



Long Term Plan – Academic Year Overview 2023-2024

Name of class: PIPPIN CLASS

Year Group: 2

| | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
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| English | <p><u>Poetry</u></p> <p>Giant - Jack Ousbey (poems in given structure - kennings/acrostics)</p> <p><u>Fiction</u></p> <p><i>Wolves – Emily Gravett (Narratively complex)</i></p> <p>Jim and the Beanstalk – Raymond Briggs</p> | <p><u>Poetry</u></p> <p>November Night Countdown – Moira Andrew (poetry on a theme that uses the senses/rhyme/pattern)</p> <p><u>Fiction</u></p> <p><i>Tadpole’s Promise – Jeanne Willis/Tony Ross (Resistant text)</i></p> | <p><u>Poetry</u></p> <p>The Sound Collector – Roger McGough</p> <p><u>Fiction</u></p> <p>The Bear under the Stairs – Helen Cooper</p> <p>The Bear and the Piano – David Litchfield</p> | <p><u>Poetry</u></p> <p><i>On the Ning Nang Nong – Spike Milligan (Resistant text)</i></p> <p><u>Fiction</u></p> <p>A Walk in London – Salvatore Rubbino</p> | <p><u>Fiction</u></p> <p>Rosie Revere, Engineer – Andrea Beatty</p> <p><u>Poetry</u></p> <p>Tongue Twisters – Joseph Coelho</p> | <p><u>Poetry</u></p> <p><i>The Owl and the Pussycat – Edward Lear (Archaic text)</i></p> <p><u>Fiction</u></p> <p><i>House held up by trees – Ted Kooser (Figurative/symbolic text)</i></p> <p>The Journey Home – Frann Preston-Gannon</p> |
| Reading | <p><u>Fiction</u></p> <p>Cinderella, An art deco Fairytale – David Roberts</p> | <p><u>Fiction</u></p> <p>Hotel Flamingo – Alex Milway</p> | <p><u>Non-Fiction</u></p> <p>A book of bears – Katie Viggers</p> <p><u>Fiction</u></p> | <p><u>Fiction</u></p> <p><i>Eric – Shaun Tan (Non-linear time sequence)</i></p> <p><u>Non-Fiction</u></p> | <p><u>Fiction</u></p> <p>Ada Twist and the Perilous Pantaloons – Andrea Beatty</p> <p>Too small Tola – Atinuke</p> <p><u>Non-Fiction – linked to Too Small Tola</u></p> | <p><u>Non-Fiction</u></p> <p>The Magic and Mystery of Trees – Jen Green</p> |

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| | Dixie O'Day – In the Fast Lane – Shirley Hughes and Clara Vulliamy | | Rabbit and Bear (Rabbit's Bad Habits) – Julian Gough and Jim Field | The Street Beneath My Feet – Charlotte Guillain | We come from Nigeria – Alison Cooper Looking at countries – Nigeria – Franklin Watts | |
| Maths | 1 Numbers 10 to 100. Adding multiples of 10. Splitting 2 digit numbers into tens and ones, add and subtract one and ten to a 2-digit number. 2 Calculations within 20. | 2 Complete calculations within 20 3 Fluently add and subtract within 10 4 Addition and subtraction of two-digit numbers (1) | 5 Introduction to multiplication 6 Introduction to division structures | 10 Fractions 8 Addition and subtraction of two-digit numbers (2) | 9 Money 7 Shape 11 Time 12 Position and direction | Multiplication and division – doubling, halving, quotative and partitive division 13 14 Sense of measure – capacity, volume, mass |
| Science | Uses of everyday materials. | Animals including Humans | Living Things and Their Habitats | Science Week / Working Scientifically | Plants | Review core knowledge |
| History | Local history study – Significant historical events , people and places in their own locality. Our school – then and now. EQ <i>How long has our school been in the village?</i> | Revisit during Geography study when using the school grounds. | Significant individuals Wright Brothers and the development of the powered flight - the contribution made by John Stringfellow (Chard Museum/Science Mus London) include details about Amy Johnson/Amelia Earhart, Bessie Coleman to cover diversity aspects. | | Significant individuals in the past who have contributed to national and international achievements – Study and comparisons of achievements of female/black/scientists mathematicians/social activists(local and world renowned). Mary Anning/Katherine Johnson. EQ <i>How did these women's special talents change the world?</i> | |

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| | | | <i>EQ How did the first flight change the world?</i> | | | |
| Geography | <i>Use school grounds to identify buildings, their use and layout to prepare for next half term Geography focus</i> | <p>Unit 5 KQ: Why don't penguins need to fly?</p> <p>identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>name and locate the world's seven continents and five oceans</p> <p>use world maps, atlases and globes to identify the United Kingdom and its countries,</p> | | <p>Unit 4 KQ: Why does it matter where my food comes from?</p> <ul style="list-style-type: none"> ▪ name and locate the world's seven continents and five oceans ▪ use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop | | <p>Unit 6 KQ: How does the geography of Kampong Ayer compare with the geography of where I live?</p> <ul style="list-style-type: none"> ▪ 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 ▪ use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage |

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| | | | | | | <ul style="list-style-type: none"> use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. |
| Art and Design | Explore and draw | | Exploring the world through mono-print | | Be an Architect | |
| Design Technology | | <p>Mechanisms: Making a moving Monster Explore levers, linkages and pivots through existing products and experimentation, use this research to construct and assemble a moving monster. Textiles: Pouches Learn how to sew a running stitch ready to design, make and decorate a pouch using a template.</p> | | <p>Food: A balanced diet Learn about the food groups (carbohydrates, proteins, fruits and vegetables, dairy, oils and spreads) to understand a balanced diet to develop a healthy wrap.</p> | | <p>Structures: Baby Bear's Chair Explore stability and methods to strengthen structures, to understand Baby Bear's chair weaknesses and develop an improved solution for him to use. Mechanisms: Fairground Wheel Design and create a functional Ferris wheel, learn how different components fit together so that the wheel rotates and the</p> |

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| | | | | | | structure stands freely. |
| P.E. | Multi Skills (Area cross country) | Invasion games/cross country (Area Cross Country) | Gymnastics/Attacking and defending (Football week) (Area Cross Country) | Multi skills bat and ball (Area Cross Country) | Multi skills sending and receiving- Target games (Area Cross Country) | Multi skills running and jumping and throwing (Sports day) |
| Computing | Computing systems and networks What is a computer? Online safety | Programming 1 Algorithms and debugging Online safety | Computing systems and networks Word processing Option 1: Google Option 2: Microsoft Office 365 Online safety | Programming 2 Programming ScratchJ Online safety | Creating media Stop Motion Option 1: Using tablet devices Option 2: Using cameras Option 3: Devices without cameras Online safety | Data handling International Space Station Online safety |
| Music | West African call and response song (Theme: Animals) | Orchestral instruments (Theme: Traditional Western stories) | Musical me (5 lessons) | Dynamics, timbre, tempo and motifs (Theme: Space) | On this island: British songs and sounds | Myths and Legends |
| <i>French (KS2 only)</i> | | | | | | |
| PSHE | S.C.A.R.F Healthy Lifestyles Rules, Rights and Responsibilities | S.C.A.R.F Keeping Safe | S.C.A.R.F Growing and Changing | S.C.A.R.F Healthy relationships Feelings and emotions | S.C.A.R.F Caring for the environment | S.C.A.R.F Money |
| R.E. | KS1 Unit 6: What do Jewish people believe about Torah? | | KS1 Unit 4 What do Christians believe about forgiveness? (Link with Easter) | | KS1 Unit 3: What do Christians believe about love? (Agape) | |