

Millfields Curriculum Long Term Overview		2021-2022			Year 2	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<p>Traditional Stories</p> <p>The Princess and the Pea (Hans Christian Anderson)</p> <p>The Pea and the Princess (Mini Grey)</p> <p>The Tree Little Pigs (Susanna Davidson)</p> <p>The True story of The Three Little Pigs (Jon Scieszka)</p>	<p>Multi-genre- Helping Bob!</p> <p>Man on the Moon by S. Bartram</p> <p>Here Come the Aliens by C. McNaughton</p> <p>Dr Xargle’s Book of Earthlets by J. Willis</p> <p>The Moon by B. Heddle</p> <p>Space by D. Kindersley</p>	<p>Poetry Themes</p> <p>The Puffin Book of Christmas Poems by Wes Magee</p> <p>Read Me Poetry by Myra Barrs</p> <p>Magic Poems by Jennifer Curry</p> <p>I’ve Got A Poem For You by John Foster</p> <p>People Poems by Jill Bennett</p> <p>Author Study: Mini Grey</p> <p>Hermilin the Detective Mouse</p>	<p>Book Study</p> <p>The Bear and the Piano- David Litchfield</p>	<p>Narrative and Recount- Journey stories</p> <p>Oi Get Off Our Train by J Burningham</p> <p>The House Cat by Helen Cooper</p>	<p>Introduction to Shakespeare</p> <p>The Shakespeare Stories- Andrew Matthews and Tony Ross (Focus Midsummer’s night dream, King Lear)</p>
Maths	<p><u>Place Value</u></p> <p>Count to 100, identify number, estimate</p> <p>Place value in 2-digit numbers</p> <p>Make and write amounts of money</p> <p>Make amounts of money; give change</p> <p><u>Addition and subtraction</u></p> <p>Addition/subtraction facts; missing</p>		<p><u>Place Value</u></p> <p>Ordinal numbers; properties of numbers</p> <p>Properties of numbers, e.g. odd/even</p> <p><u>Addition and Subtraction</u></p> <p>Use facts, patterns, place value to add/subtract</p> <p>Use number line/grid to add and subtract</p>		<p><u>Number, Fractions and Money</u></p> <p>Count 2s, 3s, 5s, 10s: multiples of 2,5,10</p> <p>Count in fractions; fractions of amounts</p> <p>How to find amounts of money</p> <p><u>Revision</u></p> <p>Revision: addition and subtraction</p> <p>Revision: multiplication, fractions, time</p>	

	<p>numbers Know how many to next multiple of 10 Add and subtract 10/20; extend to 11/21</p> <p><u>Measure</u> Measure lengths in metric units; rulers Measure weights in gms & kgs Measure capacities in litres</p> <p><u>Addition and subtraction</u> Use facts to add several numbers Add/subtract numbers bridging 10 Add/subtract using facts and place value Use facts/patterns to add/subtract</p> <p><u>Multiplication and Division</u> Understand multiplication as sets Understand doubles/halves to 20</p> <p><u>Addition and subtraction</u> Add/subtract multiples of 10 Add/subtract 11, 12, 21, 22... Add/subtract near multiples of 10 Add pairs of 2-digit numbers</p> <p><u>Shape and Data</u> Left, right, anti-/clockwise turns Draw and describe 2-D shapes and polygons Sort shapes: Venn and Carroll diagrams</p> <p><u>Measure</u> Understand hours, minutes, seconds Tell the time; introduce 5-minute intervals Tally charts, block graphs and pictograms</p>	<p>Find money totals: solve word problems Add and double by partitioning</p> <p><u>Fractions</u> Find fraction of shapes ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$) Find fractions of amounts ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$)</p> <p><u>Addition and Subtraction</u> Find change Subtract by counting back Choose a strategy to subtract numbers</p> <p><u>Multiplication and Division</u> Count in 2s, 5s, 10s; 5x tables facts Division as the inverse of multiplication Solve multiplication/ division problems - 1 Solve multiplication/ division problems – 2</p> <p><u>Time</u> Revise units of time and telling the time</p> <p><u>Multiplication and Division</u> Multiply by 2, 5 and 10 Division as inverse of multiplication Multiplying and doubling and inverses Solve divisions as inverse of multiplication</p>	<p><u>Puzzles</u> Maths games Number puzzles Logic and shape puzzles</p> <p><u>Investigations</u> Problem solving and investigations</p> <p><u>Fractions and Time</u> Fractions of amounts: count in fractions Tell digital and analogue time confidently</p> <p><u>Number</u> 2- & 3-digit numbers on line; round to 10 Place value in 3-digit numbers</p> <p><u>Revision</u> Areas highlighted through analysis</p>
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	<u>Shape and Data</u> 3-D shapes; identify edges, faces, corners					
Science	<u>Materials</u> Identify and compare the suitability of materials for particular uses Identify how solid objects change during movement Working scientifically- developing skills.		<u>Living Things and Their Habitats</u> Explore and compare the differences between things that are living, dead, and things that have never been alive 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 micro-habitats 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. Working scientifically- developing skills.		<u>Plants</u> Identify and name a variety of common and wild garden plants Identify what a healthy plant needs to grow. Working scientifically- developing skills.	<u>Animals Including humans</u> Notice that animals, including humans, 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 Working scientifically- developing skills.
History	<u>The Great Fire of London</u>	<u>First moon landing</u> Build an overview of World History	<u>The Great Plague</u> Build an overview of World History	<u>Florence Nightingale</u>	<u>Ernest Shackleton</u> Build an overview of World History	<u>William Shakespeare</u>

	<p>Build an overview of World History</p> <p>Investigate and interpret the past</p> <p>Understand chronology</p> <p>Communicate Historically</p>	<p>Investigate and interpret the past</p> <p>Understand chronology</p> <p>Communicate Historically</p>	<p>Investigate and interpret the past</p> <p>Understand chronology</p> <p>Communicate Historically</p>	<p>Build an overview of World History</p> <p>Investigate and interpret the past</p> <p>Understand chronology</p> <p>Communicate Historically</p>	<p>Investigate and interpret the past</p> <p>Understand chronology</p> <p>Communicate Historically</p>	<p>Build an overview of World History</p> <p>Investigate and interpret the past</p> <p>Understand chronology</p> <p>Communicate Historically</p>
Geography	<p><u>Continents and Oceans</u> Investigate places</p> <p>Communicate geographically</p>	<p><u>Frozen Worlds</u> Investigate places</p> <p>Investigate patterns</p> <p>Communicate geographically</p>	<p><u>Where do we live?</u> UK. Capital cities, features and landmarks.</p> <p>Area around school.</p>		<p><u>Hot regions</u> Investigate places</p> <p>Investigate patterns</p> <p>Communicate geographically</p>	<p><u>Mapping and orienteering</u> Investigate places</p> <p>Communicate geographically</p>
Computing	<p><u>Online Safety</u> Developing an understanding of how to safely connect with others.</p> <p>Using apps to communicate ideas.</p>	<p><u>Coding</u> Developing an understanding of instructions, logic and sequences.</p>	<p><u>Spreadsheets and Effective Searching</u> Using apps to communicate ideas.</p> <p>Developing an understanding of databases and their uses.</p> <p>Developing an understanding of how to safely</p>	<p><u>Coding, Databases and Graphing</u> Developing an understanding of instructions, logic and sequences.</p> <p>Developing an understanding of databases and their uses.</p>	<p><u>Maze explorers and coding</u> Developing an understanding of instructions, logic and sequences.</p>	<p><u>Filming and Presenting Ideas</u> Using apps to communicate ideas.</p>

			connect with others.			
RE	<p><u>1.1 What do Christians believe God is like?</u></p> <p>Identify the core beliefs and concepts studied and give a simple description of what they mean.</p> <p>Give examples of how people use stories, texts and teachings to guide their beliefs and actions</p> <p>Give a good reason for the views they have and the connections they make</p>	<p><u>1.4 What is the 'good news' Christians believe Jesus brings?</u></p> <p>Give examples of how stories show what people believe (e.g. the meaning behind a festival)</p> <p>Give clear, simple accounts of what stories and other texts mean to believers</p> <p>Give examples of ways in which believers put their beliefs into action</p>	<p><u>1.9 How should we care for others and for the world, and why does it matter?</u></p> <p>Identify the core beliefs and concepts studied and give a simple description of what they mean</p> <p>Give clear, simple accounts of what stories and other texts mean to believers</p> <p>Give examples of how people use stories, texts and teachings to guide their beliefs and actions</p> <p>Think, talk and ask questions about whether the ideas they have been studying have something to say to them</p>	<p><u>1.8 What makes some places sacred to believers?</u></p> <p>Identify the core beliefs and concepts studied and give a simple description of what they mean</p> <p>Give examples of ways in which believers put their beliefs into action</p> <p>Think, talk and ask questions about whether the ideas they have been studying have something to say to them</p>	<p><u>1.6 Who is a Muslim and how do they live?</u></p> <p>Identify the core beliefs and concepts studied and give a simple description of what they mean</p> <p>Give examples of how people use stories, texts and teachings to guide their beliefs and actions</p> <p>Give examples of ways in which believers put their beliefs into action</p> <p>Think, talk and ask questions about whether the ideas they have been studying have something to say to them</p> <p>Give a good reason for the views they have and the connections they make</p>	

Art/DT	<u>DT</u> Making fire engines Mechanics and materials	<u>Art</u> Time for play (Drawing) Artists - George Seurat and L.S Lowry Dark of Night (Painting) Artists – Vincent Van Gogh and Artemisia Gentileschi	<u>DT</u> Stable structures Structures/ Construction/ Materials	<u>Art</u> In the Jungle (Collage) Artists - Henri Rousseau and Pablo Picasso The Beauty of Flowers (Sculpture) Artists - Georgia O’Keeffe and Marc Quinn	<u>DT</u> Puppets/ Moving Mini Beasts Textiles/ Mechanics and materials	<u>Art</u> Portraits (Printing and Painting) Artists – Thomas Gainsborough and Andy Warhol Food (Digital and Painting) Artists – Paul Cezanne, and Giuseppe Arcimboldo
Music	The long and short of it Exploring Duration Develops children’s ability to discriminate between longer and shorter sounds and to use them to create interesting sequences of sound.	Feel the pulse Exploring pulse and rhythm Develops children’s ability to recognise the difference between pulse and rhythm and to perform with a sense of pulse.	Taking off Exploring pitch Develops children’s ability to discriminate between higher and lower sounds and to create simple melodic patterns.	What’s the score? Exploring instruments and symbols Develops children’s ability to recognise different ways sounds are made, and changed and to, name and know how to play a variety of instruments.	Rain rain go away Exploring timbre, tempo and dynamics Develops children’s ability to recognise how sounds and instruments can be used expressively and combined to create music in response to a stimulus.	Sounds Interesting Exploring Sounds Develops ability to identify different sounds and to change and use sounds expressively in response to a stimulus.
PE	<u>Personal Skills</u> <u>Footwork</u> Combine side-steps with 180° front	<u>Social Skills</u> <u>Dynamic Balance to Agility</u> Jump from 2 feet	<u>Cognitive Skills</u> <u>Dynamic Balance</u> Walk fluidly, lifting knees to 90°.	<u>Creative Skills</u> <u>Coordination</u> Sit and roll a ball up and down legs	<u>Physical Skills</u> <u>Coordination</u> Throw tennis ball, catch rebound with	<u>Health and Fitness</u> <u>Agility</u> Start in seated/lying

	<p>pivots off either foot. Combine side-steps with 180° reverse pivots off either foot. Skip with knee and opposite elbow at 90° angle. Hopscotch forwards and backwards, hopping on the same leg (right and left)</p> <p><u>Static Balance</u> <i>On both legs:</i> Stand still for 30 seconds. Complete 5 mini-squats.</p>	<p>to 2 feet with quarter turn in both directions. Stand on a line and jump from 2 feet to 1 foot and freeze on landing (on either foot)</p> <p><u>Static Balance</u> Pick up a cone from one side, swap hands and place it on the other side. Return the cone to the opposite side.</p>	<p>Walk fluidly, lifting heels to bottom</p> <p><u>Static Balance</u> Stand on low beam with good stance for 10 seconds.</p>	<p>and round upper body using 1 hand. Stand and roll a ball up and down legs and round upper body using 1 hand</p> <p><u>Counter Balance</u> Hold on and, with a long base, lean back, hold balance and then move back together. Hold on with 1 hand and, with a long base, lean back, hold balance and then move back together.</p>	<p>same hand after 1 bounce. Throw tennis ball, catch rebound with same hand without a bounce. Throw tennis ball, catch rebound with other hand after 1 bounce. Throw tennis ball, catch rebound with other hand without a bounce. Strike large, soft ball along ground with hand 5 times in a rally.</p> <p><u>Agility</u> From 1, 2 and 3 meters react and catch tennis ball dropped from shoulder height after 1 bounce</p>	<p>position, throw a bouncing ball, chase and collect it in balanced position facing opposite direction. Start in seated/lying position, chase a bouncing ball fed by a partner and collect it in balanced position facing opposite direction.</p> <p><u>Static Balance</u> Place cone on back and take it off with other hand in mini-front support. Hold mini-back support position. Place cone on tummy and take it off with other hand in mini-back support</p>
PHSE	<p>Being in my own world</p> <p>Hopes and fears for the year</p>	<p>Celebrating difference</p> <p>Assumptions and stereotypes about</p>	<p>Dreams and goals</p> <p>Achieving realistic goals</p>	<p>Healthy me</p> <p>Motivation Healthier choices</p>	<p>Relationships</p> <p>Different types of family</p>	<p>Changing me</p> <p>Life cycles in nature</p>

	Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Visits/trips/experiences					Trip to Stratford	