

Canon Popham Long Term Curriculum Planning Overview Year 2 (2024/2025)

The numbers in blue indicates the year group from which the learning is being built upon

Autumn 1 HISTORY (8 weeks) Week Beginning: 2nd September - 25 th October	Autumn 2 GEOGRAPHY (7 weeks) Week Beginning: 4 th November - 20 th December	Spring 1 HISTORY (6 weeks) Week Beginning: 6 th January - 14 th February	Spring 2 GEOGRAPHY (5 weeks) Week Beginning: 24 th February - 28 th March	Summer 1 HISTORY (6 weeks) Week Beginning: 14 th April - 23 rd May	Summer 2 GEOGRAPHY (7 weeks) Week Beginning: 2 nd June - 21 st July
Curriculum Intent					
Learning about myself Learning how to learn	Learning about myself Learning for my future	Learning about myself Learning to be my best	Learning about myself Learning for my future	Learning about myself Learning how to learn	Learning about myself Learning to be my best
Christian Values					
Endurance	Hope	Forgiveness	Justice	Thankfulness	Compassion
SMSC					
Moral Social	Moral Social	Spiritual Cultural	Spiritual Cultural	Spiritual Moral Cultural	Spiritual Social Cultural
British Values					
Individual Liberty	Mutual Respect	Rule of Law	Rule of Law	Rule of Law	Rule of Law

Mutual Respect Tolerance of those with different faiths and beliefs	Tolerance of those with different faiths and beliefs	Individual Liberty Mutual Respect Tolerance of those with different faiths and beliefs	Mutual Respect Tolerance of those with different faiths and beliefs	Individual Liberty Mutual Respect Tolerance of those with different faiths and beliefs	Individual Liberty Mutual Respect Tolerance of those with different faiths and beliefs
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RSHE / PSHE/ Economic

My Happy Mind: Meet your brain Relationships: Family	My Happy Mind: Celebrate Health & Wellbeing: Growing up	My Happy Mind: Appreciate Community: Online safety	My Happy Mind: Relate Relationships: Friends Health & Wellbeing: Physical health	My Happy Mind: Engage Economic Education	Enterprise: Fiver Challenge
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English

Grammar: <ul style="list-style-type: none"> Exclamation and Question sentences Coordinating conjunctions Alan Peat Exciting sentences Punctuation: <ul style="list-style-type: none"> Question marks and Exclamation Marks 	Grammar: <ul style="list-style-type: none"> Past and Present tense Expanded Noun Phrases Alan Peat Exciting sentences Punctuation: <ul style="list-style-type: none"> Commas to separate 	Grammar: <ul style="list-style-type: none"> Sentence types (Statement, command, question, exclamation) Subordinating conjunctions Similes Alan Peat Exciting sentences Punctuation: <ul style="list-style-type: none"> Revision of question marks, exclamation marks and 	Grammar: <ul style="list-style-type: none"> Adverbs Adjectives with er and est Alan Peat Exciting sentences Punctuation: <ul style="list-style-type: none"> Apostrophe for possession 	Grammar: <ul style="list-style-type: none"> Homophones Suffixes - ment, ness, ful, less, ly Punctuation: <ul style="list-style-type: none"> Apostrophe for contracted words 	Grammar: <ul style="list-style-type: none"> Revision / Mastery of Year 2 grammar Punctuation: <ul style="list-style-type: none"> Revision / Mastery of Year 2 punctuation
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<p>Spelling:</p> <ul style="list-style-type: none"> • HeadStart scheme Term 1 Set 1 Week 1 – 4 • HeadStart scheme Term 1 Set 2 Week 5 - 6 <p>Writing:</p> <ul style="list-style-type: none"> • Book study – Troll Swap by Leigh Hodgkinson (Fiction – character) <p>Reading:</p> <ul style="list-style-type: none"> • Books linked to the theme and / or writing work • Comprehension skills in Read, Write, Inc using VIPERS <p>V – Vocabulary I – Inference P – Predict E – Explain R – Retrieve</p>	<p>Spelling:</p> <ul style="list-style-type: none"> • HeadStart scheme Term 1 Set 2 Week 7 - 8 • HeadStart scheme Term 1 Set 3 Week 9 - 12 <p>Writing:</p> <ul style="list-style-type: none"> • Book study – The Owl who was afraid of the dark by Jill Tomlinson (Non-fiction – non-chronological report) <p>Reading:</p> <ul style="list-style-type: none"> • Books linked to the theme and / or writing work • Comprehension skills in Read, Write, Inc using VIPERS <p>V – Vocabulary I – Inference P – Predict E – Explain R – Retrieve</p>	<p>commas to separate</p> <p>Spelling:</p> <ul style="list-style-type: none"> • HeadStart scheme Term 2 Set 1 Week 1 – 4 • HeadStart scheme Term 2 Set 1 Week 5 – 6 <p>Writing:</p> <ul style="list-style-type: none"> • Book study – The Dragon Machine by Helen Ward (Fiction – adventure) <p>Reading:</p> <ul style="list-style-type: none"> • Books linked to the theme and / or writing work • Comprehension skills using VIPERS <p>V – Vocabulary I – Inference P – Predict E – Explain R – Retrieve</p>	<p>Spelling:</p> <ul style="list-style-type: none"> • HeadStart scheme Term 2 Set 2 Week 7 - 8 • HeadStart scheme Term 2 Set 3 Week 9 – 12 <p>Writing:</p> <ul style="list-style-type: none"> • Book study – Major Glad, Major Dizzy by Jan Oke (Recount - diary) <p>Reading:</p> <ul style="list-style-type: none"> • Books linked to the theme and / or writing work • Comprehension skills using VIPERS <p>V – Vocabulary I – Inference P – Predict E – Explain R – Retrieve</p>	<p>Spelling:</p> <ul style="list-style-type: none"> • HeadStart scheme Term 3 Set 1 Week 1 – 4 • HeadStart scheme Term 3 Set 2 Week 5-6 <p>Writing:</p> <ul style="list-style-type: none"> • Book study – The Last Wolf by Mini Grey (Letter) <p>Reading:</p> <ul style="list-style-type: none"> • Books linked to the theme and / or writing work • Comprehension skills using VIPERS <p>V – Vocabulary I – Inference P – Predict E – Explain R – Retrieve S – Sequence</p>	<p>Spelling:</p> <ul style="list-style-type: none"> • HeadStart scheme Term 3 Set 2 Week 7 – 8 • HeadStart scheme Term 3 Set 3 Week 9 - 12 <p>Writing:</p> <ul style="list-style-type: none"> • Book study – Grandad’s Secret Giant by David Litchfield (Fiction - moral) <p>Reading:</p> <ul style="list-style-type: none"> • Books linked to the theme and / or writing work • Comprehension skills using VIPERS <p>V – Vocabulary I – Inference P – Predict E – Explain R – Retrieve S – Sequence</p>
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S – Sequence • RVI specific to text	S – Sequence • RVI specific to text	S – Sequence • RVI specific to text	S – Sequence • RVI specific to text	• RVI specific to text	• RVI specific to text
Maths					
Number within 100 Addition and subtraction of 2-digit numbers Addition and subtraction word problems	Multiplication and division 2, 5 and 10 Measures – length Statistics - graphs	Time Money Addition and subtraction of 2-digit numbers (regrouping and adjusting)	Fractions Shape Measures - Mass	Numbers to 1000 Revision of addition, subtraction, multiplication and division	Exploring calculation strategies Multiplication and division 3 and 4 Measures - Capacity and volume
Science					
Local habitats (1)	Choosing materials (1)	Growing seeds and bulbs (1)	Growing up (animals and humans)	Changing materials (1)	Growing healthy plants (1)
History					
The Victorians How did life change during Victorian Britain?	Why should we remember the explorer Sir Captain James Cook and the inventor Thomas Fishburn? (1)	Rosa Parks and Emily Davidson How did Emily Davison and Rosa Parks make a difference to how people are treated? (1)			
Geography					
What makes a place beautiful? (1)	7 Continents and Weather Patterns What is the Earth made up of? (1)	Map Work and Compass Directions How do explorers find their way around the world? (1)			

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<p>Theme: What did Jesus teach?</p> <p>Concept: Gospel</p> <p>Religion: Christianity</p> <p>Key Enquiry Question: Is it possible to be kind to everyone all of the time? (1)</p>	<p>Theme: Christmas</p> <p>Concept: Incarnation</p> <p>Religion: Christianity</p> <p>Key Enquiry Question: Why does Christmas matter to Christians? (1)</p>	<p>Theme: Passover</p> <p>Religion: Judaism</p> <p>Key Enquiry Question: How special is the relationship Jews have with God? (1)</p>	<p>Theme: Easter</p> <p>Concept: Salvation</p> <p>Religion: Christianity</p> <p>Key Enquiry Question: Why does Easter matter to Christians? (1)</p>	<p>Theme: Prayer at home</p> <p>Religion: Judaism</p> <p>Key Enquiry Question: How important is it for Jewish people to do what God has asked them to do? (1)</p>	<p>Theme: Rites of passage and good works</p> <p>Religion: Judaism</p> <p>Key Enquiry Question: What is the best way for a Jew to show commitment to God? (1)</p>
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Design and Technology

<p>Design and Technology – Mechanisms: Levers, linkages and pivots (1)</p>	<p>Design and Technology – Cooking and Nutrition: A balanced diet – Healthy wraps</p>	<p>Design and Technology– Structures: Baby Bear’s Chair (1)</p>
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Art

Drawing – Leonardo Da Vinci/ Albrecht Durer

This unit further develops shading skills and introduction to light and shade, and builds on line drawing and mark making.



(1)

Collage – Pablo Picasso

Building on the work with natural objects in FS1. Introducing the children to tearing, cutting and manipulating materials.



(EYFS)

Textiles – Henri Rousseau

This unit builds on the weaving unit from FS2. The children will now use stitches to join fabric and use applique to add depth



(EYFS)

Computing

Computing systems and networks: What is a computer? (1)	Online safety (1)	Programming: Algorithms and debugging (1)	Creating media: Stop Motion	Programming: ScratchJr	Data handling: International Space Station (1)
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Music

Pulse, rhythm and pitch (1)	Playing in an orchestra (1)	Inventing a musical story (1)	Recognising different sounds (1)	Exploring improvisation (1)	Learning to play an instrument: the recorder
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Physical Education

Multi-skills (1)	Dance (1)	Gymnastics (1)	Hockey (Unihoc) (1)	Tennis (1)	Athletics (1)
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