money Multiplication Consolidation/ Assessments	Multiplication & Division Time	Shapes Fractions Consolidation/ Assessment	Recap week SATS Measurement - length and height Statistics	Geometry position and direction Mass, capacity and temperature Consolidation/recap
SCIENCE	Animals including humans		Living things and their habitats		Plants Everyday materials	



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
RE	Belonging: What is it like to belong to a Christian religion in Nottingham?  Celebrations and Festivals Who celebrates what and why? Diwali Day & Christmas		What do Jewish people believe about God, creation, humanity and the natural world?	Jewish and Christian Stories	What makes some people inspiring to others? Moses and Saint Peter	
PSHE AND RELATIONSHIPS  We follow the SCARF scheme of work (safety, caring, achievement, resilience, friendship)	Living in the wider world – rules, rights and responsibilities  Health and wellbeing – keeping safe  Health and wellbeing – healthy lifestyles		Relationships- feelings and emotions  Relationships- valuing differences  Living in the wider world – money <i>link to Fair Trade fortnight</i>		Living in the wider world – caring for the environment  Relationships - healthy relationships  Health and wellbeing- growing and changing - <i>Transition to Year 3 link</i>	
BRITISH VALUES <i>Mutual respect, Mutual Tolerance</i> <i>Rule of Law, Individual Liberty, Democracy</i>  Here are some examples of how we incorporate British Values into our Year 2 curriculum:	<b>Rule of Law</b> class rules  <b>Mutual respect</b> our class community, our faiths, Remembrance Day poppies  <b>Democracy</b> class & school responsibilities  <b>Mutual Tolerance</b> -Diwali, eco responsibilities	<b>Mutual Respect &amp; Tolerance</b> respecting differences (RE – different faiths unit) Black History Month  <b>Remembrance Day</b> assembly & musician invited in	<b>Mutual Respect &amp; Tolerance</b> – respecting differences (RE & Africa – different faiths unit)  <b>Individual Liberty</b> – Nelson Mandela, Mae Jemison		<b>Mutual Respect &amp; Tolerance</b> – moving schools, changing classes, Grace Darling, plant sale  <b>Democracy</b> – votes for end of year celebrations/leavers assembly  <b>Rule of Law</b> – team games at Perlethorpe  <b>Mutual Tolerance</b> – respecting our environment (Eco topic Summer 1)	
SCHOOL VALUES <i>Kindness, Honesty, Respect, Responsibility, Curiosity</i> <i>Self-belief, Independence, Resilience</i>  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 <b>resilience, independence and self-belief</b> .  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: <b>Kindness, Honesty</b>	We focus on the school value <b>curiosity</b> 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 <b>responsibility, respect</b> and <b>curiosity</b> through our environment topic on caring about our school grounds and our planet.  We also focus on learning behaviours getting ready for Year 3 <b>independence, resilience, self-belief</b> through transition events with Killisick Junior School.	






	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
HISTORY	<p><u>Nottingham in the Past</u> History in own locality &amp; changes within living memory – Goose Fair in the Past</p> <p>Chronological understanding – sequence past events in their own lives</p>	<p><u>Great Fire of London</u> Significant event beyond living memory – Great Fire of London Remembrance Day</p> <p>Historical knowledge - Why we celebrate certain events e.g. Remembrance Day</p>	<p><u>Mae Jemison/Neil Armstrong</u> 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 Historical enquiry - Find out about a famous person from the past</p>			<p><u>Seasides in the Past</u> Historical Knowledge - Comparisons over time from Victorian seaside to today Objects and artefacts</p> <p>Historical enquiry - Finding out about the past from different sources including older people</p> <p>Interpretations of history - Using stories to distinguish between fact and fiction</p>
GEOGRAPHY	<p><u>Local Area Study &amp; Mapping - Where is Arnold?</u></p> <p>Locational knowledge - Name, locate and identify countries and capitals of the UK and surrounding seas.</p> <p>Geographical skills - 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</p> <p>Fieldwork skills - Study the geography of school and its surrounding environment</p>			<p><u>Comparison between UK and Africa a non-European country</u> Locational Knowledge - Name, locate and identify the world's seven continents and five oceans Place Knowledge - Understand similarities and differences between UK and Africa 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>Seasides in the UK</u> Locational knowledge - Name, locate and identify countries and capitals of the UK and surrounding seas.</p> <p>Human and physical geography - Use geographical vocabulary to refer to physical and human features at the seaside</p> <p>Fieldwork skills - Describe features and routes on a map (Perlethorpe residential)</p>
COMPUTING	<p>Online safety including SMART rules, uses of technology</p> <p>Technology outside school</p>	<p>Effective searching – creating a leaflet about Great Fire of London</p>	<p>Online safety day (11<sup>th</sup> February)</p> <p>Creating pictures – link to Starry Night Take One Picture Project</p>	<p>Presenting ideas – how digital content can be represented in different ways</p>	<p>Computer science – coding crash course</p> <p>Spreadsheets crash course (if needed)</p>	<p>Making music – recording and creating their own tunes (covered in Music curriculum)</p> <p>Questioning – answering questions on databases and pictograms (if needed)</p>
We follow the Purple Mash Computing scheme of work						



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
ART	Drawing Skills – forest pictures	<p>Key Painting/Artists - Goose Fair by Arthur Spooner/Great Fire of London painting (unknown artist)</p> <p>Community projects - Gedling winter lanterns</p>	<p>Painting Skills - wax resistant based on Van Gogh's painting</p> <p>Key Painting/Artists: Starry Night by Vincent Van Gogh</p>	<p>Sculpture – 3D African animal sculpture with local artist, Guy Routledge</p> <p>Key painting - Exotic landscape with lion and lioness by Rousseau &amp; African artists</p> <p>Local artist - Guy Routledge</p> <p>Community projects - Spring art for post office</p>	<p>Printing inspired by William Morris</p> <p>Key artist - William Morris</p> <p>Launch projects - Recycling eco art work</p>	<p>Collage - Seaside</p> <p>Key Painting -Beach Scene by Hilaire-Germain Edgar Degas</p>
DT		<p>Construction - Make shoebox fire engines</p> <p>Design, make, evaluate</p>		<p>Cooking and Nutrition - African Fruit Kebabs</p> <p>Design, make, evaluate</p>		<p>Moving pictures - animals under the sea</p> <p>Technical Knowledge</p>
MUSIC		<p>Singing &amp; Performing - Christmas songs &amp; Play</p> <p>Using the voice expressively</p> <p>Live music - Remembrance assembly</p> <p>Listening with concentration</p> <p>Recorded music – Great Fire of London songs on BBC radio</p> <p>Identify the pulse and rhythm in different pieces</p> <p>Listening with concentration</p> <p>Using the voice expressively</p>		<p>Singing &amp; performing - Easter songs &amp; Easter Bonnet Parade</p> <p>Playing untuned instruments - African drumming experience</p> <p>Play untuned instruments musically</p> <p>Live music – African drums, 22<sup>nd</sup> February</p>		<p>Singing &amp; performing - end of year assembly, seaside themed - BBC radio sun, sea songs</p> <p>Using the voice expressively</p> <p>Playing tuned instruments -change sound collector poem to beach collector poem and perform to parents</p> <p>Play tuned instruments musically - Experiment with create select and combine sounds</p>



	AUTUMN 1		AUTUMN 2		SPRING 1		SPRING 2		SUMMER 1		SUMMER 2	
PHYSICAL EDUCATION <i>We have trained sports coach from Next Level Sports who plan and delivers our Year 2 PE curriculum</i>	Athletics and gymnastics				Dance and netball				Cricket and football			
	Alongside our PE lessons, we also have fitness wellbeing sessions daily as movement breaks between lessons like phonics and English and shared reading and afternoon subjects. These can include an energizing fitness activity including dances from 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.											
SHARED READING Alongside shared reading we also teach guided reading with children on the same book banded level.	Aesops Fables Mr Wolf’s pancakes Robin and Marion LRRH play Little red reading hood The Wolf’s story		Fire Cat GFOL Materials A Christmas journey Twas the night before xmas		Winter Big Book Katie and the Sunflowers Comprehension practice		Comprehension practice		Comprehension practice/SATS tests		Shared Reading/Guided Reading Texts tbc	
STORYTIME INCLUDING CULTURAL AND DIVERSITY TEXTS Alongside our Pinewood value books and our brilliant Year 2 books we also make sure we include cultural texts in our story-times. Some examples are listed here:	School value themed books  Introduce all the Y2 brilliant books which link to our reading track systems and include a wide variety of cultural and diversity texts.		Diwali Fire Cat  Recap brilliant books and retell.		Mae among the stars Stardust Look up! Little people big dreams Lubna and the Pebble  Introduce a chapter book by a well-known author (see brilliant book list) e.g. Roald Dahl, David Walliams, Enid Blyton, Dick King-Smith		Lila and the secret of the rain Handa’s surprise Leopards Drum Mama Panya’s pancakes Nelson Mandela		Tin Forest The Flower		Plastic ocean Somebody swallowed Stanley A whale’s tail animation How to catch a mermaid	
SMALL WORLD	Lion scene  Forest Robin Hood scene		City Scene  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	





# 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 PINWOOD. 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 PINWOOD CAN BE SEEN ON THE PINE CONES.

OUR SCHOOL AIM IS 'TO MAKE LEARNING IRRESISTIBLE' AS THIS ENCOMPASSES WHAT WE DO AT PINWOOD 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. PINWOOD 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.

