St Hilda's C of E Primary School

Long Term Overview: Year 2 2024-2025

Subjects	Overview of Learning Experiences					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	**Writing outcome:** Diary entry **Text:** Look up! by Nathan Bryon **Additional Texts:** Mae Among the Stars by Roda Ahmed (readings of the book are available online) Blast off into Space Like Mae! by Caroline Moss (optional text for further research) Grandpa was an Astronaut by Jonathan Meres (class novel to link)	**Writing outcome:** Non-chronological report **Text:** The Owl Who Was Afraid of the Dark. **Additional Texts:** The Owl Who Was Afraid of the Dark (chapter version) by Jill Tomlinson	**Writing outcome:** Fiction, Adventure, Story Writing **Text:** Grandad's Camper by Harry Woodgate **Additional texts:** Five go off in a Caravan by Enid Blyton (class novel to link)	**Writing outcome:** Recount – Diary **Text:** My Name is not Refugee by Kate Milner **Additional texts:** A Bear Called Paddington by Michael Bond (class novel to link)	**Writing:** Letter Writing **Text:** The Last Wolf by Mini Grey **Additional texts:** Fantastic Mr Fox by Roald Dahl (class novel to link) Apes to Zebras: An A-Z of Shape Poems by Liz Brownlee, Sue Hardy-Dawson, Roger Stevens (poetry to complement the theme) Into the Woods (2014 film) by Walt Disney Pictures	**Writing:** Fiction, Shakespeare, retelling a story **Text:** The Tempest retold by Rosie Dickens
Mathematics	**Number and Place value - Unit 1** • count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number • read and write numbers from 1 to 20 in numerals and words • count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens • recognise the place value of each digit in a two-digit number (tens, ones) • identify, represent and estimate numbers using different		**Measurement: Money – Unit 5** • recognise and know the value of different denominations of coins and notes • recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value • find different combinations of coins that equal the same amounts of money • solve simple problems in a practical context involving addition and		**Number: Fractions – Unit 10** • recognise, find and name a half as one of two equal parts of an object, shape or quantity • recognise, find and name a quarter as one of four equal parts of an object, shape or quantity • recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity	

	representations, including the number line • read and write numbers to at least 100 in numerals and in words • compare and order numbers from 0 up to 100; use <, > and = signs • count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward **Number – Addition and Subtraction - Unit 2** • recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 • add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones, two two-digit numbers, adding three one-digit numbers, solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures and applying their increasing knowledge of mental and written methods. **Number – Addition and Subtraction - Unit 3** • count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward • add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and tens, two two-digit numbers • solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities	subtraction of money of the same unit, including giving change **Number – Multiplication and Division – Unit 6** • solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher • calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs • solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts **Number – Multiplication and Division – Unit 7** • recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers • solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts **Number and Measurement – Length and Height Unit 8** • solve problems with addition and subtraction • choose and use appropriate standard units to estimate and measure	• write simple fractions for example, 1/2 of 6 = 3 and recognise the equivalence of 2/4 and 1/2 **Measurement: Time – Unit 11** • tell the time to the hour and half past the hour and draw the hands on a clock face to show these times • tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times • know the number of minutes in an hour and the number of hours in a day **Number: Problem Solving and Efficient methods – Unit 12** • use place value and number facts to solve problems • solve problems with addition and subtraction: • recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems • using concrete objects and pictorial representations, including those involving numbers, quantities and measures • applying their increasing knowledge of mental and written methods **Geometry: Position and Direction – Unit 12** • order and arrange combinations of mathematical objects in patterns and sequences

	and measures, applying their increasing knowledge of mental and written methods and recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. **Geometry: Properties of Shape - Unit 4** • compare and sort common 2-D and 3-D shapes and everyday objects • identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line • identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces • order and arrange combinations of mathematical objects in patterns and sequences	length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels • compare and order lengths, mass, volume/capacity and record the results using >, < and = • using concrete objects and pictorial representations, including those involving numbers, quantities and measures **Measurement: Mass, Capacity and Temperature – Unit 9** • choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels • compare and order lengths, mass, volume/capacity and record the results using >, < and =	• use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise) **Statistics – Unit 13** • interpret and construct simple pictograms, tally charts, block diagrams and simple tables • ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity and ask and answer questions about totalling and comparing categorical data
Science	**Earth Our Home** We will be learning about plants, the names of its parts and the factors that help plants to grow. We will also be learning about the differences between living things and classifying them by their features, lifecycles and behaviours. We will then compare what animals need to survive and sequence given food chains. We will need to become Scientists to compare how humans are different to animals and plants and understand the importance of sharing the environment with others.	**What's It Made Of?** We will be learning about materials and their properties. We will be sorting the materials into groups according to their properties, using scientific observation and guided investigation. Here, we will also be suggesting independent variables that can change in an experiment. We will also consider how temperature is a measure of heat.	**We Are What We Eat** We will become Scientists as we learn about the basic nutrient groups and understand how food is a store of energy. We will learn about the parts of our body, including our senses and how our organs are connected. We will make observations about living things and take informal measurements, comparing results and describing the methods we used. Are you ready to learn about the body?
International PC	**Brainwave: Metacognition** This unit is all about metacognition, learning about learning. We are going to find out how we can help our brain and memory work harder to help us learn. This will	**From A to B** This unit is all about understanding the role of transport in our modern society. We will become geographers looking at maps and recording our different journeys to school.	**Treasure Island** This unit is all about understanding the life of a pirate! We will become Geographers as we understand how Pirates navigated around the world and which islands

	help us with all our future learning and make us even better learners! **Time Travellers** This unit is all about our personal and local history and the significant events in our lives that have shaped us., We will need to be Historians as we look at sources, artefacts and stories from The Great Fire of London and Bonfire Night. We will need to be artists to make Bonfire Night inspired chalk artwork and toy designers to create and test paper toys. We will also learn about celebrating Diwali as an international event.		We will become Historians as understand how transport has changed and how interventions were made. We will create movement inspired art pieces using print making. In D.T we will be designing and testing our own vehicle that works. In International we will find out how children from different cultures travel to school.		and locations were significant to a pirate. We will become Artists as we design our own pirate coin using clay in Art and experts in Healthy Eating as we create a packed lunch for a pirate in D.T. We will also learn about water safety in International. .	
Computing	• Coding • Online Safety • Spreadsheets		• Questioning • Effective Searching • Creating Pictures		• Making Music • Presenting ideas	
RE	1.6 Who is a Muslim and How do they live?	1.3 Why does Christmas matter to Christians?	1.6 Who is a Muslim and How do they live? Part 2	1.5 Why does Easter matter to Christians?	1.4 What is the 'good news' Christians believe Jesus brings?	1.8 What makes some places sacred to believers?
PE	• **Co-ordination:** Footwork • **Static Balance**: One Leg	• **Dynamic Balance to Agility:** Jumping and landing • **Static Balance:** Seated	• **Dynamic Balance:** On a line • **Static Balance:** Stance	• **Co-ordination:** Ball skills • **Counter Balance:** With a partner	• **Co-ordination:** Sending and Receiving • **Agility:** Reaction and Response	• **Agility:** Ball Chasing • **Static Balance:** Floor Work
Relationships (PSHE)	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Music	Pulse, Rhythm and Pitch	Playing in an Orchestra	Inventing a Musical Story	Recognising Different Sounds	Exploring Improvisation	A Big Concert