



Feckenham Church of England Primary School

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Long Term Overview

Foundation subjects plus Maths/Science/Computing/R.E.

Year 2

Links between subjects as opportunities to develop schema are linked by **colour**.

Previous learning for retrieval opportunities are **highlighted**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Art	Drawing Tell us a Story Using storybook illustration as a stimulus, children develop their mark making skills to explore a wider range of tools and experiment with creating patterned surfaces to add texture and detail to drawings.	Paint and mixed media Life in Colour Taking inspiration from the collage work of artist Romare Bearden, children consolidate their knowledge of colour mixing and create textures in paint using different tools.	Sculpture and 3D Clay Houses Developing their ability to work with clay, children learn how to create simple thumb pots then explore the work of sculptor Rachel Whiteread and apply her ideas in a final piece that uses techniques such as cutting, shaping, joining and impressing into clay.	Craft and Design Map it Out Responding to a design brief, children create a piece of art that represents their local area using a map as their stimulus. They learn three techniques for working creatively with materials and at the end of the project, evaluate their design ideas, choosing the best to meet the brief.	Paint and Mixed Media Life in Colour Children to create their own painted paper in the style of Bearden and use it in a collage, linked to a theme suited to their topic or classwork – Understanding Christianity Big Frieze	TBC
	Enrichment – Flower show entrance, contribute to scenery for Christmas Production, Artist to visit					



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Design Technology	Mechanisms <u>Fairground Wheel</u> Design and create a functional Ferris wheels, consider how the different components fit together so that the wheels rotate and the structure stands freely. Select appropriate materials and develop their cutting and joining skills.	Mechanisms <u>Making a moving monster</u> After learning the terms: pivot, lever and linkage, pupils design a monster that will move using a linkage mechanism. Pupils practise making linkages and experiment with various materials to bring their monsters to life	Cooking and Nutrition <u>A balanced diet</u> Explore and learn what forms a balanced diet, pupils will taste test ingredient combinations from different food groups that will inform a wrap design of their choice which will include a healthy mix of protein, vegetables and dairy	Structures <u>Baby bears chair</u> Using the tale of Goldilocks and the Three Bears as inspiration, pupils help Baby Bear by making him a brand new chair, exploring different shapes and materials. When designing the chair, they consider his needs and what he likes.	Textiles <u>Pouches</u> Introduction to sewing. Pupils make their own template, accurately cut their fabric and sew a basic running stitch.	Cooking and Nutrition <u>A balanced diet</u> Continue to explore and learn what forms a balanced diet, pupils will taste test ingredient combinations from different food groups that will inform a lunch meal design of their choice which will include a healthy mix of protein, vegetables and dairy
	Mechanisms Provide on-going access to wheels and axles in continuous provision (tinkering table) Enrichment – Mother's Day cake					
Geography	Locational/Place Knowledge/ Human and Physical <u>Would you prefer to live in a hot or cold place?</u> Introducing children to the basic concept of climate zones and mapping out hot and cold places globally.	Geographical Skills Locational/Place Knowledge <u>Why is our World Wonderful?</u> Identifying features and major characteristics of the UK before learning about some of the amazing places in the world.	Locational/Place Knowledge/Human and Physical Geography/ Fieldwork <u>What is it like to live by the coast?</u> Using atlases, children name and locate continents and oceans of the world, while revising the countries, cities and surrounding seas of the UK.	Locational/Place Knowledge/ Human and Physical Geog/Fieldwork <u>Would you prefer to live in a hot or cold place?</u> Children compare features in the North and South Poles and Kenya as well as in the local area. They learn the four compass points and the names and location of the seven continents	Geographical Skills Locational/Place Knowledge <u>Why is our World Wonderful?</u> Naming the oceans and locating these on a world map. Considering what is unique about the natural habitats in their locality and using fieldwork to investigate and present this.	Locational/Place Knowledge/Human and Physical <u>What is it like to live by the coast?</u> Children learn about the physical features of the Jurassic Coast and how humans have interacted with this over time, including land use, settlements and tourism.



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	<p>Continuous Provision:</p> <p>Enrichment- Visit to local area/Use of Forest School site/Plan a school trip</p>					
History	<p>Chronological awareness/Change and Continuity/ Sources of evidence <u>How was school different in the past</u> Finding out that schools have been in the locality for a long time but they have not always been the same.</p>	<p>Chronological awareness/Change and Continuity/ Sources of evidence Similarities and differences <u>How was school different in the past</u> Children look for similarities and differences and use a range of sources enabling them to recognise some continuity between their lives and the past.</p>	<p>Chronological awareness/Change and Continuity/Sources of evidence/Similarities and differences <u>How did we learn to fly?</u> Developing their knowledge of events beyond living memory, reinforcing their chronological understanding by looking at significant events in the history of flight on a timeline.</p>	<p>Chronological awareness/Change and Continuity/ Sources of evidence <u>How did we learn to fly?</u> Learning about the individuals who contributed to the history of flight.</p>	<p>Change and continuity/ Similarities and differences/ Cause and consequence/ Historical significance/ Sources of evidence/ Historical interpretations <u>What is a Monarch?</u> Finding out the role of a monarch, children compare the monarchy today with the monarchy in the past.</p>	<p>Change and continuity/ Similarities and differences/ Cause and consequence/ Historical significance/ Sources of evidence/ Historical interpretations <u>What is a Monarch?</u> Pupils investigate how William the Conqueror became King and learn how he used castles to rule. They study different types of castles and consider how these evolved over time.</p>
	<p>Chronological Awareness_Use the playground timeline to pinpoint times in history during topics</p> <p>Enrichment: Trip to Hartlebury Castle – School in the past. Trip to a local castle</p>					
IT	<p>Computing Systems/Creating Media/Online Safety <u>What is a computer?</u> Exploring what a computer is by identifying how inputs and outputs work and how computers are</p>	<p>Computing Systems/ Programming/ Online Safety Algorithms and debugging Developing an understanding of; what algorithms are, how to program them and how they can be developed to be more efficient, introduction of loops.</p>	<p>Computing Systems and Networks/ /Online Safety Computer systems and networks Developing touch typing skills, learning keyboard shortcuts and simple editing tools.</p>	<p>Programming/Data Handling/ Online Safety Scratch jr Exploring what 'blocks' do' by carrying out an informative cycle of predict > test > review. Programming a familiar story and make a musical instrument.</p>	<p>Computing system /Creating Media/Online Safety Stop Motion Learning how to create simple animations from storyboarding creative ideas</p>	<p>Computing System/Creating Media/Data Handling/Online Safety International Space Station Learning how data is collected, used and displayed and the scientific learning of the</p>



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	used in the wider world to design their own computerised invention.					conditions needed for plants and humans, to survive.
	Online Safety- specific lessons plus continuous provision at the start of every lesson.					
Music	West African call and response song Animals Using instruments to represent animals, copying rhythms, learning a traditional African call and response song and recognising simple notation, progressing to creating animal-based call and response rhythms.	Performing-Singing <u>Christmas production</u>	Orchestral Instruments <u>Traditional Stories</u> Introducing the instruments of the orchestra. Learning how different characters can be represented by timbre, how emotions can be represented by pitch and how changes in tempo can convey action.	Musical Me Learning to sing the song 'Once a Man Fell in a Well' and to play it using tuned percussion, adding sound effects, experimenting with timbre and dynamics and using letter notation to write a melody	Dynamics, timbre, tempo and motifs <u>Space</u> Identifying dynamics, timbre, tempo and instruments in music heard and comparing pieces by the same composer. Visually representing music in creative and more formal ways and learning to play and compose motifs.	On this island: British songs and sounds Taking inspiration from the British Isles, exploring how to create sounds to represent three contrasting landscapes: seaside, countryside and city, creating their own soundscapes.
	Musical Vocabulary – introduce and retrieve subject specific vocabulary to eventually be able to describe music and express what they enjoy. Enrichment: Take part in a Christmas production performed in the local Church for families, Harvest Festival whole school performance, Easter Service, Hymn practises					
P.E.	Motor Competence/ Healthy Participation <u>Gymnastics</u>	Motor Competence/ Healthy Participation <u>Dance</u>	Motor Competence/ Healthy Participation/ Rules, Tactics and Strategies <u>Team Games</u>	Motor Competence/ Rules, Tactics and Strategies <u>Athletics</u>	Motor Competence/ Healthy Participation/ Rules, Tactics and Strategies <u>Team Games</u>	Motor Competence/ Healthy Participation/ Rules, Tactics and Strategies <u>Athletics</u>



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	Enrichment- take part in county games opportunities/Sports Evening/School Games/Sport After School Clubs offered/Feckenham Wake Country Dancing					
P.S.H.E	Families and Relationships <u>Families and People who Care for Me</u> Learning that families are composed of different people who offer each other care and support. Learning how other people show their feelings and how to respond to them. Looking at conventions of manners and developing an understanding of self-respect	Health and Wellbeing <u>Looking After Ourselves and Staying Healthy</u> Learning: about the benefits of exercise and relaxation on physical health and wellbeing;	Safety and the Changing Body <u>Keeping Ourselves Safe</u> Lesson collection: Developing understanding of safety: roads, medicines and an introduction to online safety; distinguishing secrets from surprises;	Citizenship <u>Our Local Environment</u> Lesson collection: learning about rules outside school; caring for the school and local environment; exploring the roles people have within the local community; learning how school council works; giving an opinion	Health and Wellbeing <u>Looking After Ourselves</u> Learning strategies to manage different emotions, setting goals and developing a growth mindset and understanding dental hygiene	Safety and the Changing Body <u>Our Bodies</u> Naming body parts and looking at the concept of privacy
	Citizenship – Throughout the year through our Values programme and events in school Economical Wellbeing- Utilise the class ‘cash’ from FOFS to use wisely/generate more income Enrichment- Visitors into class/ Cash raising events					
R.E.	Islam <i>Making sense of beliefs/Making connections /Understanding impact</i>	Christianity <i>Making sense of beliefs/Making connections /Understanding impact</i>	Islam <i>Making sense of beliefs/Making connections /Understanding impact</i>	Christianity <i>Making sense of beliefs/Making connections /Understanding impact</i>	Christianity <i>Making sense of beliefs/Making connections /Understanding impact</i>	Non-faith linked <i>Making sense of beliefs/Making connections /Understanding impact</i>



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	Who is a Muslim and how do they live?	Why does Christmas matter to Christians?	Who is a Muslim and how do they live? Part 2.	Why does Easter matter to Christians?	What is the 'good news' Christians believe Jesus brings?	What makes some places sacred to believers?
	Celebration Calendar for multi-faiths. Focus on Christian calendar to explore Christmas and Easter					
	Enrichment: Visit our local Church to explore the layout and artefacts/take part in a Christmas and Easter Service at Feckenham Church					
Science	Living Things and their Habitats Habitats Considering the life processes that all living things have in common, pupils classify objects into alive, was once alive or has never been alive. Pupils explore global habitats, naming plants and animals that can be found there. They learn how a range of different living things depend on each other for food or shelter. Pupils explore this further by creating food chains to show the sequence that living things eat each other for energy to grow and stay healthy.	Materials Uses of Everyday Materials Reflecting on their knowledge of different materials, children begin to explain why materials are used in certain contexts. They develop enquiry skills to investigate the properties of materials and explore the science of inventing new ones.	Living Things and their Habitats Micro-Habitats Developing their understanding of scientific enquiry, pupils learn that scientists use a range of skills to answer questions. They discover that microhabitats provide what minibeasts need to survive and carry out a survey to find out where different minibeasts live in the school grounds. They practise asking scientific questions and follow a method to investigate which conditions woodlice prefer. Pupils explore the job role of a botanist by identifying flowering plants.	Plants Plant Growth Using their prior knowledge of important plant structures, children explain what factors are needed for successful growth and compare how those needs vary across different plants. They grow plants from seeds and bulbs to ascertain the needs for initial development and compare this to the survival needs of plants in later growth phases. Pupils take their own measurements and reflect on historical examples to understand how conclusions can be drawn	Animals, Including Humans Life Cycles and Health Studying the life cycles of various animals, children learn what animals need to survive and how they change over time. Pupils collect data that allows them to observe changes in their peers, while also developing their ability to take measurements and record data. They consider the role of expert scientific knowledge in careers that inform people to make healthy choices	Making Connections TBC



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Working Scientifically - Research using secondary resources/Observing over time/Comparative and fair testing/Identifying, classifying and grouping/pattern seeking To go through all topics in the science curriculum Enrichment: Explore our Forest School site and local for different plants/habitats						
Maths	<u>Place Value</u> Baseline assessment A <ul style="list-style-type: none"> Numbers to 20 Count objects to 100 by making 10s Recognise tens and ones Use a place value chart Partition numbers to 100 Write numbers to 100 in words Flexibly partition numbers to 100 Write numbers to 100 in expanded form 10s on the number line to 100 	<u>Addition and Subtractions</u> <ul style="list-style-type: none"> Subtract from a 10 Subtract a 1-digit number from a 2-digit number (across a 10) 10 more, 10 less Add and subtract 10s Add two 2-digit numbers (not across a 10) Add two 2-digit numbers (across a 10) Subtract two 2-digit numbers (not across a 10) Subtract two 2-digit numbers (across a 10) Mixed addition and subtraction 	<u>Addition and Subtraction</u> Baseline assessment A <ul style="list-style-type: none"> Recognise equal Groups Make equal groups Add equal groups Introduce the multiplication symbol Multiplication sentences Use arrays Make equal groups – grouping Make equal groups – sharing The 2 times-table Divide by 2 Doubling and halving 	<u>Addition and Subtraction</u> <ul style="list-style-type: none"> Odd and even numbers The 10 times-table Divide by 10 The 5 times-table Divide by 5 The 5 and 10 times-tables Baseline assessment B	<u>Money</u> <ul style="list-style-type: none"> Make the same amount Compare amounts of money Calculate with money Make a pound Find change Two-step problems Baseline assessment B	<u>Fractions</u> <ul style="list-style-type: none"> Recognise a quarter Find a quarter Recognise a third Find a third Find the whole Unit fractions Non-unit fractions Recognise the equivalence of a half and two quarters Recognise three-quarters Find three-quarters Count in fractions up to a whole Baseline assessment B
				<u>Money</u> Baseline assessment A <ul style="list-style-type: none"> Count money - pence Count money - pounds (notes and coins) 	<u>Fractions</u> Baseline assessment A <ul style="list-style-type: none"> Introduction to parts and whole Equal and unequal parts Recognise a half Find a half 	<u>Geometry</u> Baseline assessment A <ul style="list-style-type: none"> Language of position Describe movement Describe turns



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	<ul style="list-style-type: none"> 10s and 1s on the number line to 100 Estimate numbers on a number line Compare objects Compare numbers Order objects and numbers Count in 2s, 5s and 10s Count in 3s <p>Baseline assessment B</p> <p><u>Addition and Subtraction</u></p> <p>Baseline assessment A</p> <ul style="list-style-type: none"> Fact families - addition and subtraction bonds within 20 Related facts Bonds to 100 (tens) 	<ul style="list-style-type: none"> Compare number sentences Missing number problems <p>Baseline assessment B</p> <p><u>Shape</u></p> <p>Baseline assessment A</p> <ul style="list-style-type: none"> Recognise 2-D and 3-D shapes Count sides on 2-D shapes Count vertices on 2-D shapes <p><u>Time</u></p> <p>Baseline assessment A</p> <ul style="list-style-type: none"> O'clock and half past Quarter past and quarter to Tell time past the hour Tell time to the hour 	<p><u>Shape</u></p> <p>Baseline assessment A</p> <ul style="list-style-type: none"> Draw 2-D shapes Lines of symmetry on shapes Use lines of symmetry to complete shapes Sort 2-D shapes <p><u>Time</u></p> <ul style="list-style-type: none"> Tell the time to 5 minutes Minutes in an hour Hours in a day <p>Baseline assessment B</p> <p><u>Geometry</u></p> <ul style="list-style-type: none"> Describe turns Describe movement and turns Shape patterns with turns <p>Baseline assessment B</p>	<ul style="list-style-type: none"> Count money - pounds and pence Choose notes and coins <p><u>Shape</u></p> <ul style="list-style-type: none"> Count faces on 3-D shapes Count edges on 3-D shapes Count vertices on 3-D shapes Sort 3-D shapes Make patterns with 2-D and 3-D shapes <p>Baseline assessment B</p> <p><u>Length and height</u></p> <p>Baseline assessment A</p> <ul style="list-style-type: none"> Measure in centimetres Measure in metres 	<p><u>Mass Capacity and Temperature</u></p> <p>Baseline assessment A</p> <ul style="list-style-type: none"> Four operations with mass Compare volume and capacity Measure in millilitres Measure in litres Four operations with volume and capacity Temperature <p><u>Length and height</u></p> <ul style="list-style-type: none"> Order lengths and heights Four operations with lengths and heights <p>Baseline assessment B</p>	<ul style="list-style-type: none"> Describe movement and turns Shape patterns with turns <p>Baseline assessment B</p>
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	<ul style="list-style-type: none"> Add and subtract 1s Add by making 10 Add three 1-digit numbers Add to the next 10 Add across a 10 Subtract across 10 	<u>Geometry</u> Baseline assessment A <ul style="list-style-type: none"> Language of position Describe movement 		<ul style="list-style-type: none"> Compare lengths and heights <u>Mass Capacity and Temperature</u> Baseline assessment A <ul style="list-style-type: none"> Compare mass Measure in grams Measure in kilograms 		
	Continuous Provision across the year. Statistics through the recording and representation of measuring the daily temperature. Money during snack time. Referring to time and representation of this using an analogue clock.					