



Dovecote Primary and Nursery School – YEAR 2 - Long-Term Overview 2024/2025

Substantive Knowledge, Procedural Knowledge, Key Vocabulary.

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>History</p> <p>Substantive knowledge</p> <p>Procedural Knowledge</p> <p>Vocabulary</p> <p><i>Cause and consequence, change and continuity, Similarity and difference, Historical significance, sources and evidence and Historical interpretation</i></p>		<p>Events beyond living memory - The lives of significant individuals To know that WW1 happened. To know why and how we celebrate Remembrance Day. To know who Walter Tull was and what he achieved.</p> <p>I can use words and phrases like: before I was born, when I was younger</p> <p>I can use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning</p> <p>I can sequence a set of events in chronological order and give reasons for their order</p> <p>I can recount the life of someone famous from Britain who lived in the past giving attention to what that person did earlier and what they did later</p> <p>I can recount some interesting facts from a historical event</p> <p>I can research a famous event that happens in Britain and research why it has been happening for some time</p> <p>I can research the life of a famous Briton from the past using different resources..</p> <p>Key vocab: Remembrance, suffered, war, poppies, war memorial, army, battlefield, injured, destroyed, ceasefire, silent, veteran, soldier, wreath, symbol, uniform, parades, medal past, present, old, modern, factory, nowadays, engine, batteries, clockwork, motor, Meccano, spinning top, zoetrope, bagatelle, oldest, newest, timeline, rag, china, different, changed.</p>			<p>Great Fire of London- What was the impact of the Great Fire of London?</p> <p>To know when the Great Fire of London took place. To know how it started. To know the impact of this event on London and the people of London. To know how things changed after this event.</p> <p>I can ask questions that I want to know the answers to, to start my journey into this area.</p> <p>I can place this event on a timeline.</p> <p>I can explain why and how the Great Fire of London started and how it ended.</p> <p>I can use images and sources to support my understanding of the event from the time.</p> <p>Key vocab: Thomas Farynor, baker, Pudding Lane, 1666, smoke, fire, flames, escape Window, climbed, Samuel Pepys, frightened Burning, wooden Buildings, Lord Mayor River Thames, water Squirts, firehooks Burned, diary</p>	<p>To know what makes a person's achievements significant. To know some different ways of finding out about the past. To know how air and space travel has developed over time. To know the contributions and achievements of significant female individuals and to understand what knowledge and advancements they added to air travel.</p> <p>Individuals: Lilian Bader – who was the first Black woman in the RAF Valentina Tereshkova (soviet cosmonaut) and/or Amy Johnson (first British woman to fly from London to Australia).</p> <p>I can explain why Britain has a special history by naming some famous events and some famous people</p> <p>I can explore and explain their contribution to History</p> <p>I can answer questions by using a specific source, such as an information book</p> <p>I can research the life of someone using the Internet and other sources to find out about them</p> <p>Key vocab: Past, present, same, different, compare, significant, timeline, astronaut, cosmonaut, Space Race, post-war, telescope, rocket, missile, orbit, trajectory, Satellite</p>



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<p>Science</p> <p>Substantive Knowledge</p> <p>Procedural Knowledge</p> <p>Vocabulary</p>	<p>- Healthy lifestyles – diet, exercise, hygiene</p> <p>- Basic characteristics & needs of humans</p> <p>Record questions. Healthy hearts – P.E – experiment</p> <p>To know what a balanced diet is.</p> <p>To know the importance of a balanced diet for humans.</p> <p>To know the importance of hygiene for humans.</p> <p>I can find out about the basic needs of animals, including humans, for survival</p> <p>I can describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p> <p><u>Vocab</u> Healthy, balanced diet, off-spring, reproduction, exercise, ,nutrition, survival, hygiene,</p>	<p>-Identify & compare uses of different materials</p> <p>- Use practical scientific methods, processes & skills</p> <p>To know the correct vocabulary to describe a material.</p> <p>To know that the property of a material is how it behaves (soft, stretchy, waterproof.)</p> <p>To know that different materials have different properties.</p> <p>To know that materials are what objects are made from.</p> <p>To know that suitability means having the properties that are right for a specific purpose.</p> <p>To know that Dunlop invented the rubber tyre.</p> <p>To know that Charles Macintosh invented waterproof fabric.</p> <p>To know about the life of John Dunlop and Charles Macintosh.</p> <p>To know that squashing, twisting, bending and stretching changes the shape of an object.</p> <p>I can identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> <p><u>Vocab</u> Metal, plastic, wood, Charles Macintosh John Dunlop, squashing, bending, twisting. stretching John McAdam</p>	<p>-Changing shapes of solid objects – squashing/bending / twisting/stretching</p> <p>- Use practical scientific methods, processes & skills</p> <p>To know the correct vocabulary to describe a material.</p> <p>To know that the property of a material is how it behaves (soft, stretchy, waterproof.)</p> <p>To know that different materials have different properties.</p> <p>To know that materials are what objects are made from.</p> <p>To know that suitability means having the properties that are right for a specific purpose.</p> <p>To know that Dunlop invented the rubber tyre.</p> <p>To know that Charles Macintosh invented waterproof fabric.</p> <p>To know about the life of John Dunlop and Charles Macintosh.</p> <p>To know that squashing, twisting, bending and stretching changes the shape of an object.</p> <p>I can find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p> <p><u>Vocab</u> Metal, plastic, wood, Charles Macintosh John Dunlop, squashing, bending, twisting. stretching John McAdam</p>	<p>- Observe & describe growing plants</p> <p>- What plants need to grow& stay healthy</p> <p>- Use practical scientific methods, processes & skills</p> <p>To know and explain how seeds and bulbs grow into plants.</p> <p>To know what a plant needs in order to grow and stay healthy. (water, light, suitable temperature)</p> <p>I can observe and describe how seeds and bulbs grow into mature plants.</p> <p>I can set up a test to find out how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p><u>Vocab</u> Roots, crown, deciduous Evergreen, blossom, bulb, trunk, stem, woodland, habitat, oxygen, germination, reproduction</p>	<p>- Observe & describe growing plants</p> <p>- What plants need to grow& stay healthy</p> <p>- Use practical scientific methods, processes & skills</p> <p>-Food groups, Healthy lunchboxes/diet</p> <p>To know and explain how seeds and bulbs grow into plants.</p> <p>To know what a plant needs in order to grow and stay healthy. (water, light, suitable temperature)</p> <p>I can observe and describe how seeds and bulbs grow into mature plants.</p> <p>I can set up a test to find out how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p><u>Vocab</u> Roots, crown, deciduous Evergreen, blossom, bulb, trunk, stem, woodland, habitat, oxygen, germination, reproduction</p>	<p>- Explore & compare living, non-living & dead things</p> <p>-Life cycles</p> <p>- Consider living things and links to their habitats</p> <p>- Interdependence of plants & animals , including simple food chains</p> <p>-Basic needs of animals</p> <p>- Use practical scientific methods, processes & skills</p> <p>To know that all living things have certain characteristics that are essential for keeping them alive and healthy.</p> <p>To know that living things depend on each other</p> <p>To create simple food chains</p> <p>To know that animals have offspring which grow into adults</p> <p><i>I can name the different stages that animals go through from birth to adulthood</i></p> <p>I can explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>I can 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</p> <p>I can name a variety of plants and animals in their habitats, including micro- habitats.</p> <p>I can create a simple food chain</p> <p><u>Vocab</u> Dinosaur, indigenous, rivers Woodland, ponds, sea, rainforest, desert, species Microhabitats, habitat, food chain</p>



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<p>Geography</p> <p>Substantive knowledge</p> <p>Procedural Knowledge</p> <p>Vocabulary</p>	<p>devise a simple map and use and construct basic symbols in a key - use simple fieldwork and observational skills to study the local environment</p> <p>-use aerial photographs and plans (map classroom, park, improvements to the park, human and physical features of the park)</p> <p>Substantive Knowledge: To know the difference between aerial maps, road maps, treasure maps.</p> <p>To know why people may need to use a map, atlas, globe, compass</p> <p>To know and explain a journey from one point to another</p> <p>To know features within our local area (flower park) To know features within our local area (school grounds)</p> <p>Procedural Knowledge: I can use maps, atlases, globes and digital/computer mapping (Google Earth) to locate places</p> <p>I can use my mapping skills to follow a journey in our local area (flower park)</p> <p>I can create a detailed aerial map of the flower park</p> <p>I can suggest actions to take to improve our environment</p> <p>Vocab Aerial Photograph, Positioning “bird’s eye view”, Maps, Routes, Key, Symbols, Direction, Navigation, Locate: School grounds, environment, human and physical features Flower park</p>		<p>(Nottingham and Jamaica)</p> <p>Substantive Knowledge: To know what ‘climate’ is and how our climate differs in others parts of the world E.g. Jamaica and Nottingham. Link to pirate topic and explorer theme. To know what the equator is To know that Jamaica is a hot country with a ‘tropical climate’ and say how it is different to Nottingham. To know that Nottingham is a town in England. To know how the features in Nottingham are different to those in Jamaica. To know human and physical features of two contrasting countries.</p> <p>To know there are seven continents in the world. To know that a continent is different from a country. To know the seven continents.</p> <p>To know the five oceans.</p> <p>To know the differences between continents based on size and position in the world.</p> <p>To know which continent, we are in and our surrounding oceans/seas.</p> <p>Procedural Knowledge I can use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied Jamaica, Nottingham, 7 continents.</p> <p>I can analyse the weather patterns in our contrasting parts of the world I can make predictions about the weather</p> <p>I can compare the climate of Jamaica and the UK</p> <p>I can use my knowledge of the different climates to suggest how living conditions would be different in parts of the world</p> <p>I can give my opinion about where I would prefer to live and why</p> <p>I can locate Jamaica and other countries on a globe</p> <p>Procedural Knowledge: I can use a globe to locate and name the seven continents of the world and make comparisons</p> <p>I can locate the five oceans on a globe and various maps</p> <p>Vocab Flower park, climate, mild, hot, moderate Public area Human geography Physical geography Man-made, Natural Nature, Environment Brook Beaches, Coast Nottingham, Jamaica (<i>other key vocabulary of human and physical geography in Jamaica and Nottingham</i>)</p> <p>Vocab Continent, Country Europe, Asia, Australia, South America, North America, Africa Antarctica, Pacific, Atlantic, Indian , Southern, Arctic, ocean Navigation, Compass, North, South, East, West,</p>			<p><i>-link to big idea of caring for the environment – study the school grounds, conditions for insects (centipedes etc..) How could we improve our environment to make it suitable for animals/minibeasts to live?</i></p> <p>To know features within our local area (school grounds)</p> <p>I can suggest actions to take to improve our environment</p> <p>School grounds, environment, human and physical features</p>



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<p>Art & Design</p> <p>Substantive knowledge</p> <p>Procedural Knowledge</p> <p>Vocabulary</p>	<p>DT FOCUS MAKING STRUCTURES</p> <p><i>Art Links that can be made</i></p> <p><i>To know that recycled, natural and man-made materials can be used to construct and join.</i></p> <p><i>I can join materials using a range of joining techniques.</i></p> <p><i>I can add texture using appropriate tools safely.</i></p> <p><i>I can plan a design for my model and give examples of materials and techniques needed.</i></p> <p><i>Care, malleable, recycled.</i></p>		<p>Looking at and creating PORTRAITS Links to computing unit</p> <p>To know that different effects can be made from layering media such as crayons, felt tips and ballpoints.</p> <p>To know that different pencils and the way they are held, can achieve different effects.</p> <p>To know a range of tools and techniques including layering, mixing media and scraping through.</p> <p>To know what working to scale means.</p> <p>To know what watercolour painting is.</p> <p>I can draw for a sustained period of time.</p> <p>I can draw lines of varying thickness.</p> <p>I can use dots and lines to demonstrate patterns and texture.</p> <p>I can use drawing as a basis for collage.</p> <p>I can work on a range of scales.</p> <p>I can experiment with visual elements (line, shape, pattern and colour)</p> <p>I can layer different types of media such as pastels, crayons and charcoal.</p> <p>Layer, smudge, blend, tone, object, pastels, bold, size, space. Layering, scale</p>		<p>SCULPTURE: Making 3d flowers using different materials</p> <p>To know the ingredients needed to make salt dough.</p> <p>To know that tools can be used to shape and add texture to malleable materials.</p> <p>To know that recycled, natural and man-made materials can be used to construct and join.</p> <p>To know the safety and basic care of materials and tools.</p> <p>I can join materials using a range of joining techniques.</p> <p>I can add texture using appropriate tools safely.</p> <p>I can add line and shape to my dough.</p> <p>I can plan a design for my model and give examples of materials and techniques needed.</p> <p>Care, malleable, recycled.</p>	<p>COLOUR</p> <p>The work of Henri Matisse</p> <p>To know what primary and secondary colours are.</p> <p>To know how to create a wash for a background.</p> <p>To know who Henri Matisse is and what he is famous for.</p> <p>To know that texture in collage can be created using a range of different materials.</p> <p>To know how to use scissors to cut effectively.</p> <p>I can mix a range of secondary colours, shades and tones.</p> <p>I can talk about Henri Matisse and his style of work.</p> <p>I can create work in response to Matisse’s cut outs.</p> <p>I can use materials that have been cut, torn or glued to create a desired texture.</p> <p>I can sort and arrange materials.</p> <p>I can design patterns of increasing complexity.</p> <p>I can print using a variety of materials, objects and techniques.</p> <p>I can design patterns of increasing complexity and repetition.</p> <p>Secondary colours, shade, tone, Collage, squares, gaps, features, arrange, textiles (weaving, sticking, knotting, fabric crayons)</p>



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<p>Computing</p> <p>Substantive knowledge</p> <p>Procedural Knowledge</p> <p>Vocabulary</p>	<p>To know the uses and features of different types of Information Technology.</p> <p>To know how Information Technology helps us.</p> <p>To know the different rules for using Information Technology.</p> <p>I can find and sort uses and examples of IT</p> <p>I can list different uses of IT</p> <p>I can explain the need to use IT in different ways</p> <p>I can talk about the different rules for using IT</p> <p>Information, technology, device, connected, communication, network, responsibility, choice, safely</p>	<p>To know that a series of instructions is a sequence</p> <p>To know that an algorithm is used to program a sequence and achieve a goal</p> <p>To know that the process of testing and correcting an algorithm is called debugging</p> <p>I can give clear instructions</p> <p>I can follow instructions given by someone else</p> <p>I can compare outcomes</p> <p>I can use an algorithm to program a sequence on a floor robot</p> <p>I can predict the outcome of a sequence</p> <p>I can plan algorithms for different parts of a task</p> <p>I can test and debug each part of the program</p> <p>Sequence, outcome, instruction, algorithm, route, program, goal, debug.</p>	<p>To know that different devices can be used to capture photographs.</p> <p>To know that photographs can be edited and improved.</p> <p>To know that not all images are real.</p> <p>I can capture a photograph using a digital device</p> <p>I can discuss the process of taking a good photograph</p> <p>I can explain the difference between portrait and landscape</p> <p>I can identify what is wrong with a photograph</p> <p>I can improve a photograph by retaking it</p> <p>I can use a tool to create a desired effect</p> <p>I can identify which photos are real and which have been changed</p> <p>Capture, image, portrait, landscape, improve, edit, light source, effect, fake.</p>	<p>To know that a sequence of commands has an outcome</p> <p>To know that different sequences can reach the same outcome</p> <p>To know that successful projects have design and improvement stages</p> <p>I can identify the start of a sequence</p> <p>I can change the outcome of a sequence</p> <p>I can predict the outcome of a sequence of commands</p> <p>I can build the sequence of blocks I need</p> <p>I can determine the actions of a sprite in an algorithm</p> <p>I can build sequences of blocks to match a design</p> <p>I can create an algorithm</p> <p>I can debug my program</p> <p>Sequence, outcome, instruction, algorithm, route, program, goal, debug, improve.</p>	<p>To know that data can be counted and compared.</p> <p>To know that data can be represented using pictures on a computer.</p> <p>To know that objects can be selected by attribute and compared.</p> <p>I can record data in a tally chart</p> <p>I can compare totals</p> <p>I can enter data onto a computer</p> <p>I can use a computer to view data in a different format</p> <p>I can create a pictogram to arrange objects by an attribute</p> <p>I can use my pictograms to draw conclusions</p> <p>I can explain when information should not be shared</p> <p>Data, information, tally chart, attribute, collection, pictogram, spreadsheet, database, total, compare, more than, less than, sharing</p>	<p>To know that there are patterns within music</p> <p>To know that pitch can be altered using a computer</p> <p>To know that computers can be used to create and refine musical patterns</p> <p>I can identify and follow rhythm patterns in different pieces of music</p> <p>I can use a computer to experiment with pitch</p> <p>I can connect images with sound</p> <p>I can create and refine a musical pattern on the computer</p> <p>Rhythm, pattern, sequence, pitch, refine, emotions</p>



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<p>Design & Technology</p> <p>Substantive knowledge</p> <p>Procedural Knowledge</p> <p>Vocabulary</p>	<p>STRUCTURES</p> <p>To know the purpose and audience of their product through design criteria set by the teacher.</p> <p>To know how to use IT to communicate and research ideas where appropriate (e.g. taking pictures and annotating them).</p> <p>To know how to identify and name a selection of hand tools</p> <p>To know how to choose tools and materials and explain why they have chosen them</p> <p>To know how to explore and evaluate a range of existing products describing what makes it work well and not so well to inform their own choices</p> <p>To know how to make a model stronger, stiffer (if appropriate) and more stable.</p> <p>To know how to use wheels and axles, when appropriate to do so.</p> <p>To know how simple mechanisms work (e.g. sliders, levers, wheels and axels).</p> <p>I can explain why I have chosen specific materials.</p> <p>I can draw a simple design and label the parts of their product.</p> <p>I can join materials and components in different ways</p> <p>I can carry out finishing techniques that have been modelled by the teacher.</p> <p>I know what was successful and less successful in the model they have made against a design criteria</p> <p>vehicle, wheel, axle, axle holder, body, assembling, cutting, joining, shaping, finishing, fixed, free, moving, mechanism, names of tools, equipment and materials used,</p> <p>Investigate, planning, design, make, evaluate, user, purpose, ideas, design criteria, product, function</p>	<p>TEXTILES</p> <p>To know the purpose and audience of their product through design criteria set by the teacher.</p> <p>To know how to use IT to communicate and research ideas where appropriate (e.g. taking pictures and annotating them).</p> <p>To know how to make a mock-up of their design where appropriate (e.g. paper patterns for puppets).</p> <p>To know how to identify and name a selection of hand tools</p> <p>To know how to choose tools and materials and explain why they have chosen them</p> <p>To know how to explore and evaluate a range of existing products describing what makes it work well and not so well to inform their own choices</p> <p>I know what was successful and less successful in the model I have made against a design criteria</p> <p>I can explain why I have chosen specific textiles or materials.</p> <p>I can draw a simple design and label the parts of their product.</p> <p>I can join materials and components in different ways</p> <p>I can cut and join fabric to make a simple product.</p> <p>I can use simple sewing techniques.</p> <p>I can carry out finishing techniques that have been modelled by the teacher.</p> <p>assembling, cutting, joining, shaping, finishing, fixed, free, moving, mechanism names of tools, equipment and materials used, Investigating, planning, design, make, evaluate, user, purpose, ideas, design criteria, product, function</p>			<p>FOOD TECHNOLOGY</p> <p>To know where a variety of foods come from.</p> <p>I know about foods that support good health and the risks of eating too much sugar.</p> <p>I can follow safe procedures for food safety and hygiene.</p> <p>I can follow a given healthy recipe to create a hot dish.</p> <p>fruit and vegetable names, names of equipment and utensils sensory vocabulary e.g. soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard flesh, skin, seed, pip, core, slicing, peeling, cutting, squeezing, healthy diet, choosing, ingredients</p>	



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Languages Spanish (optional at KS1)	Greeting Hello, Goodbye My name is...		Numbers 1 – 10		Numbers 1-20	
Music	<p>Use voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>To know how to keep time and to keep a beat.</p> <p>To know the meaning of words 'pitch' and 'tempo'</p> <p>I can sing a range of songs and perform to an audience with.</p> <p>accuracy of pitch (over a narrow range and short phrases).</p> <p>clear words appropriate to age and ability.</p> <p>understanding of when to breathe.</p> <p>control over dynamics and tempo.</p> <p>coordinated actions.</p> <p>I can copy back short phrases from a song</p> <p>I can identify where pitch rise, falls, or stays the same – and copy with voices Improvise, in time, unison, pitch, tempo.</p>	<p>Playing tuned and untuned instruments</p> <p>To know how to make sounds of a different pitch on a tuned instrument.</p> <p>To know the difference between beat and rhythm.</p> <p>I can play with control – getting louder/quieter; faster/slower; keeping a steady beat at different tempo.</p> <p>I can perform in a smaller group to the rest of the class.</p> <p>I can copy back a rhythm pattern on one note on tuned percussion; identify which pitch (out of a choice of two) is being played.</p> <p>I can use tuned instruments to perform a two-note repeated pattern to accompany a song.</p> <p>I can follow hand signals from a leader for pitch getting higher and lower or staying the same.</p> <p>I can perform from a simple pictorial/graphic score, interpreting visual representations for changes in duration and dynamics.</p> <p>Pitch. Tuned percussion, timbre, pulse, rhythm, tempo</p>	<p>Listen with concentration and understanding to a range of high-quality live and recorded music and assemblies</p> <p>To know the names of a variety of common instruments.</p> <p>I can pick out and clap along with the pulse in music from different styles</p> <p>I can identify and name a range of instruments that create sound by hitting, bowing, plucking, blowing or digital means</p> <p>I can listen with concentration to recorded or live music, recognising when musical ideas are repeated</p> <p>I can identify when there are changes in tempo, dynamics and pitch</p> <p>I can distinguish aurally between pieces of music from different times, places and traditions.</p> <p>I can invent pictorial notation to represent different sounds and instrument.</p> <p>Pitch. Tuned percussion, timbre, pulse, rhythm, tempo</p>	<p>Use voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music (and assemblies)</p> <p>To know how to keep time and to keep a beat.</p> <p>To know the meaning of words 'pitch' and 'tempo'</p> <p>I can sing a range of songs and perform to an audience with.</p> <p>accuracy of pitch (over a narrow range and short phrases).</p> <p>clear words appropriate to age and ability.</p> <p>understanding of when to breathe.</p> <p>control over dynamics and tempo.</p> <p>coordinated actions.</p> <p>I can copy back short phrases from a song</p> <p>I can identify where pitch rise, falls, or stays the same – and copy with voices Improvise, in time, unison, pitch, tempo.</p>	<p>Listen with concentration and understanding to a range of high-quality live and recorded music and assemblies</p> <p>To know the names of a variety of common instruments.</p> <p>I can pick out and clap along with the pulse in music from different t styles</p> <p>I can identify and name a range of instruments that create sound by hitting, bowing, plucking, blowing or digital means</p> <p>I can listen with concentration to recorded or live music, recognising when musical ideas are repeated</p> <p>I can identify when there are changes in tempo, dynamics and pitch</p> <p>I can distinguish aurally between pieces of music from different times, places and traditions.</p> <p>I can invent pictorial notation to represent different sounds and instrument.</p> <p>Pitch. Tuned percussion, timbre, pulse, rhythm, tempo</p>	<p>Listen with concentration and understanding to a range of high-quality live and recorded music and assemblies</p> <p>To know the names of a variety of common instruments.</p> <p>I can pick out and clap along with the pulse in music from different t styles</p> <p>I can identify and name a range of instruments that create sound by hitting, bowing, plucking, blowing or digital means</p> <p>I can listen with concentration to recorded or live music, recognising when musical ideas are repeated</p> <p>I can identify when there are changes in tempo, dynamics and pitch</p> <p>I can distinguish aurally between pieces of music from different times, places and traditions.</p> <p>I can invent pictorial notation to represent different sounds and instrument.</p> <p>Pitch. Tuned percussion, timbre, pulse, rhythm, tempo</p>



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Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>P.E</p> <p>Substantive knowledge</p> <p>Procedural Knowledge</p> <p>Vocabulary</p>	<p>See Science – Healthy hearts experiment</p> <p>Fundamental skills. To Know basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>When running: I can run for 2 minutes I can show differences in running at speed and jogging I can use different techniques to meet challenges I can describe different ways of running</p> <p>When jumping: I can perform the 5 basic jumps (2-2, 2-1, 1-2, 1-1 same foot, 1 to 1 landing on other foot) I can perform combinations of the above I can show control at take-off and landing I can describe different ways of jumping using technical language I can explain what is successful or how to improve my performance Warm-up, stretch, walk, jog, run, sprint, speed, challenge, slow, quick, fast, hop, step, jump, one/two explosive energy, feet together, control, improve, under/over arm, accuracy, observe, improve.</p>	<p>Multi-skills games. To know how to perform basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <ul style="list-style-type: none"> • To know how to participate in team games, developing simple tactics for attacking and defending <p>I can practise different skills associated with simple games (e.g. co-ordinating throwing and catching). I can work co-operatively in teams. Small/large balls I can develop simple tactics for attacking and defending.</p> <p>Roll, throw, catch, retrieve, share, take turns, walk, jog, run, slow, fast, faster, throw, catch, under/over arm, jump, bounce, control, roll, travel, warm-up, cool down, stretch, heart, lungs – breathing, cold, hot, travel, directional language – forwards, backwards, side wards, left, right. Positional language – in front, behind, next to, space, attack and defend.</p>	<p>Dance – (Pirates of the Caribbean music)</p> <p>To know how to perform dances, using simple movement patterns.</p> <p>When composing: I can copy some moves Develop control of movement using: Actions (WHAT) – I can travel, stretch, twist, turn, jump Space (WHERE) – I can move forwards, backwards, sideways, high, low, safely showing an awareness of others Relationships (WHO) – I can perform on own and with a partner by teaching each other 2 movements to create a dance with 4 actions Dynamics (HOW) – I can move slowly, quickly, with appropriate expression I can use own ideas to sequence dance I can sequence and remember a short dance</p> <p>When performing: I can move spontaneously showing some control and co-ordination I can move with confidence when walking, hopping, jumping, landing I can move with rhythm in the above actions I can demonstrate good balance I can move in time with music I can co-ordinate arm and leg actions (e.g. march and clap) I can interact with a partner (e.g. holding hands, swapping places, meeting and parting)</p> <p>When appreciating: I can respond to own work and that of others when exploring ideas, feelings and preferences I can recognise the changes in the body when dancing and how this can contribute to keeping healthy</p> <p>Beat, rhythm, motif, dance, pose, music, evaluate, improve, perform, space, warm up, slow, fast, spin, low,</p>	<p>Gymnastics – To know how to perform basic movements including jumping, rolls as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>When sequencing: I can create a sequence of up to 8 elements (e.g. a combination of asymmetrical shapes and balances and symmetrical rolling and jumping actions; changes of direction and level and show mirroring; matching shapes and balances) I can create a longer more complex sequence of up to 10 elements e.g. a combination of counter balance/counter tension, twisting/turning, travelling on hands and feet, as well as jumping and rolling</p> <p>When balancing: I can perform balances with control, showing good body tension I can mirror and match partner’s balance i.e. making same shape on a different level or in a different place I can explore symmetrical and asymmetrical balances on own and with a partner I can explore and develop control in taking some/all of a partner’s weight using counter balance (pushing against) and counter tension (pulling away from) I can perform a range of acrobatic balances with a partner on the floor and on different levels on apparatus I can perform group balances at the beginning, middle or end of a sequence. I can consider how to move in and out of these balances with fluency and control I can begin to take more weight on hands when progressing bunny hop into hand stand</p> <p>When traveling: I can travel sideways in a bunny hop and develop into cartwheeling action keeping knees tucked in and byplacing one hand then the other on the floor</p>	<p>Experience a variety of games equipment; To know how to perform basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <ul style="list-style-type: none"> • To know how to participate in team games, developing simple tactics for attacking and defending <p>I can practise different skills associated with simple games (e.g. co-ordinating throwing and catching). I can work co-operatively in teams. Small/large balls I can develop simple tactics for attacking and defending.</p> <p>Roll, throw, catch, retrieve, share, take turns, walk, jog, run, slow, fast, faster, throw, catch, under/over arm, jump, bounce, control, roll, travel, warm-up, cool down, stretch, heart, lungs – breathing, cold, hot, travel, directional language – forwards, backwards, side wards, left, right. Positional language – in front, behind, next to, space, attack and defend.</p>	<p>Games – communicate and cooperate in teams. Athletics To know how to perform basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <ul style="list-style-type: none"> • To know how to participate in team games, developing simple tactics for attacking and defending <p>To Know basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>I can practise different skills associated with simple games (e.g. co-ordinating throwing and catching). I can work co-operatively in teams. Small/large balls I can develop simple tactics for attacking and defending.</p> <p>When throwing: I can throw into targets I can perform a range of throwing actions e.g. rolling underarm, overarm I can describe different ways of throwing I can explain what is successful or how to improve</p> <p>Roll, throw, catch, retrieve, share, take turns, walk, jog, run, slow, fast, faster, throw, catch, under/over arm, jump, bounce, control, roll, travel, warm-up, cool down, stretch, heart, lungs – breathing, cold, hot, travel, directional language – forwards, backwards, side wards, left, right. Positional language – in front, behind, next to, space, attack and defend. Warm-up, stretch, walk, jog, run, sprint, speed, challenge, slow, quick, fast, hop, step, jump, one/two explosive energy, feet together, control, improve, under/over arm, accuracy, observe, improve.</p>



Dovecote Primary and Nursery School – YEAR 2 - Long-Term Overview 2024/2025

Substantive Knowledge, Procedural Knowledge, Key Vocabulary.

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
			<p>high, wide, twist, turn, tall, wide, body parts, move, recap, stop, freeze, statue, express, follow, copy, repeat, formation, group, body parts, effect of exercise on the body language – heart pumping, hot, cold, out of breath. Emotions and feelings, observe, feedback, improve.</p>	<p>I can increase the variety of pathways, levels and speeds at which you travel I can travel in time with a partner, move away from and back to a partner When jumping: I can make symmetrical and asymmetrical shapes in the air I can jump along, over and off apparatus of varying height with control in the air and on landing When rolling: I can explore different starting and finishing positions when rolling e.g. forward roll from a straddle position on feet and end in a straddle position on floor or feet/begin a backward roll from standing in a straight position, ending in a straddle position on feet I can explore symmetry and asymmetry throughout the rolling actions Jump, roll, slide, still, fast, slow, control, tuck, pike, star, straddle, dish, arch, tight, balance, toes pointed, legs, arms straight, twist, turn, long, crouch, v-sit, fast, slow, together, feet together, feet apart, high, tall, low, warm up, stretch, body parts, effect of exercise on the body language – heart pumping, hot, cold, out of breath. Observe, feedback, improve.</p>		
PSHE	Being me in my world	Celebrating difference	Dreams and Goals	Healthy me	Relationships	Changing me
RE	Jigsaw RE: 6-7 A1 Is it possible to be kind to everyone all of the time?	Jigsaw RE: 6-7 A2: Why do Christians believe God gave Jesus to the world?	Jigsaw RE: 5-7 E2: Why do Sikhs admire their Gurus? Sikhi	Jigsaw RE: 6-7 Sp2: How important is it to Christians that Jesus came back to life after the crucifixion?	Jigsaw RE: 5-7 E3: Does visiting the synagogue help Jewish children feel closer to G*d?	Jigsaw RE: 7-9 E2: How do Jewish teachings and stories impact on daily life?
Procedural Knowledge	Christianity	Christianity		Christianity	Judaism	Judaism
Vocabulary						