

Herne Bay Infant and Nursery School Long term curriculum overview - 2024/25

Year Group Year 2		Term 1 7 wks	Term 2 7 wks	Term 3 5 wks 2d	Term 4 6 wks	Term 5 6 wks	Term 6 7 wks 2d
Theme/topic							
Experiences/ events Parental engagement		Reading afternoon Meet the Teach Harvest Festival	Christmas Nativity Make a decoration Armistice Day Maths Day Parents Evenings	Maths Afternoon Geography Walk to the Park World Book Day	Mosque Visit? Parental Book Look	Geography/History Trip in our local environment Daily mile with parents	Sports Day Year 2 BBQ Year 2 Production Parents Evenings
English		Class Authors: Mini Grey Tom Percival Nadia Shireen Where the Wild Things are Sleeping out - Poetry Sound Collector - Poetry	Flat Stanley Japan Poetry - Frost - Valerie Bloom Lady Winter's Rap - Grace Nichols Snow - Robert Hull Winter - Judith Nicholls	Georges' Marvellous Medicine Emperor's Egg Young Zoologist - Emperor Penguin	Dear Greenpeace Samuel Pepys Bog Baby	The Hodgeheg Don't - Poetry The Big Book of Blooms	Journey Pirates - Molly Rogers to the Rescue
Maths		Number Sense Number: place value Number: addition and subtraction	Number Sense Number: addition and subtraction Geometry: Shape	Number Sense Measurement: Money Number: Multiplication and Division	Number Sense Number: Multiplication and Division Measurement: length and height Measurement: capacity and temperature	Number Sense Number: Fractions Measurement: Time Statistics	Number Sense Geometry - position and direction Consolidation
P.E	Funda mental move ment skills	Real PE Personal Skills Team Theme	Real PE Social Skills Team Theme	Real PE Cognitive Skills Team Theme	Real PE Creative Skills Team Theme	Real PE Applying Physical Skills Forest School	Real PE Health and Fitness Forest School
	Other	Swimming	Swimming Dance	Swimming Gymnastics	Gym	Team Theme	Dance

Science	Identify and name a variety of plants and animals in their habitats, including micro-habitats. Observe and describe how seeds and bulbs grow into mature plants. Scientific Investigation Brain Dump Plant Bulbs	Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, 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	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.	Describe the basic needs of animals including humans, for survival. (Water, food and air) Importance of exercise, hygiene and diet. Compare living, dead and never alive. Notice that animals including humans, have offspring grow into adults.	Identify what plants need to grow and stay healthy Observe and describe how seeds and bulbs grow into mature plants.	Identify and classify. Food chains. Carnivores, herbivores, omnivores.
PSHE The Colour Monster	Relationships To know about the different types of families and how they may be different to their own (R3) To know that they can talk to someone if someone or something at home is making them scared or worried (R5). To know simple strategies to resolve arguments (R8). To know how to ask for help if a friendship is making them unhappy (R9) To understand that people can say	Relationships To know how to report bullying both online and offline (R12). To know how to respect privacy and that parts of their body is private (R13). To understand that people may behave differently online (R14). To know how to respond to different adults and strangers (R15). To know that they should not keep adult secrets (R18). To recognise the ways in which they are the same or	Health and Wellbeing To know a range of words to describe feelings (H16) . To know how they can manage big feelings (H18). To know why we have rules and restrictions and that they help keep us safe (H28).	Health and Wellbeing To know simple hygiene rules to stop germs spreading (H5). To know that medicines including vaccinations can help people stay healthy (H6). To know that products found around the house can be harmful (H31). To know ways to keep safe in both familiar and unfamiliar environments (H32). To know how to get help in an	Living in the Wider World To be able to say ways to look after the environment both in school and at home (L3). To know about the different groups that they belong to (L4) To know about the different roles people, have in their community (L5). To know the ways in which they are the same as or different to other people (L6)	Living in the Wider World To know how to stay safe on the internet and how we can communicate with others using it (L7). To know what money is and what form it comes in (L10). To know that money comes from different sources (L10). To know that money needs to be looked after and different ways of doing this (L13). To know that everyone has different strengths (L14)

	hurtful things online (R10). To understand how people may feel if they are being bullied (R11).	different to others (R23)		emergency and who to ask for (H36).		About preparing to move to a new class or school (H27)
History		(To know why people are famous) To know about the lives of significant individuals in the past who have contributed to national and international achievements (Rosa Parks/Queen Elizabeth 2nd) (Emmeline Pankhurst) Armistice Day)		What was life like in the past? To learn about events beyond living memory that are significant nationally or globally (Historical Events Great Fire of London Samuel Peyps)	What was life like in the past in Herne Bay. To learn about significant historical events, people and places in their own locality. (Life in the past Victorian Herne Bay)	
Geography	Name and locate continents and oceans		Name and locate the equator and North and South poles (Compass Directions Features of Maps)			Understand the similarities and differences between a large area and a non-European town. (Kent and somewhere not in Asia) (Similarities and differences between Lima (Peru) and South East Kent) Create maps (Recap compass directions)
Art and design	To name artists - Bridget Riley, Hokusai, Frida			To name artists - Hannah Hoch, Peter Blake, Picasso,	To name artists - Kayla Mattes, Bisa Butler, Tammy Kanat	

	Kahlo and Lubaina Himid. Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.			To compare differences and similarities between artists practice and disciplines Use a range of materials creatively to design and make products. (Collage focus)	To compare differences and similarities between artists practice and disciplines Use a range of materials creatively to design and make products. (Textiles - weaving)	
DT	Know about the need to plan and evaluate designs. (Bug Hotel)	Know the characteristics of a wide range of materials and components, including construction materials, textiles and ingredients. (Sew a Christmas Decoration)	Know how to use the mechanisms levers and sliders. (Habitat Dioramas) Know the components of a balanced diet. (Design a balanced meal and label food groups. Make a healthy sandwich.)			Know about the need to plan and evaluate designs. Know how to use the mechanisms wheels and axles. (Design and make a moving vehicle.)
Music	Sing Up Unit 'Carnival of the Animals'	Sing Up Unit 'Creepy Castle'	Sing Up Unit 'Grandma Rap'	Sing Up Unit 'Minibeasts'	Sing Up Unit 'Rockpool Rock'	Sing Up Unit 'Tanczyny Labada'
RE	Who is a Christian and what do they believe?	Why are festivals important to religious communities? - Christianity and	Who is a Muslim? Sharing stories that highlight the importance of Islam	Why are festivals important to religious communities?	Who is a Muslim and what do they believe?	How and why should we care for others and the world?

		Christmas and Hanukkah How and why do we celebrate special times?		What does it mean to belong to a faith community? - Christianity and Islam		
Computing	Use technology safely and respectfully keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. Unit 2.2 Online safety	Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions create and debug simple programs use logical reasoning to predict the behaviour of simple programs Unit 2.1 coding	To recognise common uses of information technology beyond school To use technology purposefully to create, organise, store, manipulate and retrieve digital content Making music Unit 2.7 Effective searching Unit 2.5	To use technology purposefully to create, organise, store, manipulate and retrieve digital content Unit 2.4 Questioning Using and Creating Pictograms	To use technology purposefully to create, organise, store, manipulate and retrieve digital content Unit 2.6 Creating Pictures	To use technology purposefully to create, organise, store, manipulate and retrieve digital content Unit 2.3 Spreadsheets