










YEAR 2 LONG TERM PLAN 22-23



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



	AUTUMN 1 (7 WEEKS)	AUTUMN 2 (8 WEEKS)	SPRING 1 (6 WEEKS)	SPRING 2 (6 WEEKS)	SUMMER 1 (6 WEEKS)	SUMMER 2 (8 WEEKS)
THEMES AND BIG QUESTIONS	 <p>WHY IS NOTTINGHAM AMAZING?</p> <p>Local Area driver (5 weeks)</p> <p>Driver- Geography Enhancer- Local History</p>	 <p>WHAT DID THE GREAT FIRE OF LONDON TEACH US?</p> <p>History driver (5 weeks)</p>  <p>WHY IS CHRISTMAS SPECIAL?</p> <p>RE driver - The Christmas story (3 weeks)</p> <p>Driver- History Enhancer-DT</p>	 <p>WHERE CAN A PAINTING TAKE US?</p> <p>Umbrellas La Parapluies - Renoir</p> <p>History (significant person) & Art driver (4 weeks)</p> <p>Driver- Art Enhancer- History</p>	 <p>WHAT IS IT LIKE TO LIVE ON THE EQUATOR?</p> <p>Geography driver (6 weeks)</p>  <p>WHY IS EASTER IMPORTANT FOR CHRISTIANS?</p> <p>RE focus - The Easter Story (2 week)</p> <p>Driver- Geography</p>	 <p>WHERE CAN WATER TAKE US?</p> <p>Ponds, rivers & seas Eco driver including end of KS1 tests (6 weeks)</p> <p>Driver- Geography</p>	 <p>WHAT WERE SEASIDES LIKE IN THE PAST?</p> <p>History driver (6 weeks)</p>  <p>ENDINGS AND BEGINNINGS</p> <p>PSHE/transition driver to Year 3 (2 weeks)</p> <p>Driver- History</p>
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	Trip to Nottingham Castle End product: Share Robin Hood stories with parents	End product: Tudor houses End product: Christmas play	Enrichment- Fashion Show End product: Take One Picture Art exhibition (date tbc)	Africa launch Day End Product: share African animal information reports or own version of Leopards Drum stories Easter End product: Easter bonnet parade	Eco treasure hunt	Pier in the Past Launch Day End product: Leavers assembly



AUTUMN 1



AUTUMN 2



SPRING 1



SPRING 2



SUMMER 1



SUMMER 2

FUNDRAISER

Harvest - Nottingham based charity e.g. food bank, homeless shelter (October)

Children in Need 19th November
Remembrance Day poppy donations 11th Nov
Christmas Fair

Comic Relief or Sports Relief
Red Nose Day 18th Mar

Summer Fair

VISITS/ VISITORS

Nottingham Castle Trip (13th October)
Church Visit (10th November)

Partake theatre Visit (w14th Nov)
Fire officer/engines (Nov)
Christmas pantomime tbc

Ballerina (5/1 or 9/1)

Artist & sculptor Guy Routledge (w/c from 27th Feb)
African Drumming Workshop (20th/21st Feb)

Arnold library visit (tbc)
Life Education Bus

Perlethorpe overnight residential (6th, 7th July tbc)

SMALL WORLD

Tiger/ Lion scene
Forest Robin Hood scene

Bakery
Nativity Scene

Coco Chanel - Designer area

African animal landscape
Easter Scene

Pond, river or under the sea scene

Beach scene with lighthouse or Ice-cream shop

OUTDOOR LEARNING

Drama area/woodland garden – Robin Hood retelling and sharing stories

Local Area mapping

Drama area: Share poems for National Poetry Day drama area

Drama area: National Storytelling Week/ World Book Day

School garden: Birdwatch investigation in school grounds

Pond visit

School pond: use of pond – collect tadpoles, link to Bog Baby text & finding Bog Baby

School garden: Planting and growing around school with Ron – greenhouse visit, planting flowers

Decking area - use outdoor area for pier in the past day/sand from FS

Outdoor Trip: Perlethorpe Residential



AUTUMN 1



AUTUMN 2



SPRING 1



SPRING 2



SUMMER 1



SUMMER 2

PARENTAL INVOLVEMENT

Year 2 Welcome leaflet
Seesaw involvement
Share Robin Hood stories

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

Seesaw involvement
Take One Picture Art exhibition
Valentines day lunch
Share Leopards Drum stories

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

Seesaw involvement
Plant sale
100/200 reading track assembly

Seesaw involvement
Reports to parents
KS1 Leavers Assembly
Sports Day
Summer Fair

YEAR 2 ASSESSMENT OPPORTUNITIES

September baseline assessments – phonics, reading, key words, maths
Retrieval Practice throughout e.g. quizzes, true and false quiz

Phonics Screening Tests
Y2 Pupil Progress Meetings
Y2 Moderation
In-house moderation across school in staff meeting
End of Term Assessments
Retrieval Practice throughout e.g. quizzes, true and false quiz

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

End of Term Assessments
Y2 Pupil Progress Meetings
In-house moderations across school in staff meetings
End of KS1 External moderation with another school
Retrieval Practice throughout e.g. quizzes, true and false quiz

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
End of Year 2 Reports, July
Retrieval Practice throughout e.g. quizzes, true and false quiz

PINWOOD YEAR 2 DIARY DATES

National Poetry Day (6th Oct)
Diwali Day (24th Oct)
Black History Month (Oct)

Phonics Screening Tests
Bonfire Night (5th Nov)
Remembrance Day (11th Nov)
No pens day (class choice – Nov)
Christmas Play – 16th Dec tbc
Santa visit

Nat. Handwriting Day (23rd Jan)
Big Garden Birdwatch week (27th/1)
Nat. Storytelling Week (30th Jan-6th Feb)
Chinese New Year (22.1.23)
Online safety day (7th Feb)
Valentines day (14th Feb)

Fair Trade fortnight (20th Feb – 5th March)
Mother's Day (19th March)
World Book Day (2nd March)
World Poetry Day (21st March)
Easter Bonnet Parade

KS1 statutory assessment tests (May)

National Writing Day (23rd June tbc – creative writing)
Father's Day (18th June)
Phonics screening Resit
150 reads Reading Camp
Transition Day & Art Events with Killisick Junior School
Sports day
Potted Sports
Summer Fair
Leavers Assembly
Reading Camp



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
Phillippe Petit

Non-Chronological Report
African animals

Narrative - innovate
Leopard's Drum TFW

RE/sentence skills:
The Easter Story

Recounts – diaries
Bog Baby

Book comparison
Song of the River/Storm
Whale TFW

Instructions
Storm Whale

Non-Chronological reports
Seaside in the past

Narrative - Innovate
Gracie the Lighthouse Cat

Presentations
KS1 Leavers Assembly

CORE ENGLISH TEXTS

Robin Hood by Rob
Lloyd Jones

Mog's Christmas (John
Lewis advert 2017)
Christmas Story

*Man who walked
between the towers*
Mordicai Gerstein

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
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)

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



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 *link to Fair Trade fortnight*

Living in the wider world – caring for the environment

Relationships - healthy relationships

Health and wellbeing- growing and changing - *Transition to Year 3 link*



AUTUMN 1

AUTUMN 2

SPRING 1

SPRING 2

SUMMER 1

SUMMER 2

BRITISH VALUES

Mutual respect, Mutual Tolerance
Rule of Law, Individual Liberty, Democracy

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 (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 and our planet.

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



HISTORY



AUTUMN 1

Enhancer: Nottingham in the Past
History in own locality & changes within living memory –
Goose Fair in the Past

Chronological understanding – sequence past events in their own lives



AUTUMN 2

Driver: Great Fire of London
Significant event beyond living memory –
Great Fire of London
Remembrance Day

Historical knowledge -
Why we celebrate certain events e.g. Remembrance Day

Interpretations of history
Using stories to distinguish between fact and fiction



SPRING 1

Enhancer: Fashion through time (chronological understanding)

Historical Knowledge –
Comparisons over time from Victorian fashion to today –
objects and artefacts

Historical enquiry -
Finding out about the past (Coco Chanel, Paul Smith) from different sources including older people



SPRING 2



SUMMER 1



SUMMER 2

Driver: Seasides in the Past/Grace Darling

Historical Knowledge –
Recount the life of a significant person in the past – Grace Darling

Comparisons over time from Victorian seaside to today
Objects and artefacts

Historical enquiry -
Find out about a famous person from the past (Grace Darling)



GEOGRAPHY

Driver: Local Area Study & Mapping

Locational knowledge -
Name, locate and identify countries and capitals of the UK and surrounding seas.

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

Fieldwork skills -
Study the geography of school and its surrounding environment

Driver: Comparison between UK Arnold and Kenya Maasai Mara

Locational Knowledge -
Name, locate and identify the world's seven continents

Place Knowledge -
Understand similarities and differences between UK Arnold and Kenya Maasai Mara

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

Driver: Locational Knowledge – Bodies of Water

Ponds, streams, rivers, seas, oceans

Locational knowledge -
Name, locate and identify countries and capitals of the UK and surrounding seas.

Recap world maps

Human and physical geography -
Use geographical vocabulary to refer to physical and human features at the seaside



AUTUMN 1



AUTUMN 2



SPRING 1



SPRING 2



SUMMER 1



SUMMER 2



COMPUTING

We follow the
Purple Mash
Computing scheme
of work

Online Safety –
IPad rules and uses
Log in and out of Purple Mash
Keeping passwords safe
Technology outside school

SMART RULES:
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

Effective Searching – creating a
leaflet about the GFOL

SMART RULES:
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

Online safety day
Creating pictures

SMART RULES:
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

Presenting Ideas

SMART RULES:
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

Computer science –
coding crash course

Spreadsheets crash
course (if needed)

SMART RULES:
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

Making music – recording and
creating their own tunes
(covered in Music curriculum)
Questioning – answering
questions on databases and
pictograms (if needed)

SMART RULES:
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



The Arts



AUTUMN 1



AUTUMN 2



SPRING 1




SPRING 2









SUMMER 1



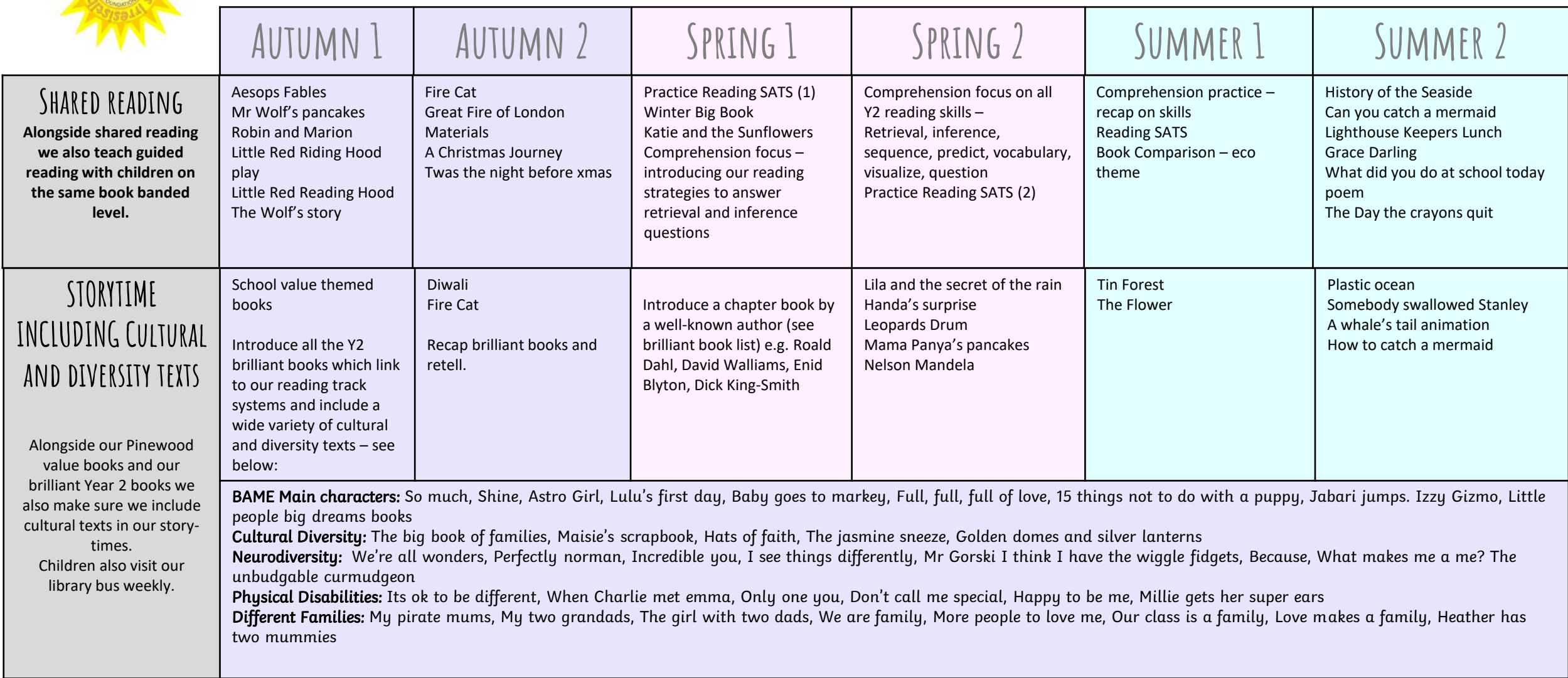
SUMMER 2

 ART	<p>Concept- Drawing and line drawing skills</p> <p>Observational drawing - Sketching Shading</p> <p>Focus Artist- James Arthur Woodford (Sculptor)</p>	<p>Concept- painting and colour</p> <p>Critical study and understanding of art</p> <p>Key Painting/Artists - Goose Fair by Arthur Spooner/Great Fire of London painting (artist unknown)</p> <p>Concept- Printing- Christmas cards</p>	<p><u>Driver:</u></p> <p>Concept- Painting and colour</p> <p>Critical study and understanding of art</p> <p>Focus Artist- Renoir La Parapluies</p>	<p>Concept- Sculpture</p> <p>Local sculptor Guy Routledge- Clay African Animals</p> <p>Concept- Painting and colour</p> <p>Focus Artist- Alma Thomas – Tie Dye t-shirts</p> <p>Community projects - Spring art for post office</p>	<p>Concept- Painting and colour</p> <p>Focus artist- Monet and book Illustrator- Jeanne Willis</p> <p>Launch projects? -Recycling eco art work</p>	<p>Concept- Printing</p> <p>Concept- Colour and Painting</p> <p>Printing (shells)</p> <p>Key Painting -Beach Scene by Hilaire-Germain Edgar Degas,</p> <p>Focus Artist- Katsushika Hokusai</p>
 DT		<p>Construction- Tudor Houses- Moving parts</p> <p>Textiles - Felt Christmas Decorations</p>		<p>Cooking and Nutrition - African Fruit Kebabs</p>		<p>Technical Knowledge - Moving pictures - animals under the sea</p>
 MUSIC <i>We follow the Sing-Up scheme of work, enjoy listening to our song of the week and participate in weekly singing assemblies</i>	<p>Sing up!</p> <p>Unit title- 'Creepy Castle'</p>	<p>Singing & Performing - Christmas songs & Play Using the voice expressively</p> <p>Live music - Remembrance assembly Listening with concentration</p> <p>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</p>	<p>Sing up!</p> <p>Unit title- 'Grandma rap'</p>	<p>Singing & performing - Easter songs & Easter Bonnet Parade</p> <p>Playing untuned instruments - African drumming experience Play untuned instruments musically</p> <p>Live music – African drums tbc</p>	<p>Sing up!</p> <p>Unit title- Tanczyny labada</p>	<p>Singing & performing - end of year assembly, seaside themed - BBC radio sun, sea songs Using the voice expressively</p> <p>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</p>



 AUTUMN 1	 AUTUMN 2	 SPRING 1	 SPRING 2	 SUMMER 1	 SUMMER 2
Multi skills Large ball skills	Games	Dance	Gymnastics	Attacking and Defending	Athletics

Alongside our PE lessons, we also have fitness wellbeing sessions daily. 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.





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.

