

Millfields Curriculum Long Term Overview		Year 2				
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<p>Traditional Stories</p> <p>The Princess and the Pea (Hans Christian Anderson)</p> <p>The Pea and the Princess (Mini Grey)</p> <p>The Tree Little Pigs (Susanna Davidson)</p> <p>The True story of The Three Little Pigs (Jon Scieszka)</p>	<p>Multi-genre- Helping Bob!</p> <p>Man on the Moon by S. Bartram</p> <p>Here Come the Aliens by C. McNaughton</p> <p>Dr Xargle’s Book of Earthlets by J. Willis</p> <p>The Moon by B. Heddle</p> <p>Space by D. Kindersley</p>	<p>Poetry Themes</p> <p>The Puffin Book of Christmas Poems by Wes Magee</p> <p>Read Me Poetry by Myra Barrs</p> <p>Magic Poems by Jennifer Curry</p> <p>I’ve Got A Poem For You by John Foster</p> <p>People Poems by Jill Bennett</p> <p>Author Study: Mini Grey</p> <p>Hermilin the Detective Mouse</p>	<p>Book Study</p> <p>Wanted: The Perfect Pet- Fiona Robertson</p>	<p>Book Study</p> <p>The Bear and the Piano- David Litchfield</p>	<p>Narrative and Recount- Journey stories</p> <p>Oi Get Off Our Train by J Burningham</p> <p>The House Cat by Helen Cooper</p>
Maths	<p><u>Place Value</u></p> <p>Count to 100, identify number, estimate</p> <p>Place value in 2-digit numbers</p> <p>Make and write amounts of money</p> <p>Make amounts of money; give change</p> <p><u>Addition and subtraction</u></p> <p>Addition/subtraction facts; missing</p>		<p><u>Place Value</u></p> <p>Ordinal numbers; properties of numbers</p> <p>Properties of numbers, e.g. odd/even</p> <p><u>Addition and Subtraction</u></p> <p>Use facts, patterns, place value to add/subtract</p> <p>Use number line/grid to add and</p>		<p><u>Number, Fractions and Money</u></p> <p>Count 2s, 3s, 5s, 10s: multiples of 2,5,10</p> <p>Count in fractions; fractions of amounts</p> <p>How to find amounts of money</p> <p><u>Revision</u></p> <p>Revision: addition and subtraction</p> <p>Revision: multiplication, fractions, time</p>	

	<p>numbers Know how many to next multiple of 10 Add and subtract 10/20; extend to 11/21</p> <p><u>Measure</u> Measure lengths in metric units; rulers Measure weights in gms & kgs Measure capacities in litres</p> <p><u>Addition and subtraction</u> Use facts to add several numbers Add/subtract numbers bridging 10 Add/subtract using facts and place value Use facts/patterns to add/subtract</p> <p><u>Multiplication and Division</u> Understand multiplication as sets Understand doubles/halves to 20</p> <p><u>Addition and subtraction</u> Add/subtract multiples of 10 Add/subtract 11, 12, 21, 22... Add/subtract near multiples of 10 Add pairs of 2-digit numbers</p> <p><u>Shape and Data</u> Left, right, anti-/clockwise turns Draw and describe 2-D shapes and polygons Sort shapes: Venn and Carroll diagrams</p> <p><u>Measure</u> Understand hours, minutes, seconds Tell the time; introduce 5-minute intervals Tally charts, block graphs and pictograms</p>	<p>subtract Find money totals: solve word problems Add and double by partitioning</p> <p><u>Fractions</u> Find fraction of shapes (1/2, 1/4, 1/3) Find fractions of amounts (1/2, 1/4, 1/3)</p> <p><u>Addition and Subtraction</u> Find change Subtract by counting back Choose a strategy to subtract numbers</p> <p><u>Multiplication and Division</u> Count in 2s, 5s, 10s; 5x tables facts Division as the inverse of multiplication Solve multiplication/ division problems - 1 Solve multiplication/ division problems – 2</p> <p><u>Time</u> Revise units of time and telling the time</p> <p><u>Multiplication and Division</u> Multiply by 2, 5 and 10 Division as inverse of multiplication Multiplying and doubling and inverses Solve divisions as inverse of multiplication</p>	<p><u>Puzzles</u> Maths games Number puzzles Logic and shape puzzles</p> <p><u>Investigations</u> Problem solving and investigations</p> <p><u>Fractions and Time</u> Fractions of amounts: count in fractions Tell digital and analogue time confidently</p> <p><u>Number</u> 2- & 3-digit numbers on line; round to 10 Place value in 3-digit numbers</p> <p><u>Revision</u> Areas highlighted through analysis</p>
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	<u>Shape and Data</u> 3-D shapes; identify edges, faces, corners					
Science	<u>Materials</u> Identify and compare the suitability of materials for particular uses Identify how solid objects change during movement Working scientifically- developing skills.		<u>Living Things and Their Habitats</u> Explore and compare the differences between things that are living, dead, and things that have never been alive Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other Identify and name a variety of plants and animals in their habitats, including micro-habitats Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. Working scientifically- developing skills.		<u>Plants</u> Identify and name a variety of common and wild garden plants Identify what a healthy plant needs to grow. Working scientifically- developing skills.	<u>Animals Including humans</u> Notice that animals, including humans, have offspring which grow into adults Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene Working scientifically- developing skills.
History	<u>The Great Fire of London</u>	<u>First moon landing</u> Build an overview of World History	<u>The Great Plague</u> Build an overview of World History	<u>Florence Nightingale</u>	<u>Ernest Shackleton</u> Build an overview of World History	<u>William Shakespeare</u>

	<p>Build an overview of World History</p> <p>Investigate and interpret the past</p> <p>Understand chronology</p> <p>Communicate Historically</p>	<p>Investigate and interpret the past</p> <p>Understand chronology</p> <p>Communicate Historically</p>	<p>Investigate and interpret the past</p> <p>Understand chronology</p> <p>Communicate Historically</p>	<p>Build an overview of World History</p> <p>Investigate and interpret the past</p> <p>Understand chronology</p> <p>Communicate Historically</p>	<p>Investigate and interpret the past</p> <p>Understand chronology</p> <p>Communicate Historically</p>	<p>Build an overview of World History</p> <p>Investigate and interpret the past</p> <p>Understand chronology</p> <p>Communicate Historically</p>
Geography	<p><u>Continents and Oceans</u> Investigate places</p> <p>Communicate geographically</p>	<p><u>Frozen Worlds</u> Investigate places</p> <p>Investigate patterns</p> <p>Communicate geographically</p>	<p><u>Where do we live?</u> UK. Capital cities, features and landmarks.</p> <p>Area around school.</p>		<p><u>Hot regions</u> Investigate places</p> <p>Investigate patterns</p> <p>Communicate geographically</p>	<p><u>Mapping and orienteering</u> Investigate places</p> <p>Communicate geographically</p>
Computing	<p><u>Online Safety</u> Developing an understanding of how to safely connect with others.</p> <p>Using apps to communicate ideas.</p>	<p><u>Coding</u> Developing an understanding of instructions, logic and sequences.</p>	<p><u>Spreadsheets and Effective Searching</u> Using apps to communicate ideas.</p> <p>Developing an understanding of databases and their uses.</p> <p>Developing an understanding of how to safely</p>	<p><u>Coding, Databases and Graphing</u> Developing an understanding of instructions, logic and sequences.</p> <p>Developing an understanding of databases and their uses.</p>	<p><u>Maze explorers and coding</u> Developing an understanding of instructions, logic and sequences.</p>	<p><u>Filming and Presenting Ideas</u> Using apps to communicate ideas.</p>

			connect with others.			
RE	<p><u>1.1 What do Christians believe God is like?</u></p> <p>Identify the core beliefs and concepts studied and give a simple description of what they mean.</p> <p>Give examples of how people use stories, texts and teachings to guide their beliefs and actions</p> <p>Give a good reason for the views they have and the connections they make</p>	<p><u>1.4 What is the 'good news' Christians believe Jesus brings?</u></p> <p>Give examples of how stories show what people believe (e.g. the meaning behind a festival)</p> <p>Give clear, simple accounts of what stories and other texts mean to believers</p> <p>Give examples of ways in which believers put their beliefs into action</p>	<p><u>1.9 How should we care for others and for the world, and why does it matter?</u></p> <p>Identify the core beliefs and concepts studied and give a simple description of what they mean</p> <p>Give clear, simple accounts of what stories and other texts mean to believers</p> <p>Give examples of how people use stories, texts and teachings to guide their beliefs and actions</p> <p>Think, talk and ask questions about whether the ideas they have been studying have something to say to them</p>	<p><u>1.8 What makes some places sacred to believers?</u></p> <p>Identify the core beliefs and concepts studied and give a simple description of what they mean</p> <p>Give examples of ways in which believers put their beliefs into action</p> <p>Think, talk and ask questions about whether the ideas they have been studying have something to say to them</p>	<p><u>1.6 Who is a Muslim and how do they live?</u></p> <p>Identify the core beliefs and concepts studied and give a simple description of what they mean</p> <p>Give examples of how people use stories, texts and teachings to guide their beliefs and actions</p> <p>Give examples of ways in which believers put their beliefs into action</p> <p>Think, talk and ask questions about whether the ideas they have been studying have something to say to them</p> <p>Give a good reason for the views they have and the connections they make</p>	

Art/DT	<u>DT</u> Making fire engines Mechanics and materials	<u>Art</u> Yayoi Kusama Painting techniques, collage and modelling.	<u>DT</u> Stable structures Structures/ Construction/ Materials	<u>Art</u> Earth Art Repeating patterns and symmetry. Weaving, collage, painting.	<u>DT</u> Puppets/ Moving Mini Beasts Textiles/ Mechanics and materials	<u>Art</u> Henri Rousseau Painting, sketching and drawing.
Music-	Musical focus: Exploring sounds The children discover ways to use their voices to describe feelings and moods. They create and notate vocal sounds, building to a performance. Musical focus: Beat The children move and play to a steady beat and to sound sequences. They learn to control	Musical focus: Exploring sounds The children explore timbre and texture as they explore descriptive sounds. They listen to, and perform, music inspired by myths. Musical focus: Beat The children develop a sense of steady beat through using their own	Musical focus: Pitch The children link animal movement with pitch movement to help develop understanding and recognition of changing pitch. They interpret pitch line notation using voices and tuned instruments. Musical focus: Beat The children explore steady beat and rhythm	Musical focus: Exploring sounds The children are introduced to famous pieces to stimulate composition. The children interpret a storyboard with sound effects, and develop their own ideas using voices and percussion. Musical focus: Pitch The children develop understanding of	Musical focus: Exploring sounds The children have opportunities to create descriptive sounds and word rhythms with raps and songs about weather. They create a descriptive class composition using voices and instruments. Musical focus: Beat Using simple notations, the children play, create and	Musical focus: Pitch The children sing and play a variety of pitch shapes, using movement and ready from scores. They create a class composition which describes the sounds and creatures of a pond. Musical focus: Performance The children learn a Tanzanian game song and

	changing tempo as they take a scooter ride.	bodies. They respond to music and play rhythm patterns on body percussion and instruments.	patterns. They play beats and patterns from Renaissance Italy to West Africa and create their own body percussion, voices and instruments.	pitch through movement, songs and listening games. They become familiar with pitch shapes and perform them in a variety of musical arrangements.	combine minibeast rhythms using body percussion and instruments.	accompany a travelling song using voices and instruments. They listen to an orchestral piece and improvise their own descriptive 'theme park' music.
PE- Indoor	Real PE Personal	Real PE Social	Real PE Cognitive	Real PE Creative	Gymnastics	Dance
	Fundamental Skill – Coordination – Footwork Static Balance - One Leg	Fundamental Skill Jumping and Landing Static Balance – Seated	Fundamental Skill Dynamic balance Coordination Ball Skills	Fundamental Skill Coordination Sending and receiving Counter Balance with a partner	Move with control, perform basic actions such as balancing and jumping and link movements/shapes. Use different pieces of equipment and Apparatus and form simple sequences.	Real PE Applying Physical/ Health and Fitness Fundamental Skill Sending and receiving / ball chasing
Outdoor	Hockey	Tag Rugby	Golf	Tennis	Athletics	As above
PHSE	Being in my own world	Celebrating difference	Dreams and goals	Healthy me	Relationships	Changing me
	Hopes and fears for the year	Assumptions and stereotypes about	Achieving realistic goals	Motivation Healthier choices	Different types of family	Life cycles in nature

	Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Visits/trips/experiences		Theatre Visit			Animal Man Visit	Trip to Severn Valley Country Park