

## Fern Class Y2- Long Term Overview 2021 - 2022

### Autumn Term 1

#### English: Key texts & Writing Outcome:

Getting ready to write (Recapping Key skills: Full stops, capital letters, handwriting etc)

**Key text 1:** Poems to perform by Julia Donaldson

**Writing Outcome:** Poetry in a range of forms

**Key text 2:** Zeraffa Giraffa by Dianne Hofmeyr

**Writing Outcome:**

Labels and explanations, Reporting events - recount

#### Maths:

Counting in 2's, 5's and 10's.

Place Value

Addition and Subtraction

Multiplication 0x, 1x, 2x fluency orally and mentally

#### History: The Great Fire of London

In lessons we will learn:

- To understand where and when the Great Fire of London started.
- To understand the events of the Great Fire of London.
- To find out why the fire spread so quickly and stayed alight for so long.
- To say why Samuel Pepys' diary was significant.
- To compare modern day firefighting techniques and the ones used in 1666.

#### Phonics/SPaG:

Recap of Phase 3/4/5 sounds. Blending using phoneme frames - constructing sentences. Commas in a list. Nouns and proper nouns.

We will learn the spelling rules for:

- The sounds /n/ spelt 'kn' and less often 'gn' at the beginning of words
- The sounds /r/ spelt 'wr' at the beginning of words
- The sound /s/ spelt 'c' before e, i and y
- Common exception words

#### Science:

Materials and their properties. Pupils will be taught to distinguish between an object and the material from which it is made. We will identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. We will describe the simple physical properties of a variety of everyday materials and compare and group together a variety of everyday materials on the basis of their simple physical properties.

#### Reading:

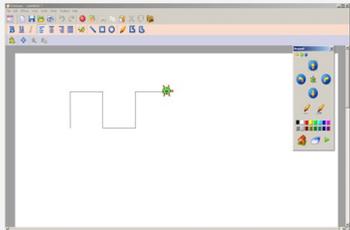
Whole class guided reading: Sentences in Phonics.

Poems to perform by Julia Donaldson

Small group guided reading: texts selected from school Guided Reading sets linked to children's book band. We will also read Zeraffa the Giraffa and look at the true story of a giraffe taken from their home to undergo a journey to France.



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<p><b>PSHE:</b> Understanding my place in the class, school and community. In our weekly Jigsaw lessons we will be focusing on:</p> <ul style="list-style-type: none"> <li>• Identifying hopes and fears for the year ahead</li> <li>• Understand the rights and responsibilities of class members</li> <li>• Are you worried about anything that might happen this year?</li> <li>• Can you tell me some good (positive) choices a person can make in school?</li> <li>• How do you show you are a good listener?</li> <li>• What do you do to get on with other children?</li> <li>• If you're worried about something, who can you ask for help in school and at home?</li> </ul>	<p><b>Computing:</b> Programming and creating basic shapes using an onscreen turtle. (E-Safety underpins all sessions)</p> <p>We will be using our positional language and maths movement vocabulary to direct a turtle (character) to a specific destination. We will learn to unpick algorithms and create our own to make it arrive at a destination.</p> 	<p><b>Music:</b> Charanga - Hands, feet and heart Hands, Feet, Heart is a song written for children to celebrate and learn about South African Music. This is a six-week Unit of Work. All the learning is focused around one song: Hands, Feet, Heart. The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise different styles of South African music.</p>
<p><b>Art &amp; Design:</b> Monoprints - inspired by poetry <b>Design &amp; Technology:</b> Design a badge for 'be bright be seen week'. Mechanisms : Wheels and axles We will create our own vehicle to help tackle a fire!</p>	<p><b>Languages:</b> French-Recap basic greetings</p>	<p><b>Religious Education:</b> How are nature and God connected?</p>
<p><b>Physical education:</b> Invasion Games - Tag Rugby</p>		
<p><b>Community</b></p>	<p><b>Environment</b></p>	<p><b>Challenge</b></p>
<p>We will be learning about how people celebrate Harvest within our own community and other religions. We will be discussing the importance of charity and collecting food to donate to our local food bank and look at the role nature and God plays upon our local community.</p>	<p>As a whole school we will continue to promote the importance of active travel to school and talk about it's wider benefits on the environment, our bodies and minds. Year 2 would like to sow wild meadow seeds within our new cycle track.</p>	<p>We will be learning to develop a growth mind set and understand that we don't always get things correct first time (it takes practice and real resilience and perseverance to accomplish something)</p>

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### Autumn Term 2

**English: Key texts & Writing Outcome:**

Samuel Pepys' diary & Egg box dragon- Shared writing/Debate and argument/Writing in role/Word collections

**Maths:**

Money  
  
Multiplication and Division

**Geography:** Magical Mapping

Let's Explore London: A Comparative Study Between London and Morpeth

**Phonics/SPaG:**

Phase 5 sounds  
Sentence types - Questions, statements, commands and explanations.  
Conjunctions

**Science:**

Seasonal changes. We will observe changes across the four seasons. We will observe and describe weather associated with the seasons and how day length varies.

Locating UK capital cities - maps of London past and present - linked to History  
Builds on: Y1 Exploring Our Local Area.

**Reading:**

Whole class guided reading: Sentences in Phonics.  
Egg box dragon.  
Small group guided reading: texts selected from school Guided Reading sets linked to children's book band.

Pupils will work scientifically by making tables and charts about the weather; and making displays of what happens in the world around them, including day length, as the seasons change.



**PSHE: celebrating difference**

In this Puzzle (unit) the class talk about gender stereotypes, that boys and girls can have differences and similarities and that is OK. They talk about children being bullied because they are different, that this shouldn't happen and how to support a classmate who is being bullied. The children talk about feelings associated with bullying and how and where to get help. They talk about similarities and differences and that it is OK for friends to have differences without it affecting their friendship.

**Computing:**

Using the internet to find information  
Blogging work -seesaw  
(E-Safety underpins all sessions)

**Religious Education:**

Festivals and Celebrations.  
What does light represent in different religious festivals?



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<p><b>Art</b> Figurative Sculpture: Wire and tinfoil - children will look at local sculptures by local artists and create a sculpture to commemorate the fire of London.</p>	<p><b>Languages:</b> Londres est en feu (song London's burning)  Numbers to 10</p>	<p><b>Music:</b> Charanga - Ho Ho Ho A Christmas song by Joanna Mangona and Jane Sebba This is a six-week Unit of Work that builds on previous learning. All the learning is focused around one song: Ho Ho Ho - a Christmas song. Children will Listen &amp; Appraise other styles of music and continue to embed the interrelated dimensions of music through games, singing and playing. We will also listen to Joseph and his technicolour dream coat</p>
<p><b>Physical education:</b> Gymnastics</p>		
<p><b>Community</b></p>	<p><b>Environment</b></p>	<p><b>Challenge</b></p>
<p>Children will learn about the coming together of communities during the festive period and the significance this has in the calendar year. Christmas Production.</p>	<p>In forest school we will be looking at man made and natural changes within the environment and how these are impacting upon seasonal changes/habitats.</p>	<p>We will be performing a Christmas play and learning new routines, songs and lines for our show.</p>

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## Spring Term 1

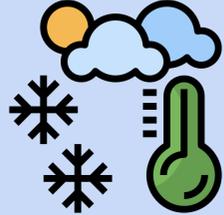
<p><b>Theme:</b> Nurturing Nurses</p>	<p><b>Maths:</b> Multiplication and Division</p> <p>Statistics</p>	<p><b>History:</b> Nurturing Nurses</p>
<p><b>English: Key texts &amp; Writing Outcome:</b> Olga da Polga by Catherine Raynor.- Planning and re-drafting. Story mapping Narrative - Narrative Adventure story. Poetry</p>		<p>Events beyond living memory with significant individuals - Florence Nightingale and Mary Seacole and comparing aspects of life from then and now.</p> 
<p><b>Phonics/SPaG:</b> Apostrophes to show possession and contractions suffixes</p>	<p><b>Science:</b> Humans including animals. We will look at offspring and exercise.</p>	<p>We will look at hospitals from the past and present and make comparatives. Who was Florence Nightingale and why was she famous?</p>
<p><b>Reading:</b> Whole class guided reading: Sentences in Phonics. Small group guided reading: texts selected from school Guided Reading sets linked to children's book band.</p>		<p><i>How did she change her own world and ours? Was she the only person who changed nursing during the Crimea War?</i></p>
<p><b>PSHE: Dreams and Goals</b> In this Puzzle the class talk about setting realistic goals and how they can achieve them. They discuss perseverance when they find things difficult as well as recognising their strengths as a learner. The children talk about group work and reflect on who they work well with and who they don't. They also talk about sharing success with other people. What goals have you set at school?</p> <ul style="list-style-type: none"> <li>• What goal would you like to set for home?</li> <li>• What do you need to do achieve your goal?</li> <li>• How do you feel when something is difficult?</li> <li>• How do you feel when you have achieved a goal?</li> </ul>	<p><b>Computing:</b>Data, Using graphs and pictograms.</p> 	<p><b>Religious Education:</b> How do rules and routines help with our everyday lives?</p> 
<p><b>Textiles</b> templates and joining techniques</p>	<p><b>Languages:</b> Numbers to 10 Days of the week</p>	<p><b>Music:</b> I Wanna Play In A Band by Joanna Mangona – a Rock song for children.</p>

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<p>Create a Rupenzel themed puppet</p>		<p>I Wanna Play In A Band is a Rock song written especially for children. In this song children learn about singing and playing together in an ensemble. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise classic Rock songs.</p>
<p><b>Physical education: Dance</b></p>		
<p><b>Community</b></p>	<p><b>Environment</b></p>	<p><b>Challenge</b></p>
<p>We will be learning about how people celebrate Easter within our own community. We will be discussing the importance of Lent and how to be grateful. We will look at how nurses support our community.</p>	<p>We will begin to plan, prepare and grow our own veg and fruit in our own plot with the aim of cooking a meal with our produce.</p>	<p>To play instruments in a small group and create their own piece/lyrics for a sea shanty.</p>

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### Spring Term 2

<p><b>English: Key texts &amp; Writing Outcome:</b> Rapunzel - writing an alternative fairy tale</p>	<p><b>Maths:</b> Fractions Properties of shape</p>	<p><b>Geography:</b> Weather Patterns: Where are the hottest and coldest places on Earth?</p>
<p><b>Phonics/SPaG:</b> Sentence types, Tenses, Suffixes Phase 5/6 consolidation</p>	<p><b>Science:</b> Plants- we will look at conditions for growth and grow our one veg.</p>  	<p>We will explain which areas of the world are closest to the sun and why/how this affects temperature. We will use iPads to research current weather conditions in a variety of locations across the globe, plotting temperatures on a map, including the equator and poles. We will record a weather forecast broadcast for a hot and cold region of the Earth.</p> 
<p><b>Reading:</b> Whole class guided reading: Sentences in Phonics. Small group guided reading: texts selected from school Guided Reading sets linked to children's book band.</p>	<p><b>Computing:</b> Spheros, programming.</p> 	<p><b>Religious Education:</b> How do different religions mark beginnings and endings?</p>
<p><b>PSHE:</b> Healthy me, self esteem, confidence and lifestyle choices.</p> <p>In this Puzzle the class learn about healthy food; they talk about having a healthy relationship with food and making healthy choices. The children talk about things that make them feel relaxed and stressed. The children have a go at making healthy snacks and also discuss why they are good for their bodies.</p> <p>What makes you feel relaxed / stressed?</p> <ul style="list-style-type: none"> <li>• What types of medicine have I given you?</li> <li>• What are they for?</li> <li>• What healthy snack shall we make and eat together?</li> <li>• What snacks could you eat before exercise?</li> <li>• How can Calm Me time help you stay healthy?</li> </ul>	<p><b>Languages: French</b></p>	<p><b>Music:</b> A Reggae Song for Children by Joanna Mangona.</p>
<p><b>Art: portraiture collage</b></p>		



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<b>Additional Design &amp; Technology:</b> Making healthy dips (food technology)	Weather Numbers to 15	This is a six-week Unit of Work. All the learning is focused around one song: Zootime. The material presents an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.
<b>Physical education:</b> Throwing and Catching		
<b>Community</b>	<b>Environment</b>	<b>Challenge</b>
We will look at how we come together as a community at Easter and how a community supports us all. What would a village be without a community?	How will we make our environment in school sustainable? The children will create action plans to improve an area within school.	Healthy eating advert and create our own scripts. Computing

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Summer Term 1		
<p><b>Theme:</b> Seaside Adventures - Local area study</p>	<p><b>Maths:</b> Length and height Position and direction</p>	<p><b>History:</b> Rescue at Sea. Changes within living memory (RNLI).</p>  <p>We will focus on local history and look at Grace Darling and how this significant individual contributed to national and international achievements/changes. We will compare aspects of life in the Victorian period and how this differs to the present.</p> <p>Bamburgh/seahouses visit.</p> <p>Who was Grace Darling and why do we remember her?</p>
<p><b>English: Key texts &amp; Writing Outcome:</b> Moth by Thomas and Egnues Persuasive text</p>	<p><b>Science:</b> Living things and their habitats - Looking at animals and plants habitats.</p>	<p><b>Religious Education:</b> What is a ceremony and how do they make people feel?</p> 
<p><b>Phonics/SPaG:</b> Suffixes, editing our writing and consolidation of key skills. Using dictionaries to check our spellings. Using ambitious vocabulary.</p>	<p><b>Computing:</b> Stop frame animation using imovies and jit 2animate . Children will recreate Grace Darling's famous rescue.</p>	
<p><b>Reading:</b> Whole class guided reading: Sentences in Phonics. Small group guided reading: texts selected from school Guided Reading sets linked to children's book band.</p>		
<p><b>PSHE:</b> relationships, friendship and families. Resolving conflict and communication skills.</p> <p>Learning about family relationships widens to include roles and responsibilities in a family and the importance of co-operation, appreciation and trust. Friendships are also revisited with a focus on falling out and mending friendships. This becomes more formalised and the children learn and practise two different strategies for conflict resolution (Solve-it-together and Mending Friendships). Children consider the importance of trust in relationships and what this feels like. They also learn about two types of secret, and why 'worry secrets'</p>		



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should always be shared with a trusted adult.		
<b>Design &amp; Technology:</b> Mechanisms Levers and leverages	<b>Languages:</b> animals, food and numbers to 20	<b>Music:</b> by Joanna Mangona and Pete Readman  This term we will be listening and performing a song all about being friends. We will learn to play a chorus using instruments and sing as small groups.
<b>Physical education:</b> Cricket		
<b>Community</b>	<b>Environment</b>	<b>Challenge</b>
We will learn about the importance of community spirit and how it can impact upon our wellbeing.	We will look at how the oceans can provide electricity and be a green source of energy.	We will use our enterprising skills to create a product to sell to raise funds for the RNLI.

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Summer Term 2		
<p><b>Theme:</b> Seaside Adventures - Local area study (Beachcombers)</p>	<p><b>Maths:</b> time</p> <p>Maths capacity and temperature</p> <p>Consolidation - problem solving</p>	<p><b>History:</b></p> <p><b>The UK Coast: A Study of the Local Coastline</b></p> <p>Comparing similarities and differences between human and physical geography of coastal locations.</p>  <p>We will be using aerial photographs to locate features and look at seasonal differences. To study a current map of the local coastline and identify key human and physical features from a key.</p> <p>We will make primary observations and recordings from a field trip of physical and human features on a trip to a local area of the Northumberland coastline.</p> <p>To compare and contrast primary observations and evidence with secondary research of a coastal region in the Caribbean.</p> <p>To demonstrate our learning we will write an informative tourist guide to a local area of the Northumberland</p>
<p><b>English: Key texts &amp; Writing Outcome:</b> The secret of Black Rock by Joe Todd Staton. We will be making a digital book reader with an environmental theme.</p>	<p><b>Science:</b> Living Things and Habitats</p> <p>Plant and animal habitats</p>	
<p><b>Phonics/SPaG:</b> Suffixes, editing our writing and consolidation of key skills. Conjunctions.</p>		
<p><b>Reading:</b> Whole class reading : Fantastic Mr Fox Whole class guided reading: Sentences in Phonics. Small group guided reading: texts selected from school Guided Reading sets linked to children's book band.</p>		

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<p><b>PSHE:</b> Changing me, coping positively with change.          In this Puzzle children look at different life cycles in nature including that of humans. They reflect on the changes that occur (not including puberty) between baby, toddler, child, teenager, adult and old -age. Within this, children also discuss how independence, freedoms and responsibility can increase with age. They are also reminded that nobody has the right to hurt these parts of the body, including a lesson on inappropriate touch and assertiveness. Children practise a range of strategies for managing feelings and emotions. They are also taught where they can get help if worried or frightened. Change is taught as a natural and normal part of growing up and the range of emotions that can occur with change are explored and discussed.</p>	<p><b>Computing:</b>          ESafety and using the internet safely          Scratch making music using scratch junior.</p> 	<p><b>Religious Education:</b> What happens in a place of Worship?</p> 
<p><b>Art &amp; Design:</b> Drawing and Painting: coastal landscapes          Cullercoates artists / Turner comparison          Short unit: Anatomical animal sketches</p>	<p><b>Languages: French</b>          animals, food and numbers to 20</p>	<p><b>Music:</b> This term the children will consolidate your learning and perform. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.  <b>Musical learning focus:</b>          Listen and Appraise Classical music          Continue to embed the foundations of the interrelated dimensions of music using voices and instruments          Singing, Play instruments within the song          Improvisation using voices and instruments</p>
<p><b>Physical education:</b> Athletics and multi skills</p>		
<p style="text-align: center;"><b>Community</b></p>	<p style="text-align: center;"><b>Environment</b></p>	<p style="text-align: center;"><b>Challenge</b></p>
<p>Preparing for transition to Year 3. We will discuss why it is important to be an active member within the community and how change can shape us to become better members of our community.</p>	<p>We will look at the devastating impact that plastic has on our marine wildlife.</p>	<p>We will write a persuasive letter to our local council to discuss the impact of plastic waste and suggest ways to resolve this. We will debate this within class.</p>