

YEAR 2 LONG TERM PLAN 2025 – 2026



“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










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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?</p> <p>Driver – PSHE (1.5 weeks)</p> <p> WHY IS NOTTINGHAM AMAZING?</p> <p>Driver – Geography (5 weeks) Enhancer- Local History</p>	<p> WHAT DID THE GREAT FIRE OF LONDON TEACH US?</p> <p>Driver – History (4 weeks) Enhancer - DT</p> <p> WHY IS CHRISTMAS SPECIAL TO CHRISTIANS?</p> <p>Driver – RE (3 weeks) The Christmas Story</p>	<p> WHAT CAN A PAINTING TELL US?</p> <p>Take one picture – George and the Dragon History & Art focus (4 weeks)</p> <p>History (significant person) & Art driver (4 weeks) Driver- Art Enhancer- History</p>	<p> WHAT IS IT LIKE TO LIVE ON THE EQUATOR?</p> <p>Geography focus – Kenya (6 weeks)</p> <p> EASTER RE focus</p> <p>The Easter Story (1 week) RE focus - The Easter Story (2 week) Driver- Geography</p>	<p> HOW DOES WATER CONNECT OUR WONDERFUL WORLD? PONDS, STREAMS, RIVERS, SEAS & OCEANS</p> <p>Driver- Geography</p>	<p> WHAT WERE SEASIDES LIKE IN THE PAST?</p> <p>Driver – History (5 weeks)</p> <p> WHY DO WE HAVE ENDINGS AND BEGINNINGS?</p> <p>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>Launch: Dress up as something from Nottingham Day (e.g. sports start, Robin Hood)</p> <p>Enrichment Visit: Trip to Nottingham Castle (Geography: Fieldwork/Art: Arthur Spooner)</p> <p>End product: Share Robin Hood stories with parents</p>	<p>Enrichment Activity: Partake and Fire Appliances</p> <p>End product: Tudor houses</p> <p>End product: Christmas play</p>	<p>Launch:Space Launch Day End product: Take One Picture Art exhibition</p>	<p>Launch: African Drumming Visit</p> <p>End Product: share African animal information reports or own version of Leopards Drum stories</p> <p>Easter End product: Easter bonnet parade</p>	<p>Launch: Eco treasure hunt</p>	<p>Launch: Pier in the Past Launch Day</p> <p>End product: Leavers assembly</p>



AUTUMN 1



AUTUMN 2



SPRING 1



SPRING 2









SUMMER 1



SUMMER 2

<p>FUNDRAISER</p>	<p>Harvest – (October) Nottingham based charity e.g. food bank, homeless shelter Children in Need Day Remembrance Day Poppy Donations Christmas Fair</p>		<p>Comic Relief (Red Nose Day)/Sports Relief Pre-loved uniform swap</p>		<p>Summer Fair</p>	
<p>VISITS/ VISITORS</p>	<p>Nottingham Castle Trip Church Visit</p>	<p>Partake Theatre Visit Fire officer/engines Christmas pantomime Santa Visit</p>	<p>Puppeteer Visit (Storytelling Week) Storytelling experience with instruments and artefacts based on Chinese New Year</p>	<p>African Drumming Workshop</p>	<p>Life Education Bus</p>	<p>Perlethorpe Overnight Residential</p>
<p>SMALL WORLD</p>	<p>Tiger/ Lion scene Forest Robin Hood scene</p>	<p>Bakery Nativity Scene</p>	<p>George of the dragon scene / Castle scene</p>	<p>African animal landscape Easter Scene</p>	<p>Pond, river or under the sea scene</p>	<p>Beach scene with lighthouse or Ice-cream shop</p>
<p>OUTDOOR LEARNING</p>	<p>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</p>		<p>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</p>		<p>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</p>	<p>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</p>



	 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 Fair Dojo involvement	Take One Picture Art exhibition Share Leopards Drum stories Valentine's Day Lunch - tbc Dojo 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
PINEWOOD YEAR 2 DIARY DATES	National Poetry Day, 5 th Oct Diwali Afternoon, 10 th Nov Children in Need Day, 18 th Nov Black History Month, Oct	Phonics Screening Tests Bonfire Night, 5 th Nov Remembrance Day, 11 th Nov Interfaith Week, 12 th -19 th Nov Odd Socks, Anti-Bullying Day 13 th Nov No pens day, w/c 22 nd November – class choice Christmas Play – 18 th Dec Christmas Fair - tbc Santa visit – tbc	Nat. Handwriting Day, 26 th Jan Big Garden Birdwatch week, 22 nd Jan- 2 nd Feb Nat. Storytelling Week, 29 th Jan Children's Mental Health Week/SCARF to school day 11 th Feb Chinese New Year, 9 th Feb Online safety day, 6 th Feb Art Exhibition, 8 th Feb Valentine's Day Lunch – tbc	Fair Trade fortnight, 27 th Feb – 12 th March Mother's Day, 10 th March Sports Relief Day, March tbc Big Spring Clean, March/April World Book Day, 7 th March Science Week 8 th -17 th March World Poetry Day, 21 st March World Maths Day, 23 rd March Easter Bonnet Parade	KS1 statutory assessment tests, May Spirited Arts Week	National Writing Day (w/c 24 th June tbc) Father's Day (16 th June) Phonics screening Resit – 10 th 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

Recounts -
Great Fire of London

Narrative - retell
John Lewis advert -
Mog's Christmas

RE/sentence skills
The Nativity Story

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

Leopard's Drum by
Jessica Souhami

The Promised One - 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)

Observe, Experiment & be Curious!



AUTUMN 1



AUTUMN 2



SPRING 1



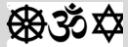
SPRING 2



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 Health, 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, 13th 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, 11th 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 poppies
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



HISTORY

Telling the story of the past!

Enhancer: Nottingham in the Past

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

Chronological knowledge: sequence past events in their own lives/Similarities and Differences between Goose Fair in the past and today

Historical enquiry:
finding out about the past from different sources including older people

INTERVIEWING AN OLDER PERSON

Driver: Great Fire of London

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

Historical knowledge – cause and consequence:
Great Fire of London
Remembrance Day

Historical Interpretation:
using stories to distinguish between fact and fiction

REMEMBRANCE DAY
AFTERNOON
PARTAKE HISTORY VISIT
FIRE APPLIANCE VISIT

Enhancer: significant person

Historical enquiry:
Find out about a famous person from the past

(Historical knowledge – cause and consequence:

Historical Knowledge:
Recount the life of a significant person in the past:

Driver: Seaside in the Past (chronological knowledge)

Chronological Knowledge:
Comparisons over time from Victorian seaside to today
Objects and artefacts

Historical knowledge – cause and consequence:
Grace Darling, Royal National Lifeboat Institution

Historical enquiry:
finding out about the past from different sources including older people



GEOGRAPHY

Understanding and exploring our world, and the impact of humankind

ECO

Protecting our Precious Planet

Driver: Local Area Study & Mapping

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

Place Knowledge: Name, locate and identify where we live

Geographical skills and fieldwork:
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

ROUTE TO NOTTINGHAM CASTLE SCHOOL TRIP

BIG GARDEN BIRDWATCH

FAIRTRADE FORTNIGHT (co-op visit tbc)

GREAT BIG SCHOOL SPRING CLEAN

Comparison between UK and Africa a non European country (Kenya)

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










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

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

ENVIRONMENTAL/ECO DAY
ARNOLD IN BLOOM












	 AUTUMN 1	 AUTUMN 2	 SPRING 1	 SPRING 2	 SUMMER 1	 SUMMER 2
 COMPUTING  Problem Solvers, Collaborators, Communicators! <i>We follow the Purple Mash Computing scheme of work</i> <i>We teach SMART rules throughout all our lessons and explicitly</i>	<p>Purple Mash: Online Safety (2.2) Searching and Sharing, Email using 2Respond, Digital Footprint</p> <p><i>Plus:</i> iPad rules and uses Log in and out of Purple Mash Keeping passwords safe Technology outside school</p>	<p>Purple Mash: Effective Searching (2.5) <i>creating a leaflet about the GFOL</i></p> <p>Understanding the internet and searching, Searching the internet, Sharing knowledge of the internet and effective searching</p>	<p>Purple Mash: Creating pictures (2.6) Introduction and Impressionism, Pointillism Art, Piet Mondrian, William Morris and pattern, Surrealism and collage</p> <p>SAFER INTERNET DAY</p>	<p>Purple Mash: Presenting Ideas (2.8)</p> <p>Presenting a story in three ways, Presenting Ideas as a Quiz, Making a Non-Fiction Fact File Making a Presentation</p>	<p>Purple Mash: Coding (2.1) Algorithms, Collision Detection, using a timer, Different object types, Buttons, 'Smelly code' debugging</p> <p>Purple Mash: Spreadsheets (2.3) Reviewing prior use of spreadsheets, copying and pasting totaling tools, using a spreadsheet to add amounts, creating a table and a block graph</p>	<p>Making music (2.7) <i>recording and creating their own tunes (covered in Music curriculum)</i> Introducing 2Sequence, Making Music, Soundtracks</p> <p>Questioning (2.4) <i>answering questions on databases and pictograms</i></p> <p>Using and creating pictograms, Asking yes/no questions, Binary trees, Using 2Question – a computer-based binary tree program, Using 2Investigate – a non-binary database</p>
		<p>SMART RULES include:</p> <ul style="list-style-type: none"> - 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 
 <p>ART</p> <p>Imagine, Express, Create!</p>	<p>Concept: Drawing skills, including sketching, shading, observational drawing</p> <p>Key Sculpture – Robin Hood by James Arthur Woodford Key Sculptor: James Woodford</p> <p>NOTTINGHAM CASTLE ART GALLERY SCHOOL VISIT</p>	<p>Critical study and understanding of art</p> <p>Key Painting: - Goose Fair by Arthur Spooner (History link) Great Fire of London (artist unknown)</p> <p>Concept: Printing Christmas cards</p>	<p>Driver: Concept- Painting and colour</p> <p>Critical study and understanding of art Key Painting – George and the Dragon.</p>	<p>Concept - Sculpture African Animals</p> <p>Concept- Painting and colour Focus Artist- Alma Thomas Key Painting: Springtime in Washington by Alma Thomas</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 Key Painting: Water-Lily Pond at Giverney by Claude Monet</p> <p>Launch projects - Recycling eco art work/eco day</p>	<p>Concept- Printing, Colour and Painting</p> <p>Printing (shells)</p> <p>Key Painting – The Great Wave by Katsushika, Hokusai Focus Artist- Katsushika Hokusai</p>
 <p>DT</p> <p>Design, Create, Evaluate!</p>		<p>Construction: Tudor Houses- Moving parts Textiles: Felt Christmas Decorations</p>	<p>Construction: Djembe drums</p>			<p>Cooking and Nutrition – Pizzas (Instructions)</p>
 <p>MUSIC</p> <p>Appraise, Compose, Perform!</p> <p><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>	<p>Sing up! Unit title- Creepy Castle</p> <p><i>Musical Focus:</i> 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</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 <i>Identify the pulse and rhythm in different pieces</i> <i>Listening with concentration</i> <i>Using the voice expressively</i></p>	<p>Sing up! Unit title- Grandma Rap</p> <p><i>Musical Focus:</i> Show duration of music with actions, chant and play rhythms, learn a clapping game, compose 4-beat pattern, chant <i>Grandma rap</i></p>	<p>Singing & performing: Easter songs & Easter Bonnet Parade</p> <p>Playing untuned instruments: African drumming Play untuned instruments musically</p> <p>Live music: African drums</p> <p>AFRICAN DRUMMING WORKSHOP EXPERIENCE</p>	<p>Sing up! Unit title- Tanczymy labada Key Songs: Tanczymy labada, Plynie Statek</p> <p><i>Musical focus:</i> singing games, traditional Polish dances, follow a changing beat and temp, playing a percussion accompaniment, body percussion patterns,</p>	<p>Singing & performing: end of year assembly, seaside themed - BBC radio sun, sea songs or Sing-Up – Down under the Sea 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

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.

School value themed
Introduce all the Y2 brilliant books which link to our reading track systems

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

Continue reading brilliant books.

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

Introduce one of our Pinewood Brilliant Chapter Books by a well-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 reading brilliant books.

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 reading brilliant books.

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

Continue reading brilliant books.

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 instil 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.

