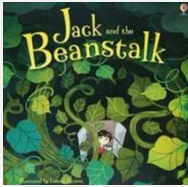
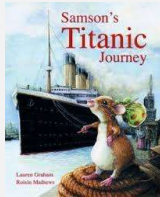
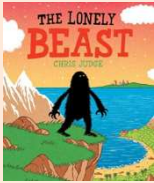
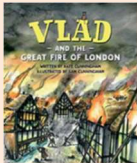
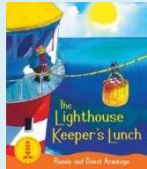
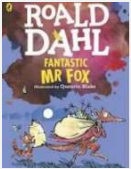
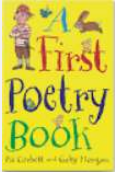
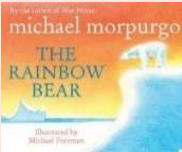
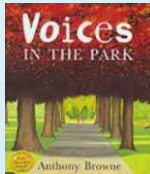
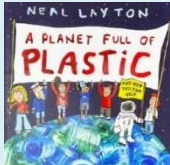
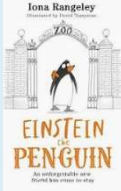


Curriculum Overview Year 2 (2026-27)

	Term 1 & 2	Term 3 & 4	Term 5 & 6
English	T1 - Jack and the Beanstalk - Writing to entertain  T2 - Sampson's Titanic Journey - Writing to inform 	T3 - The Lonely Beast - Writing to entertain  T4 - Vlad and the Great Fire of London - Writing to inform 	T5 - Kassim and the Greedy Dragon - Writing to entertain  T6 - The Lighthouse Keeper's Lunch - Writing to inform 
Whole class reading books	Fantastic Mr Fox by Roald Dahl *  A First Poetry Book by Pie Corbett  Traditional Stories* Puss-in-boots The Pied Piper of Hamelin	The Rainbow Bear by Michael Morpurgo  Flat Stanley by Jeff Brown* 	Voices in the Park by Anthony Browne  A Planet Full of Plastic by Neal Layton  Einstein the Penguin by Iona Rangeley 
Reading	Develop positive attitudes to reading and understand what they have read. - Class readers - *archaic texts, *complexity of the narrator, poetry, - High quality books used in writing - Individual reading books chosen by themselves at an appropriate level - Poetry week - Humour poetry - Variety of texts in Reading Explorers - Non-fiction baskets Reading comprehension - Word Wonders - exploring vocabulary - Whole Class Reading: Main focus skills: Retrieval and Vocabulary - Cross-curricular links in Foundation Subjects	Develop positive attitudes to reading and understand what they have read. - Class readers - themes - refugees, - High quality books used in writing - Individual reading books chosen by themselves at an appropriate level - Poetry week - Rhyming poetry - Variety of texts in Reading Explorers - Non-fiction baskets Reading comprehension - Word Wonders - exploring vocabulary - Whole Class Reading: Main focus skills: Inference and prediction - Cross-curricular links in Foundation Subjects *5 Plagues of Reading/ Pie Corbett link	Develop positive attitudes to reading and understand what they have read. - Class readers - non-linear/complexity of narrator, themes - environment, friendship - High quality books used in writing - Individual reading books chosen by themselves at an appropriate level - Poetry week - Simile poems - Variety of texts in Reading Explorers - Non-fiction baskets Reading comprehension - Word Wonders - exploring vocabulary - Whole Class Reading: Main focus skills: Explanation and Summary - Cross-curricular links in Foundation Subjects

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	*5 Plagues of Reading/ Pie Corbett link		*5 Plagues of Reading/ Pie Corbett link
Maths	Whiterose Autumn Blocks 1-4 Place value Addition and subtraction Shape	Whiterose Spring Blocks 1-5 Multiplication and Division Length and height Mass, Capacity and Height	Whiterose Summer Blocks 1-5 Fractions Time Statistics Position and Direction
History	How was school different in the past? Ancillary questions: - Were schools different in the past? - How have schools changed within living memory? - How were schools different in the 1900s? - How have schools changed? - What is similar and different about schools now and in the past? - Would you prefer to have gone to school in the past? - Optional remembrance lesson: What can we learn from a soldier's story?	What was it like on the 'unsinkable' ship? Ancillary questions: - What do we know about the Titanic? - What information can we gain from a picture? - What was so special about the Titanic? - What was life like on board? - Why and how did the "unsinkable" Titanic sink? - How should we show the sinking of the Titanic? - Why weren't more people saved from the Titanic? - How did they stop a disaster like the Titanic happening again?	What is a monarch? Ancillary questions: - What is a monarch? - Who is our monarch today? - How did William the Conqueror become King of England? - How did William the Conqueror rule? - How did castles change? - What was a monarch in the past?
Geography	What is it like to live in Kampong Ayer? Ancillary questions: - How does the location of KA compare with where I live? - How do people's homes in KA compare with mine? - How does the weather of KA compare with where I live? - How do people in KA travel around compared to how people travel around where I live? - How does going to school in KA compare with my school? - How does the natural environment around KA compare with the natural environment around where I live? - How does the Geography Information System (GIS) imagery of KA compare with the GIS of where I live?	Would you prefer to live in a hot or cold place? Ancillary questions: - Where are the continents? - Where are the coldest places on Earth? - Where is the Equator? - What is life like in a hot place? - Do we live in a hot or a cold place? - Would you prefer to live in a hot or a cold place?	Why is our World Wonderful? Ancillary questions: - What are some of the UK's amazing features and landmarks? - What are some of the world's most amazing places? - Where are our Oceans? - What is amazing about our local area? - Why are natural habitats special? - How can we look after natural habitats? - (optional) How can our journey to school help the environment?

Curriculum Overview Year 2 (2026-27)

Science	Chemistry <u>Materials</u> - Describe/compare the properties of everyday materials - Explain the uses of everyday materials in terms of their properties	Biology <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 microhabitats - 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	Biology <u>Plants</u> - Observe and describe how seeds and bulbs grow into mature plants - Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy <u>Animals including humans</u> - To 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
Art	Sculpture - Make a model using natural materials (land art) - Explain how they are making a model Artist study - Richard Shilling	Painting - Mix colours and decide how to make them - Control paint and water to make different thicknesses Artist study - Wassily Kandinsky	Drawing - Make different lines with pencil - dots, dashes, wavy lines, straight lines, scribbles - Blend/smudge with pastel/charcoal - Use charcoal to create different lines - Use different types of pen to make different lines Artist study - Fred Fieber (Salisbury artist)
DT	Mechanisms: Fairground wheels - Explore wheel mechanisms and design a fairground wheel. - Select materials with appropriate properties. - Build and test a moving wheel. - Conduct a simple survey to gather opinions. Finish and evaluate a structure with a rotating wheel.	Structures: Baby bear's chair - Identify man-made and natural structures. - Make a stable structure, following a demonstration. - Produce a model that supports a teddy, using the appropriate materials and construction techniques. - Explain how they made their model strong, stiff and stable.	Cooking and Nutrition: Balanced Diet - Name the main food groups and identify foods that belong to each group. - Describe the taste, feel and smell of a given food. - Think of three different wrap ideas, considering flavour combinations. - Construct a wrap that meets the design brief and their plan.

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PE	Attack Defend Shoot (Football) - Controlling the ball, passing and stopping the ball, understand how to work in a team, understand how to move into space, understand where to stand to make a game more difficult for the opponent T1: Gymnastics - Perform simple rolls, create different shapes, copy short movements to combine simple balances T2: Dance - Copy short movements, link two or more actions together	Send and Return (Netball & Hockey) - Passing in different ways, moving into space, understand where to stand to make a game more difficult for the opponent, passing, stopping and controlling the ball T1: Gymnastics - Perform simple rolls, create different shapes, copy short movements to combine simple balances T2: Dance - Copy short movements, link two or more actions together	Run, Jump, Throw (Athletics) - Run 100m, use overarm and underarm throws to throw items in straight lines, jump side to side with both feet together and one foot to the other Hit Catch Run (Cricket and rounders) - Hit a ball with a racket, throw and catch a ball, understand team games
PSHE	T1: Being me in my world. T2: Celebrating differences.	T3: Dreams and goals. T4: Healthy me	T5: Relationships T6: Changing me.
RE	T1: RE Today - Existence and nature of God (Christianity + Islam) What do Christians believe God is like? T2: Global Issues - Incarnation (Global Issues NEW) How and why do people try to make the world a better place?	T3: Discovery RE - Prayer, believing and belonging (Islam) Does praying at regular intervals help Muslims in his/her everyday life? T4: UC - Gospel (Christianity) What is the good news Jesus brings?	T5: Oak Academy - Creation stories (Christianity + Islam) What do different stories of creation teach people? (NEW) T6: Discovery RE - Community and belonging (Islam) Does going to a mosque give Muslims a sense of belonging?
Music	T1: Carnival of the animals T2: Composing music inspired by birdsong	T3: Owara T4: Trains	T5: Swing along with Shostakovich T6: Charlin Chaplin
Computing	T1: Computing systems and networks - IT around us T2: Creating media - Digital photography	T3: Programming A - robot algorithms T4: Data and information - pictograms	T5: Creating media - making music T6: Programming B - an introduction to quizzes
Cultural Capital	- Artist study - Richard Shilling - Nativity performance - European Day of Languages - Remembrance activities - Learning and performing a poem during poetry week - The Bridge - prayer workshop	- Artist study - Wassily Kandinsky - World Book Day and performing a poem during poetry week - Science Week - Geography trip to local farm	- Artist study - Fred Fieber - The Bridge: Changes and Transition - Whole School Trip - Careers visitors

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