

St John's Long Term Overview

Our school drivers are: SMSC (Spiritual, Moral, Social and Cultural Capital), Learning Behaviours and Possibilities

Year Group: 2



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Whole School Christian Values	 Love	 Peace	 Wisdom	 Hope	 Friendship	 Honesty
Enrichment	Fieldwork study Orienteering (link to Geography)	Local visit to the Cenotaph (link to History) Carols by Candlelight Christmas show and Church service	Jewish Visitor (link to RE)	Trip to SS Great Britain (link to History)	Video call with Australian resident that has grown up in Midsomer Norton (link to Geography)	Fire Service Visit (link to History) Holbourne Museum Workshop
English - Writing	Genre: Persuasive Letters	Genre: Narrative	Genre: Narrative	Genre: Non - Fiction	Genre: Poetry	Genre: Narrative
	Text: The Day the Crayons Quit.	Text: The Search for Carmella	Text: The Egg	Text: Recount based on School Trip/ Instructions	Text: My Heart /Snail and the Whale	Text: The Moonlight Zoo
	NC/Learning Focus: Persuasive Letters Capital letters, finger spaces and full stops. Conjunctions and /because. Tricky word spelling.	NC/Learning Focus: Expanded noun phrases, pro nouns, questions Capital letters, finger spaces and full stops.	NC/Learning Focus: Conjunctions and suffixes -es and s adverbs Capital letters, finger spaces and full stops.	NC/Learning Focus: Writing about real events.Writing from personal experience. Statements/ commands commas in a list.	NC/Learning Focus: Use of apostrophes and adverbs Capital letters, finger spaces and full stops.	NC/Learning Focus: Present and past tense, progressive forms of verbs. Apostrophies, statements. Capital letters, finger spaces and full stops.

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		Conjunctions and /because. Tricky word spelling.	Conjunctions and /because. Subordinated conjunctions. Tricky word spelling.	Capital letters, finger spaces and full stops. Conjunctions and /because. Tricky word spelling.	Conjunctions and /because. Tricky word spelling.	Conjunctions and /because. Tricky word spelling.
English - Reading	Text: Mr Big	Text: The Story of World War One	Text: The Book of Nonsense	Text: Esio Trot	Text: Marg in Charge	Text: Mouse Hole
	NC/Learning Focus: Retrieval and prediction	NC/Learning Focus: Retrieval and prediction, vocabulary, inference, explanation, prosody	NC/Learning Focus: Retrieval and prediction, vocabulary, inference, explanation, prosody	NC/Learning Focus: Retrieval and prediction, vocabulary, inference, explanation, prosody	NC/Learning Focus: Retrieval and prediction, vocabulary, inference, explanation, prosody	NC/Learning Focus: Retrieval and prediction, vocabulary, inference, explanation, prosody
	Reading for Pleasure: Paddington Bear's Adventures.	Reading for Pleasure: Genie and Teeny	Reading for Pleasure: Grandma Dangerous and the Dog of Destiny	Reading for Pleasure: The Queens Nose	Reading for Pleasure: The Real Fairy Story Book	Reading for Pleasure: The Day I fell into a Fairy Story
English - Phonics/Spelling	Phase/Learning Focus: Phase 5 - alternative spelling	Phase/Learning Focus: Phase 5 alternative spelling	Phase/Learning Focus: Phase 5 alternative spelling	Phase/Learning Focus: Spelling - words with dge/ge at the end. Words spelt with the sound 'j' spelt j or g. Words with r spelt 'wr'.	Phase/Learning Focus: Spelling - words with wr, kn, gn, s and l at the end, l spelt le.	Phase/Learning Focus: Spelling - words changing y to i and add es, add er, ed, est and words with or as 'a'.

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Maths	Threshold Concept: Place value Addition and Subtraction	Threshold Concept: Shape Money	Threshold Concept: Multiplication and division Length and Height	Threshold Concept: Mass, capacity, and temperature Fractions	Threshold Concept: Time Statistics	Threshold Concept: Position and direction
	NC/Learning Focus: Place value: - count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward - recognise the place value of each digit in a two-digit number (tens, ones) - identify, represent and estimate numbers using different representations, including the number line - compare and order numbers	NC/Learning Focus: Shape: - 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 - identify 2-D shapes on the surface of 3-D shapes, [for example, a	NC/Learning Focus: Multiplication and division: - recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers - calculate mathematical statements for multiplication and division within the multiplication tables and write them	NC/Learning Focus: Mass, capacity and temperature: - 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	NC/Learning Focus: Time: - compare and sequence intervals of time - 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. Statistics:	NC/Learning Focus: Position and direction: - order and arrange combinations of mathematical objects in patterns and sequences - 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

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	from 0 up to 100; use $<$, $>$ and $=$ signs - read and write numbers to at least 100 in numerals and in words - use place value and number facts to solve problems. Addition and subtraction: solve problems with addition and subtraction: - using concrete objects and pictorial representations, including those involving numbers, quantities and measures	circle on a cylinder and a triangle on a pyramid] - compare and sort common 2-D and 3-D shapes and everyday objects. Money: - 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	using the multiplication ($\times$), division ($\div$) and equals ($=$) signs - show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot - solve problems involving multiplication and division, using materials, arrays, repeated addition, mental	measuring vessels Fractions: - recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$, and $\frac{3}{4}$ of a length, shape, set of objects or quantity - write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.	- 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 - ask and answer questions about totalling and comparing categorical data	quarter, half and three-quarter turns (clockwise and anticlockwise).
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	- applying their increasing knowledge of mental and written methods - 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 - a two-digit number and tens - two two-digit numbers	- solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change	methods, and multiplication and division facts, including problems in contexts. Length and height: - compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$			
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	- adding three one-digit numbers show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.					
History		Context: First World War		Context: Victorians and their impact on the local area		Context: The Great Fire Of London
		Threshold Concept: Cause and Change Evidence and Artefacts Society		Threshold Concept: Legacy Society Evidence and Artefacts		Threshold Concept: Cause and Change Society Legacy

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		NC/Learning Focus: Events beyond living memory that are significant nationally or globally nationally [events commemorated through festivals or anniversaries] Value Sensing- sensing the emotional impact of experiences.		NC/Learning Focus: Victorian Coal mining and the legacy of the Victorians : significant events, people and places in their own locality. Significant Individuals: Brunel, Nightingale gale, Seacole, Queen Victoria		NC/Learning Focus: Events beyond living memory that are significant nationally, using sources to understand key events.
Geography	Context: Street Detectives - The Local Area		Context: Amazing Earth - Continents and Oceans		Context: Amazing Earth - Australia	
	Threshold Concept: Physical and human features Maps and data		Threshold Concept: Maps and data Climate		Threshold Concept: Physical and human features	
	NC/Learning Focus: use aerial photographs and plan perspectives to recognise landmarks and		NC/Learning Focus: Identify and name continents and oceans in the world,		NC/Learning Focus: Understand geographical similarities and	

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	basic human and physical features; devise a simple map; use and construct basic symbols in a key; use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. <i>Mystery Sensing- our smallness in the universe.</i>		and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles <i>Mystery Sensing- our smallness in the universe.</i>		differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting	
Science	Threshold Concept: Chemistry - Everyday materials	Threshold Concept: Biology - Animals, including humans	Threshold Concept: Biology - Living things and their habitat		Threshold Concept: Biology - Plants	
	NC/Learning Focus: Pupils should be taught to: identify and compare the suitability of a variety of	NC/Learning Focus: Pupils should be taught to: notice that animals, including humans,	NC/Learning Focus: Pupils should be taught to: explore and compare the differences between things that are living, dead, and things that have never been alive		NC/Learning Focus: Pupils should be taught to: observe and describe how seeds and bulbs grow into mature plants find out and describe how plants need water, light and a suitable temperature to grow	

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	everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	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	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 microhabitats 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. <i>Value Sensing- Exploring issues related to the environment.</i>	and stay healthy.		
RE and Worldviews	Religion: Christianity God (U.C.)	Religion: Christianity Gospel (U.C.)	Religion: Judaism Passover (Discovery RE)	Religion: Christianity Salvation (U.C.)	Religion: Judaism Rites of Passage and good works (Discovery RE)	Religion: Humanism (Understanding Humanism age 5-7)
	Threshold Concept: Beliefs and teachings Reflect	Threshold Concept: Beliefs and teachings Reflect	Threshold Concept: Practices and lifestyles How beliefs are conveyed Reflect	Threshold Concept: Values Reflect	Threshold Concept: Values Reflect	Threshold Concept: Practices and lifestyles Reflect

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	Key Question: What do Christians believe God is like? <i>Mystery Sensing- big questions.</i>	Key Question: What is the Good news that Jesus brings?	Key Question: How important is it for Jewish people to do what God asks them to do? <i>Mystery Sensing- big questions.</i>	Key Question: Why does Easter matter to Christians?	Key Question: What is the best way for a Jew to show commitment to God?	Key Question: What is a Humanist? What do Humanists believe?
DT	Context: Cooking and nutrition - Balanced diet		Context: Structures - Baby Bear's chair		Context: Mechanisms - Making a moving monster	
	Threshold Concept: Design, Make, Evaluate, Technical		Threshold Concept: Design, Make, Evaluate, Technical		Threshold Concept: Design, Make, Evaluate, Technical	
	NC/Learning Focus: To recognise foods and their food groups. To identify the balance of food groups in a meal. To identify an appropriate piece of equipment to prepare a given food. To select balanced combinations of ingredients.		NC/Learning Focus: To explore the concept and features of structures and the stability of different shapes. To understand that the shape of the structure affects its strength. To make a structure according to design criteria.		NC/Learning Focus: To look at objects and understand how they move. To look at objects and understand how they move. To explore different design options. To make a moving monster.	

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	To design based on criteria. To evaluate a dish based on design criteria. Awareness-Sensing-being engrossed in an activity.		To produce a finished structure and evaluate its strength, stiffness and stability. Awareness-Sensing-being engrossed in an activity.			
Art		Context: Explore & Draw - Drawing and sketching Artist: <u>Andy Goldsworthy</u>, <u>Joseph Cornell</u>, <u>Hassan Hajjaj</u>, <u>Lorna Crane</u>, <u>Alice Fox</u>, <u>Nicole White</u>.		Context: Expressive painting - Paint, surface, texture Artist: <u>Marela Zacarias</u>, <u>Charlie French</u>, <u>Vincent Van Gogh</u>, <u>Cezanne</u>		Context: Be an architect - Working in 3D Artist: <u>Hundertwasser</u>, <u>Zaha Hadid</u>, <u>Heatherwick Studios</u>
		NC/Learning Focus: To use a range of materials creatively to design and make products To use drawing, painting and sculpture to develop and share their ideas,		NC/Learning Focus: To use a range of materials creatively to design and make products To use drawing, painting and sculpture to develop and share their ideas,		NC/Learning Focus: To use a range of materials creatively to design and make products To use drawing, painting and sculpture to develop and share

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		experiences and imagination To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space To know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.		experiences and imagination To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space To know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.		their ideas, experiences and imagination To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space To know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.
Music	Context: Four Seasons Genre: Mediaeval Composers: - Pyotr Ilyich Tchaikovsky - Edvard Grieg	Context: Folksongs and Carols Genre: Choral music Composers Sebastian Bach	Context: Oceans Genre: Impressionism Composers: - Claude Debussy - Maurice Ravel	Context: Toys Genre: Piano Performers: - Ludwig Beethoven - Frederic Chopin	Context: Jupiter Genre/Composer: Richard Strauss and Gustav Holst - Gyorgy Ligeti - Aaron Copland - Leonard Bernstein	Context: Great Fire Of London Genre: Film Composer: - John Williams - Hans Zimmer - Howard Shore - Danny Elfman

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	- Felix Mendelssohn - Frédéric Chopin - Antonín Dvořák - Hector Berlioz - Johannes Brahms - Camille Saint-Saëns	- George Frederic Handel - Wolfgang Amadeus Mozart - Edward Elgar - Benjamin Britten - John Rutter - Anton Bruckner	- Frederick Delius - Ottorino Respighi - Paul Dukas - Ernest Chausson	- Sergei Rachmaninoff - Lang Lang - Herbie Hancock - Martha Argerich	- Olivier Messiaen - John Williams	- James Horner - Ennio Morricone
	Threshold Concept: Pitch, Dynamics and Tempo	Threshold Concept: Tempo and Structure	Threshold Concept: Pitch, Dynamics and Tempo	Threshold Concept: Pitch and Tempo	Threshold Concept: Dynamics, Tempo and Pitch	Threshold Concept: Texture
	NC/Learning Focus: To identify contrasts in dynamics, tempo and beat groupings. To listen, sing and perform with an awareness of dynamics. To create music with changes for effect. To perform as a class ensemble with an	NC/Learning Focus: To identify the pulse, playing on beat 1 to accompany singing. To embed pulse and explore key features of folk songs. To understand how texture can be created when singing in a round.	NC/Learning Focus: To understand the difference between a verse and a chorus and sing as part of an ensemble. To sing and perform rhythmic patterns on instruments to show a mood or character. To recognise and perform rhythmic	NC/Learning Focus: To explore pulse through listening and performing. To recognise the relationship between dot notation and movement of pitch. To use dot notation to compose a simple melody.	NC/Learning Focus: To perform a fanfare inspired by the music of Richard Strauss. To create a class performance inspired by the music of Gustav Holst. To create a group performance inspired by the music of Gustav Holst.	NC/Learning Focus: To explore dynamics through listening and performing. To explore dynamics through composition and performance. To perform with a steady pulse with a partner. To identify beat groupings.

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	awareness of pulse and pitch. To create and perform rhythm patterns and melodies. To create, perform and notate a melody independently within a group performance.	To use texture and dynamics in a class performance. To understand the difference between pulse and rhythm. To read and respond to notated rhythm patterns.	patterns using notation. To be able to sing and perform rhythmic patterns on instruments using notation. To read, perform and notate rhythmic patterns. To compose and perform rhythmic patterns on instruments using notation.	To perform from dot notation as a pair. To perform as a class following dot notation. To improvise a rhythm within a performance.	To refine, rehearse and perform our Jupiter piece as a group. To recognise changes in tempo and perform in time with the pulse. To create a school anthem inspired by the music of Gustav Holst.	To create and perform rhythms using notation. To perform a rhythm using notation as part of a whole class ensemble.
Computing and Online Safety	Context: Information technology around us	Context: Digital photography	Context: Robot algorithms	Context: Pictograms	Context: Digital Music	Context: Programming quizzes
	Threshold Concept: To connect	Threshold Concept: To communicate	Threshold Concept: To code	Threshold Concept: To collect	Threshold Concept: To communicate	Threshold Concept: To code

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	NC/Learning Focus: To recognise the uses and features of information technology. To identify the uses of information technology in the school. To identify information technology beyond school. To explain how information technology helps us To explain how to use information technology safely. To recognise that choices are made when using information technology.	NC/Learning Focus: To use a digital device to take a photograph. To make choices when taking a photograph. To describe what makes a good photograph. To decide how photographs can be improved. To use tools to change an image. To recognise that photos can be changed.	NC/Learning Focus: To describe a series of instructions as a sequence. To explain what happens when we change the order of instructions. To use logical reasoning to predict the outcome of a program. To explain that programming projects can have code and artwork. To design an algorithm. To create and debug a program that I have written.	NC/Learning Focus: To recognise that we can count and compare objects using tally charts. To recognise that objects can be represented as pictures. To create a pictogram. To select objects by attribute and make comparisons. To recognise that people can be described by attributes. To explain that we can present information using a computer.	NC/Learning Focus: To say how music can make us feel. To identify that there are patterns in music. To experiment with sound using a computer. To use a computer to create a musical pattern. To create music for a purpose. To review and refine our computer work.	NC/Learning Focus: To choose a command for a given purpose. To show that a series of commands can be joined together. To identify the effect of changing a value. To explain that each sprite has its own instructions. To design the parts of a project. To use my algorithm to create a program.
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PSHE/Wellbeing	Context: Being Me In My World	Context: Celebrating Difference	Context: Dreams & Goals	Context: Healthy Me	Context: Relationships	Context: Changing Me
	NC/Learning Focus: Identifying hopes and fears for the year ahead. Understand the rights and responsibilities of class members Know that it is important to listen to other people. Understand that their own views are valuable. Know about rewards and consequences and that these stem from choices. Know that positive choices impact positively on self-learning and the learning of others.	NC/Learning Focus: Know there are stereotypes about boys and girls. Know that it is OK not to conform to gender stereotypes. Know it is good to be yourself. Know that sometimes people get bullied because of difference. Know the difference between right and wrong and the role that choice has to play in this. Know that friends can be different and still be friends. Know where to get help if being bullied. Know the difference between a one-off incident and bullying.	NC/Learning Focus: Know how to choose a realistic goal and think about how to achieve it. Know that it is important to persevere. Know how to recognise what working together well looks like. Know what good group working looks like. Know how to share success with other people.	NC/Learning Focus: Know what their body needs to stay healthy. Know what relaxed means. Know what makes them feel relaxed / stressed. Know how medicines work in their bodies. Know that it is important to use medicines safely. Know how to make some healthy snacks. Know why healthy snacks are good for their bodies. Know which foods given their bodies energy.	NC/Learning Focus: Know that everyone's family is different. Know that families function well when there is trust, respect, care, love and co-operation. Know that there are lots of forms of physical contact within a family. Know how to stay stop if someone is hurting them. Know some reasons why friends have conflicts. Know that friendships have ups and downs and sometimes change with time. Know how to use the Mending Friendships or Solve-it-together	NC/Learning Focus: Know that life cycles exist in nature. Know that aging is a natural process including old-age. Know that some changes are out of an individual's control. Know how their bodies have changed from when they were a baby and that they will continue to change as they age. Know the physical differences between male and female bodies. Know the correct names for private body parts. Know that private body parts are special and that no one has the right to hurt these.

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					problem-solving methods. Know there are good secrets and worry secrets and why it is important to share worry secrets. Know what trust is.	Know who to ask for help if they are worried or frightened. Know there are different types of touch and that some are acceptable and some are unacceptable.
	THRIVE Targets:	THRIVE Targets:	THRIVE Targets:	THRIVE Targets:	THRIVE Targets:	THRIVE Targets:
PE/Outdoor Learning	Context: Net and Wall Games	Context: Gymnastics	Context: Target Games	Context: Invasion Games	Context: Athletics	Context: Striking and Fielding Games
	NC/Learning Focus: To use the ready position to defend space on court. To develop returning a ball with hands. To play against a partner. To develop racket skills and use them to return a ball. To develop returning a ball using a racket. To play against an opponent using a racket.	NC/Learning Focus: To perform gymnastics shapes with control and link them together. To use shapes to create balances. To develop travelling actions and balances using apparatus. To demonstrate different shapes, take off and landing when performing jumps.	NC/Learning Focus: To consider how much power to apply when aiming at a target. To understand how to score using overarm and underarm throwing. To develop striking to a target. To develop hitting a moving target.	NC/Learning Focus: To understand what being in possession means and support a teammate to do this. To understand that scoring goals is an attacking skill and to explore ways to do this. To understand that stopping goals is a defending skill and explore ways to do this.	NC/Learning Focus: To develop the sprinting action. To develop jumping for distance. To develop jumping for height. To develop throwing for distance. To develop throwing for accuracy. To select and apply knowledge and technique in an athletics carousel.	NC/Learning Focus: To track a rolling ball and collect it. To develop underarm throwing and catching to field a ball. To develop overarm throwing to limit a batter's score. To develop hitting for distance to score more points. To be able to get a batter out.

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		To develop different shapes, take offs and landings when performing jumps. To develop rolling and sequence building. To create a sequence using apparatus.	To select and apply the appropriate skill to the target game. To show an improvement in my personal best.	To explore how to gain possession. To mark an opponent and understand that this is a defending skill. To apply simple tactics for attacking and defending.		To understand the rules of the game and use these to play fairly.
	Outdoor Learning: Phonics in the forest	Outdoor Learning: Art in the forest based on Andy Goldsworthy	Outdoor Learning: Habitats of Animals	Outdoor Learning: Multiplication scavenger hunt.	Outdoor Learning: Music making (rhythm and tempo) using natural materials	Outdoor Learning: English creative writing using our senses.