2025-2026- Year 2

Curriculum Content on a Page

Autumn 2025	Spring 2026	Summer 2026
Autumn 1 **Autumn 2**	**Spring 1** **Spring 2**	**Summer 1** **Summer 2**
How has London changed? 	**Who thought of that?** 	**Where do we get our food from?**
Key vocabulary: **History Knowledge Organiser** Timber Diary Building Cathedral Reconstruct Spread Douse Bakery Extinguish Drought Fire brigade Medieval Capital **Geography Knowledge Organiser** Cathedral Population Culture Country Landmark Government Capital city River Human feature Physical feature Compass directions Locate Key	**Key vocabulary:** Chronology Inventor Invention Victorian Vehicle Switchboard Candlestick telephone Airplane Machine Transport Internet Wheel Camera Computer Telephone Lightbulb Petrol motorcar World Wide Web	**Key vocabulary:** Food Nutrition Recipe Food group Balanced diet Food source Food miles Country Continents Ocean Equator Non-European Diet Fruits and vegetables Carbohydrates Proteins Dairy Fats and sugars
Love in Action- Equality and power (Women's right to vote) **Heritage Centre Link**	**Love in Action- Diversity** **Harbury Energy Initiative Link**	**Love in Action- Sustainability- Grow your own** **Earthworms link**
Wow Day- Visit from Firefighter, comparing old and new **Warwick Fire of London example- Great Fire of Warwick**	**Visit to the British Motor Museum**	**Walk to Harbury Allotment** **Visit to All Saints' Church**
Reading- Key texts	**Reading- Key texts**	**Reading- Key texts**
<u>Autumn</u> Core texts: • Katie in London • The Great Fire of London • Fox • Coming to England Complementary texts: • The buildings that made London • A walk in London • Paddington's London Story Treasury • Little Glow • The Kindest Red • The Last Wolf • What feelings do when no one's looking **<u>Traditional tale</u>**: Little Red	**<u>Spring</u>** Core texts: • The Dragon Machine • Flooded • Rosie Revere Engineer • Little People, Big Dreams- Amelia Earhart Complementary texts: • The story of the Wright Brothers • The odd fish • Izzy Gizmo • The most magnificent thing • Once upon a big idea • After the fall • The Barnabus project • Rabunzel • It fell from the sky **<u>Traditional tale:</u>** The three little wolves and the big bad pig	**<u>Summer</u>** Core texts: • James and the giant peach • Mama Miti • Welcome to our table • Chocolate cake Complementary texts: • Lila and the secret of rain • Bee and me • Mr Wolf's pancakes • The tin forest • Pumpkin soup • Jim and the Beanstalk • The wind may blow • Bloom **<u>Traditional tale:</u>** The pea and the princess

Aut 1 class novel(s): Fantastic Mr Fox- Roald Dahl **Aut 2 class novel(s):** Snow Tales- Michael Morpurgo	**Spring 1 and Spring 2 class novel:** The boy who grew dragons	**Summer 1 and Summer 2 class novel:** The day I fell into a Fairy Tale James and the Giant Peach

Writing -

Autumn 1 • **Non-fiction- non-chronological report- a guide to London** • **Narrative- traditional tale** **Autumn 2** • **Non-fiction- newspaper report** • **Repetitive poems about fire** • **Narrative – Historic narrative**	**Spring 1** • **Non-fiction – instructions- 'How to care for a Dragon'** • **Narrative- traditional tale** • **Free verse poems- Flying Machine poems inspired by Hilda Offen** **Spring 2** • **Narrative- adventure** • **Non-fiction – non-chronological report/explanation text**	**Summer 1** • **Non-fiction -travel brochure about non-European country** • **Narrative – Traditional tale** • **Senses poems – based on 'Chocolate cake' by Michael Rosen** **Summer 2** • **Non-fiction – writing about a real event (recount)- trip to Harbury Allotment** • **Narrative – Character description- James and the Giant Peach.** • **Narrative- Mama Miti**

Maths White Rose

Science

Working scientifically

During the year pupils are taught to use practical scientific methods, processes and skills.

Autumn 1 **Living Things and their habitats** 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 **Autumn 2** **Uses of Everyday Materials** Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses	**Spring 1** **Uses of Everyday Materials(cont.)** find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. **Spring 2** **Plants** 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.	**Summer 1** **Living Things and their habitats(cont.)** 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. **Summer 2** **Animals Including Humans** 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 and Design

Clay tiles **3D modelling** **Autumn 2** Talk about a range of modelling materials, **e.g. salt dough, play dough. junk modelling materials etc** Explore the use of a range of modelling	Flying Machines **Drawing** **Spring 1** Talk about a range of mark-making media, **e.g. pencils, chalk, charcoal etc/** Use marks and pictures to describe thoughts and feelings. Make a range of marks using a wide range	Still life food images **Drawing** **Summer 1** Talk about a range of mark-making media, **e.g. pencils, chalk, charcoal etc.** Use marks and pictures to describe thoughts and feelings.

materials. Use a range of tools to create marks and patterns. Artist: Rachel Whiteread 	of tools. Artist: Leonardo da Vinci 	Make a range of marks using a wide range of tools. Artists: Picasso/Cubism
Values **Cycle B**		
Autumn 1 – Love and Respect **Autumn 2 – Love & Generosity**	**Spring 1 – Collaboration and Hope** **Spring 2 – Perserverance and Forgiveness**	**Summer 1 – Thankfulness and Friendship** **Summer 2 – Trust and Compassion**
Computing – Project Evolve Online Safety		
Self-Image and Identity Book Creator – type an information book Swiggle online safe searching **Online Relationships** BLUEBOTS Creating Pictures (2.6)	**Online Reputation** Coding (2.1) Use satellite maps to locate Leamington Spa **Online Bullying** Presenting Ideas (2.8) PUPPET PALS Google Docs Introduction	**Managing Online Information** **Copyright and Ownership** **Health, Well-being and Lifestyle** J2E - coding **Privacy and Security and Copyright** EMAIL (welearn) Spreadsheets (2.3)

Design and Technology

Creating a skyscraper Autumn 1	Moving vehicles Spring 2	Healthy eating- Making different types of salads Summer 2
Structures Make a structure more stable by widening the base. Make a square frame from strip wood using triangular card joints. Make a simple card hinge.	**Axles, pulleys and gears** Deconstruct and reconstruct boxes accurately. Attach wheels to a chassis using an axle, e.g. cotton reels and dowel. Use pencils or tubes as rollers to move an object across the floor. 	**Food technology** Sort and classify food into food groups, e.g. vegetables, pulses, cereals, dairy etc. Measure and weigh accurately using cups and spoons. Work safely and hygienically.

Geography

• Name and locate the four countries and capital cities of the United Kingdom and the surrounding seas. **(retrieval)** • Find and locate London on a map (Revise location of the equator) • Use aerial photographs to recognise landmarks and basic human and physical features • Compare Harbury's landmarks to London's • To devise their own simple map using simple symbols in a key		• Name and locate the world's seven continents and five oceans **(retrieval)** • Locate Harbury on a map and the allotments **(retrieval)** • Use simple compass directions and directional language to describe routes on a map **(retrieval)** • Use aerial photographs to recognise landmarks and basic human and physical features • To devise their own simple map using simple symbols in a key

		• Talk about seasons and the changes that take place- how does this link to the Harbury allotment • Field work- tracking a route- tracking route to get to Harbury allotments
History		
• Events beyond living memory • The Great Fire of London • Lives of significant individuals- Emmeline Pankhurst, Samuel Pepys	• The Lives of Significant People • Events beyond living memory that are significant globally e.g first airplane flight, Amelia Earhart • Key inventions which have had significant impact on the world we live in	
Music – Charanga		
• Hands, Feet, Heart • Ho Ho Ho	• I wanna Play In A Band • Zootime	• Friendship Song • Reflect, Rewind and Replay
Physical Education – Get Set PE		
Autumn 1 Indoor- Fundamentals Indoor- Dance **Autumn 2** Indoor – Gymnastics Outdoor – Team building	**Spring 1** Indoor- Fitness Outdoor- Ball skills **Spring 2** Indoor/outdoor- Target games Outdoor- Athletics	**Summer 1** Swimming Outdoor- Net and wall skills **Summer 2** Outdoor- Sending and receiving Outdoor- Striking and fielding
PSHE - Jigsaw		
• Being Me In My World • Celebrating Difference	• Dreams and Goals • Healthy Me	• Relationships • Changing Me
RE – Understanding Christianity and Warwickshire Agreed Syllabus		
Autumn 1 Layover unit- Muslim Worldviews **Autumn 2** Incarnation- Understanding Christianity Why does Christmas matter to Christians?	**Spring 1** What is most important for different people? What do Christians believe God is like? **Spring 2** Salvation- Understanding Christianity Why does Easter matter to Christians?	**Summer 1** Gospel- Understanding Christianity What is the good news Jesus brings? **Summer 2** Why has the Coventry Blitz shaped Christian worldviews locally and globally?