

Main project	Movers and Shakers (History)		Coastline (Geography)		Magnificent Monarchs (History)	
Other projects	Human Survival (Science) Remarkable Recipes (DT)	Habitats (Science) Still Life (Art) Let's explore the world (Geography)	Use of materials (Science) Beach hut (D&T)	Plant Survival (Science) Flower head (Art)	Animal survival (Science) Cut, stitch and join (D&T)	Animal survival (Science) Portraits and Poses (Art) Push and Pull (D&T)
WOW	Walk in local community- Queen Eleanor Cross	Delapre Abbey – museum	RNLI visit	Planting flowers	Timeline of Monarchs activity	Zoo visit
Read Write Inc texts/ Shared Reading texts	Blue storybooks Barker, The Poor Goose, Hairy Fairy, King of the birds, Our House, The Jar of Oil, Jade's Party, Jellybean, A Box Full of Light, The Hole in the Hill Shared Reading: Mrs Armitage on Wheels – Quentin Blake Mole's Star – Britta Teckentrup	Grey storybooks Rex to the rescue, The lion's paw, I dare you, Looking after a hamster, How silly!, Walling Winning's Car Boot Sale, Toad, Andrew, Dear Vampire, Vulture Culture, Celebration on Planet Zox, A Very Dangerous Dinosaur The Invisible Clothes Shared Reading: Esio Trot – Roald Dahl, Tiger, Tiger Burning Bright – Fiona Water, Animal BFF's - Sophie Corrigan	BFF's - Sophie Corrigan Martin Luther King Jr – Maria Isabel Sanchez Vegara The Rhythm of the Rain - Grahame Baker-Smith	Flat Stanley - Jeff Brown	George's Marvellous Medicine – Roald Dahl	Little Foxes – Michael Morpurgo

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<p>Class reading for pleasure texts</p>	<p>The Disgusting Sandwich - Gareth Edwards Jack and the Baked Beanstalk - Colin Stimpson Jack and the jelly bean stalk- Racheal Montimer Hungry Hen - Richard Waring Dangerous - Tim Warnes Ninja Nan - Hollie Hughes Highway Rat - Julia Donaldson The Dragon Machine - Helen Ward Mrs Armitage and the Big Wave – Quentin Blake Tappity Tap What Was That? - Claire Freedman</p>	<p>Goodnight Toucan- Joanne Partis Bee and Me - Alison Jay The Pirate Cruncher – Jonny Duddle The Three Billy Goats Gruff - Peter Christen Asbjornsen The Christmas Pine – Julia Donaldson The Polar Express – Chris Van Allsburg Postman Pat Goes Sledging – John Cunliffe I didn't do my homework because...- Davide Cali</p>	<p>Greta and the Giants - Zoe Tucker The Green Ship - Quenton Blake What Will Danny Do Today? - Pippa Goodheart The Last Tree in the City - Peter Carnavas The Children Who Loved Books - Peter Carnavas Violet the Pilot – Steve Breen Mole's Sunrise – Jeanne Willis Taking Flight – Adam Hancher The Bear in the Stars – Alexis Snell</p>	<p>The Tear Thief - Carol Ann Duffy Not Norman - Kelly Bennett The Smartest Giant in Town - Julia Donaldson Good knight sleep tight- David Melling The Marvellous fluffy squishy itty bitty- Beatrice Alemagna How to hide a lion- Helen Stephens The Great fire of London- Emma Adams The high street- Alice Melvin</p>	<p>Up and Down – Oliver Jeffers The Tale of the Whale – Karen Swann The Day the crayons came home- Drew Darwell The Bug Collector – Alex G Griffiths Paper dolls- Julia Donaldson Dinosaurs and all that rubbish - Michael Foreman But excuse me that is my book – Lauren Child</p>	<p>If all the world were...- Joseph Coelho The invisible- Tom Percival The Tunnel- Anthony Brown Detective Dog- Julia Donaldson The Little Ships – Louise Borden This Moose Belongs to Me – Oliver Jeffers Captain Flinn and the Pirate Dinosaurs, Smugglers Bay – Giles Andreae</p>
<p>Writing texts</p>	<p>Little Red Reading Hood – Lucy Rowland The Day the Crayons Quit – Oliver Jeffers</p>	<p>The Owl Who Was Afraid of the Dark - Jill Tomlinson Meerkat Christmas - Emily Gravett</p>	<p>Malala's Magic Pencil – Malala Yousafzai Desk Diddler - Michael Rosen</p>	<p>How to make a bird feeder The Building Boy - Ros Montgomery</p>	<p>If I were in charge of the world The Crows Tale - Naomi Howarth</p>	<p>The Crows Tale - Naomi Howarth Big Cats</p>

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<p>English genres</p>	<p>Narrative- Story - Write a traditional tale with a twist (Jack and the Beanstalk) for Year 1.</p> <p>Non-fiction- Persuasive letter for Headteacher</p>	<p>Narrative- Adventure- Write story with different plot for EYFS.</p> <p>Non-fiction- Postcard- Write postcard from a new place to their parents.</p>	<p>Non – Fiction – Biography – Write a Biography about a modern day activist for Year 5.</p> <p>Poetry- Humorous Poem- Write own humorous poem for themselves.</p>	<p>Non-fiction- Instruction- Write own ‘How to...’ instructions for themselves.</p> <p>Narrative- Adventure- Write same plot with different ending Year 3</p>	<p>Poetry- Free Verse- Write own ‘In charge of...’ poem for their class teacher</p> <p>Narrative- Fable- Write a recount of what happened to the crow for Year 5.</p>	<p>Narrative- Fable- Write a recount of what happened to the crow for Year 5.</p> <p>Non-Fiction – Non Chronological Report – Write a non-chronological report about a wild animal of their choice for Year 1</p>
<p>Geography</p>		<p>Let’s explore the world Using an atlas; Using a compass; Using map keys; Locating the equator, Northern and Southern Hemispheres and North and South Poles; Hot, temperate and cold places; Comparing England to Somalia; Sustainability; Fieldwork</p>	<p>Coastlines Maps, globes and atlases; World seas and oceans; Human and physical features; Locational language; Compass directions; Physical processes – erosion; Changes over time; Tourism</p>		<p>Magnificent Monarchs significant places – royal residences</p>	<p>Magnificent Monarchs significant places – royal residences</p> <p>Animal survival Positive and negative impacts on human behaviour linking to survival. How we could improve our local environment.</p>
<p>Computing</p>	<p>Computing systems and networks – IT around us</p>	<p>Creating media – Digital photography</p>	<p>Programming A – Robot algorithms</p>	<p>Data and information – Pictograms</p>	<p>Creating media – Making music</p>	<p>Programming B – An introduction to quizzes</p>

<p>Art</p>		<p>Still Life Still life; Colour study; Compositions; Significant Artists: Paul Cezanne, Vincent Van Gogh and George Braques</p>		<p>Flower head Creating flower sculptures, Analysing artwork; Exploring visual elements – colour, shape, form, texture and pattern; Significant artist – Yayoi Kusama; Drawing; Printmaking; 3-D forms</p>		<p>Portraits and poses Analyse and evaluate their own and others' work using artistic vocabulary. Explain why a painting, piece of artwork, body of work or artist is important. Make simple sketches to explore and develop ideas. Represent the human form, including face and features, from observation, imagination or memory.</p>
<p>DT</p>	<p>Remarkable Recipes Sources of food; Kitchen tools; Reading recipes; Hygiene rules; Making a school meal</p>		<p>Beach hut Structures – strengthening and joining. Making a beach hut. Evaluating structures. Use of tools for a task and explain their choice.</p>		<p>Cut, Stitch, Join - Everyday fabric products; Significant designer – Cath Kidston; Sewing patterns; Running stitch; Adding embellishments; Designing and making a bag tag</p>	<p>Push and pull- Designing and making a moving greetings card. Choose appropriate components and materials. Explain how product could be improved.</p>

<p>History</p>	<p>Movers and Shakers Historical models; Exploring significance; Local historically significant person; Historical vocabulary; Chronology and timelines; Historically significant artists, activists, explorers, monarchs and scientists; Facts and opinions; Memorials; Significant people – Captain James Cook, Christopher Columbus, Claude Monet, Elizabeth Fry, Emmeline Pankhurst, Florence Nightingale, Henry VIII, Isaac Newton, Joseph Lister, Mahatma Gandhi, Marie Curie, Martin Luther King Jr, Mary Anning, Neil Armstrong, Paul Cezanne, Queen Victoria, Roald Amundsen, Rosa Parks, Vasco da Gama, Vincent van Gogh, William Shakespeare</p>	<p>Coastlines Jobs in the past; Significant people – Captain Cook. Comparing and contrasting living in different periods. Using historical models to make judgements about significance.</p>	<p>Magnificent Monarchs Historical vocabulary; Historical periods; Timelines; Power and rule; Historical artefacts; Significant people - Alfred the Great, William the Conqueror; Henry VIII, Elizabeth I, Queen Victoria, Elizabeth II; Bayeux tapestry; Feudal system; Actions and impact; Historical models</p>
<p>Music</p>	<p>sing a variety of songs with more accuracy of pitch echo short sung melodic phrases identify if pitch is getting higher/lower/staying the same play instruments with control e.g. maintaining a steady beat(pulse), getting faster/slower (tempo)louder/quieter (dynamics) perform a rhythm accompaniment to a song compose short melodic phrases compose repeated rhythmic patterns [ostinati] recognise different qualities of sound [timbre]</p>	<p>sing words clearly and breathing at the end of phrases convey the mood or meaning of the song perform a sequence of sounds using a graphic score work and perform in smaller groups follow a leader (initially teacher) starting and stopping together compose music that has long and short sounds, and/or changes in tempo, timbre and dynamics, in small groups Learning to play the recorder.</p>	<p>sing with a sense of control of dynamics [volume] and tempo [speed] demonstrate some confidence in performing as a group and as an individual compose a piece of music that has a beginning, middle and end [structure] compose music that conveys different moods respond through movement/dance to different musical characteristics and moods [angrily, sadly, cheerfully, daintily etc.] recognise and respond to the mood of a piece of music: begin to use music terminology when describing how the mood is created [i.e. the mood is sad</p>

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	Singing, listening and appraising			because the music is played very slowly and quietly)		
PSHE/ RSE	What makes a good friend?	What is bullying?	What jobs do people do?	What helps us to stay safe?	What helps us grow and stay healthy?	How do we recognise our feelings?
No Outsiders	Can I join your club? John Kelly and Steph Laberis Caring friendships – I have friends who are different to me/I don't leave people out	Splash Claire Cashmore Respectful relationships – I know we all have dreams/I know sometimes dreams can seem impossible to achieve/I know why it's important not to give up	Amazing Steve Antony Caring friendships – I know what a friend is/I know how to be a good friend.	How to be a Lion Ed Vere Caring friendships – I know we are all sometimes people want you to change/I know what confidence is/I know how to help someone feel more confident	Is that your mamma? Patrice Lawrence and Diane Ewan Families and people who care for me – I know what a family is/I know families look different/I can tell you about different kinds of families	The perfect fit Naomi Jones and James Jones Caring friendships – I know hoe it feels to join a game/I know hoe it feels to be left out of a game/I can think of ways to make sure everyone can join in
Science	Human Survival <u>Animals including humans</u> Basic needs of animals including humans; importance of human exercise;	Habitats - To learn what habitats are and what a habitat needs to provide. They explore local habitats to identify and name living	Uses of materials Identifying materials and their properties; Shaping materials; Uses of materials; Linking properties to use; Sustainability	Plant survival Plant parts; Seasonal changes in plants; Investigating germination; Investigating plant	Animal survival Habitats; Invertebrates and invertebrate groups; Microhabitats; Animal needs for survival; Food chains; Human impact on habitats; Animal offspring; Lifecycles – amphibians, birds, invertebrates, mammals	

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	humans have offspring that grow into adults; <u>Scientific Enquiry</u> Perform simple tests; use observations to draw conclusions; gather and record data to help answer questions; observe closely using simple equipment; identify and classify; ask simple questions	things and begin to understand how they depend on one another for food and shelter.	and recycling; Working scientifically – Identifying and classifying, Pattern seeking, Comparative tests, Research	growth; Unusual plants; Working scientifically – Observing changes over time, Identifying and classifying, Pattern seeking, Comparative test, Research	and reptiles; Seasonal changes in animals; Habitat improvements; Working scientifically – Identifying and classifying, Observing changes over time; Pattern seeking; Research	
PE	Gymnastics Unit 1 Netball	Gymnastics Unit 2 Basketball	Dance Football	Fitness Hockey	Rounders Orienteering	Tennis Athletics
RE	Christianity Know the Bible is a special book for Christians Bible stories – Noah's Ark Christian Life	Christianity - Christmas Christmas story How do Christian's celebrate Christmas?	Islam Mosque Prophet Muhammed Holy Qur'an Muslim Life	Hinduism Places of Worship Deities and Scriptures Dharma Living a Hindu life	Judaism Torah and commandments Jewish Life	Humanism Celebrations and ceremonies Humanist ethics
Maths						

Power Maths Year 2, yearly overview

Textbook	Strand	Unit	Number of lessons	
Textbook A / Practice Book A (Term 1)	Number – number and place value	1	Numbers to 100	17
	Number – addition and subtraction	2	Addition and subtraction (1)	13
	Number – addition and subtraction	3	Addition and subtraction (2)	12
	Geometry – properties of shape	4	Properties of shapes	12
Textbook B / Practice Book B (Term 2)	Measurement	5	Money	10
	Number – multiplication and division	6	Multiplication and division (1)	8
	Number – multiplication and division	7	Multiplication and division (2)	10
	Measurement	8	Length and height	5
	Measurement	9	Mass, capacity and temperature	8
	Statistics	10	Statistics	7
Textbook C / Practice Book C (Term 3)	Number – fractions	11	Fractions	15
	Geometry – position and direction	12	Position and direction	5
	Measurement	13	Time	8
	Number – addition and subtraction	14	Problem solving and efficient methods	12