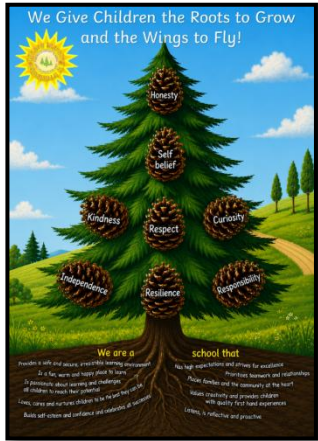


Year 2 Long Term Plan 26-27



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 Team. 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 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	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics and questions	Why is Nottingham amazing? Goose Fair Past and present 	What did the Great Fire of London teach us? Samuel Pepys, diaries 	Where can a painting take us? Henri Rousseau Tiger in the Storm 	What's it like to be on the Equator? Leopard's Drum Narrative UK and Kenya 	How can water inspire us? Grace Darling 	What were seaside like in the past? Non-fiction texts Victorians 1950s 1960s and modern day 
Pre learning task	Goose Fair – what do we know? What is special about Nottingham Share photograph of favourite place in Nottingham and explain why	When did it happen? Find out something special about our capital city and share with your class.	No pre-learning task in Christmas holidays	Can you find out one thing about the Equator?	How can we take care of our environment? Complete an eco-challenge at home and share with the class.	Bring photographs/drawings/maps of holidays in the past
Launch	Dress up as a Nottingham character/place	Re-enactment of the Great Fire Partake Theatre – The Great Fire	Art Exhibition	African Drumming workshop	Why is water so important? Science exploration – posing questions and finding the answers	Pier in the Past Seaside activities
Project/ end product	Visit Goose Fair Sharing Robin Hood stories	Tudor Houses/Great Fire of London Christmas play	Art exhibition	Animal information reports Retelling of The Leopards Drum	Claude Monet Water Lillie's	DT Bathing Huts Leavers assembly
FUNDRAISER	Harvest – Nottingham based food bank	Children in need Remembrance Day Christmas fair	/	Comic/ sports relief	/	Summer Fair
Visits/ visitors	Visit to Goose Fair	Children in Need November Remembrance Day poppy donations Christmas Fair	/	Drumming workshop	/	Parents and end of year/Pinewood celebrations
Diary Events	National Poetry Day Diwali Day Children in Need Black history month	Bonfire Night Remembrance day Interfaith week Odd sock anti bullying day Christmas Play Christmas fair Santa visit	Nat. H-W Day Big garden birdwatch week Nat. Storytelling week Childrens Mental Health week Chinese New Year Online safety day Art Exhibition Valentine's Day	Fair trade fortnight Science week World Book Day World Poetry day Mother's Day Easter bonnet parade Comic Relief or Sports Relief Big Spring Clean – March/April Red Nose Day	Father's day National writing day Phonics Screening for some children	Transition day Summer Fair Sports Day



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Tigers- The Worry Tiger Lions – The Lion Inside (Retell-1 week) Robin Hood TjW (Narrative- 2 weeks) Nottingham in the Past (Non Chronological Reports 2 weeks) Goose Fair (Poetry - 1 weeks)	Great Fire of London (Non-fiction-1 week) Vlad and The Great Fire of London (Recount – The Great Fire of London-2 weeks) Samuel Pepys (Diaries 1 week) John Lewis advert (Mog's Christmas) (Retelling narrative-2 weeks Newspaper article) The Nativity Story (Narrative 1 week)	The Hunter (Narrative 1 week) (Persuasive letter 1 week) Tiger Poems (Riddle/Poetry) 2 Weeks I am a Tiger (Fact file - 2 Weeks)	The Leopard's Drum (Narrative – 2 weeks) Lila The Secret of the Rain (Description and retell 2 weeks) The Easter Story (Diary Writing – 1 week)	Bog Baby (Recount/Dairies 2 weeks) The Storm Whale (Instructions – 2 weeks) The River (Narrative – 2 weeks)	Seaside's in the Past (Non- chronological reports-2 weeks) Queen Victoria's Bathing Machine (Rhyming stories and descriptions 2 weeks) The Dot (Letters)
High quality Texts	The Worry Tiger by Alexandra Page The Lion Inside by Rachel Bright Robin Hood by Rob Lloyd Jones Nottingham in the Past	Great Fire of London non-fiction text Vlad and the Great Fire of London by Kate Cunningham Diary of Samuel Pepys (sources) Christmas: Mog's Christmas 2017 (advert) Christmas Story – Leah's Star by Alanna Max	The Hunter by Paul Geraghty Collection of Tiger Poem Usborne Tigers	The Leopard's Drum An Asante Tale Lila and The Secret of the Rain By David Conway The Easter Story	Bog Baby by Jeanne Willis and Gwen Milward The Storm Whale by Benji Davis The River Tom Percival	Seaside's in the Past (nonfiction) Queen Victoria's Bathing Machine By Gloria Whelan The Dot by Peter H Reynolds
Maths	Place Value (4 weeks) Addition and subtraction (2 weeks) Assessment and introduction	Addition and Subtraction (3 weeks) Shape (3 weeks) Assessment and consolidation (1 week)	Length and Height (2 weeks) Mass, capacity and temperature (3 weeks) Review (1 week)	Length and height Mass, Capacity and temperature	Fractions (3 weeks) Time (2 weeks) Addition and subtraction and multiplication and division top up revision. Two step problems (1 week)	Statistics (2 weeks) Position and Direction (1 week) Time revision (1 week) Consolidation
Science	Animals including Humans		Living Things and their Habitats		Materials	Plants



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
RE	What do Jewish people believe about God, creation, humanity and the natural world?	Celebrations and Festivals Who celebrates what and why? Diwali, Christmas and Hanukah	Symbols in religious worship and practice In what ways are synagogues important to believers? What are synagogues like and why do people go there?	Jewish and Christian stories Parables – stories with a message Celebrations and Festivals - Easter	What makes some people inspiring to others? Inspiring leaders from the Christian faith, eg. Moses and Saint Peter Present day inspiring leaders Revisit Church as place of worship on residential	
History	<u>Why is Nottingham Amazing?</u> Researching and understanding change and local History Understanding why Goose Fair began and how it has changed over time Why did people visit Goose Fair then and now? Studying primary and secondary sources Making comparisons of the past and present What was food, transport and attractions like in the past? Experiential learning - A visit to the fair		<u>GEOGRAPHY FOCUS</u>		<u>How can water inspire us? Grace Darling?</u> Who was Grace Darling? (who she was, where she lived, what life was like in a lighthouse) What happened during the storm? The events that led to the shipwreck. Using primary and secondary sources What were the results of Grace Darling's actions? Researching a national figure History and importance of the RNLI	<u>What were seaside's like in the past?</u> (changes within living memory and beyond) What was a seaside holiday/visit like in Victorian times (130 years ago) How do we know? (sources) What were seaside's like in the 1950s/1960s? Within living memory Place Victorian, 1950s and present day seaside holidays in chronological order. Timelines
Geography	<u>HISTORY FOCUS</u>		<u>Continents and Oceans</u> Retrieval <u>Locational Knowledge</u> Identify/locate and name the seven continents <u>Geographical skills and fieldwork</u> To find oceans and continents	<u>The Equator</u> <u>Place Knowledge</u> understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country NAROK <u>Human and physical geography</u> Location of hot and cold areas of the world in relation to the Equator and the North and South Poles	<u>Geography fieldwork - Weather</u> (Retrieval describing different types of weather) To know the difference between weather and climate To describe the UK's climate using simple vocabulary Geographical skills <u>Place knowledge</u> Human and physical features of areas of the UK <u>Fieldwork skills</u> use simple fieldwork and observational skills to study the weather of their school and its grounds and the key human and physical features of its surrounding environment.	





	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PSHE AND RELATIONSHIPS Following the SCARF scheme of work (Safety, caring, achievement, resilience, friendship)	SCARF: Me and my relationships Our ideal classroom, How are you feeling today? Let's 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 Week 13 th November	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	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
Dt and Art	ART Key Sculpture – Robin Hood by James Arthur Woodford Key Sculptor: Jam es Woodford	ART Painting and collage – Using different media – Great Fire of London ART Christmas cards DT Tudor Houses Design, make, evaluate	ART Take one picture Henri Rousseau	Art Alma Thomas inspired clay work Pottery and clay coils DT Explore African food Chapattis Design, make, evaluate	ART Claude Monet Pastels, collage Mixing colours	ART Seaside – mixed media To comment on an artist's use of colour/shape DT Make a Victorian bathing hut with moving wheels and axles
Music	Creepy Castle Improvise and compose a sequence of sounds, sing small intervals accurately and confidently, and vary dynamic contrast Play a piece, following a graphic score, listen to and appraise music		Grandma's Rap Listen to a variety of music and show the following durations with actions 'walk' (crotchet) and 'jogging' (quavers) Chant the piece rhythmically and perform both unison and in a round. Chant and play rhythms (using crotchets, quavers, and crotchet rests) from stick notation. Compose rhythms patterns (based on durations) using music technology to capture, change, and combine sounds. Alternatively perform the invented rhythm patterns on body percussion.		Tanczymy Labada Demonstrate a sense of pulse through singing games Sing in Polish and play a cumulative game with spoken call and response sections Invent a 4 beat body percussion pattern Listen and match the beat of others and recorded music, adapting speed accordingly	
Computing Following the Purple Mash scheme of work	Recap iPad rules and Purple Marsh log in procedures Spreadsheets	On line safety SMART rules – uses of technology Effective searching	Safer internet day Creating pictures - Take one Picture	Questionning Presenting ideas	Coding	Making music and recording own tunes



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Shared reading Alongside shared reading we also teach guided reading working with children on the same book band level	LITTLE WANDLE BRIDGE TO SPELLING 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 Christmas	Practice Reading SATS (1) Winter Big Book Katie and the Sunflowers Comprehension focus –reading strategies to answer retrieval and inference questions	Comprehension focus on mixed reading skills: Retrieval, inference, sequence, predict, vocabulary, visualize, question Practice Reading SATS	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
Story time including Cultural and diversity texts Alongside our Pinewood value books and our brilliant Year 1 books we also make sure we include cultural texts in our story-times.	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 Christmas	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 Chinese New Year Ethnic Characters Different Families (Mother's Day)	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	books. Continue to read Pinewood Diversity & British Values Texts including books about David Attenborough Grace Darling	Continue reading brilliant books. Continue to read Pinewood Diversity & British Values Texts including Neurodiversity Physical Disabilities Looking after our Beautiful World
Continuous provision theme	Goose Fair Writing opportunities History and games	Great Fire of London Christmas	Art Exhibitions	The Equator Oceans and continents	Growing/plants	Seaside Change and transition
Outdoor learning	Visit to the ponds Den building and Robin Hoos	Signs of life at the Pond – What can we see?	Seasons - Pond in the Spring Big birdwatch national storytelling week	Oceans and continents Living things and their habitats – what can we spot?	Pond visit – Bog Baby (English) What is the weather like? Growing around school – school garden Sunflowers	Launch day – Piers in the Past Perlethorpe Family picnic end of term



Our Pinewood values

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 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.

These are some of the books we share throughout the year in story times and assemblies to promote and embed 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 instil The Great Kapok Tree Tusk	One world Bog baby The great kapok Tree	Gruffalo How to Catch a Star dot

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
British Values <i>Rule of law, Mutual respect, Mutual Tolerance, Democracy, Individual liberty</i> Here are some examples of how we incorporate British Values into our Year 1 curriculum	Rule of law class rules Mutual respect our class community Democracy class and school responsibilities, choosing and voting Mutual Respect and Tolerance RE different celebrations	Mutual respect and Tolerance RE different celebrations: Diwali, Hanukkah, Shabbat Black history month Mutual respect RE Mother Teresa, Dr. Barnardo Remembrance Day assembly and musician	Individual liberty We all have the right to have our own views.	Mutual respect and tolerance Re celebrations and festivals	Mutual respect and tolerance PSHE valuing difference Mutual respect and tolerance RE symbols in religious worship and practice	Rule of law PSHE looking after the environment
Assessment opportunities (ongoing formative) Quizzes, Dual coding-bubble maps, tree diagrams, true/false, odd one out, knowledge organisers	September baseline assessments: Phonics Spellings, handwriting Independent writing Writing moderation	On going assessments End of term Assessments (Phonics, spellings Key, end of term maths) Phonic group – any changes required?	Independent writing Writing moderation Pupil progress meetings Looking at and introducing SATS formats	Parents evening info End of term Assessments (Phonics, spellings, end of term maths) Looking at and introducing SATS formats	Independent writing Writing moderation Pupil progress meetings	Phonics screening – for children to retake End of year assessments (Phonics, spellings, end of term maths) Reports
Parental Involvement	Welcome meeting or welcome leaflet Dojo involvement Trip to Goose Fair	Dojo involvement Parents Evening Reading Assembly Nativity performance Christmas fair	Dojo involvement Art exhibition Valentines day lunch	Dojo involvement Parents Evening Easter bonnet parade Reading Assembly	Dojo involvement	Dojo involvement Reports to parents Sports day Summer fair Reading Assembly
SCHOOL Values <i>Kindness, Honesty, Respect, Responsibility,</i>	In our induction we focus on learning behaviours through our school values resilience, independence and selfbelief.	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 finding out about significant people: artists and explorers, other continents and countries, key events in the past.	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 thinking about transition		