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| **SUBJECT** | **Year 2 2025-2026** | | | | | | | |
| **Autumn** | | | **Spring** | | **Summer** | | |
| **TOPIC** | **Geography of Isleham** | **Great Fire of London** | | **Africa** | **Our wonderful world** | **History of Isleham** | | **Healthy Me** |
| **Possible trips or visits** | **Local walk around Isleham – Geography maps and historical changes.** | **Experience day- History people- GFOL London** | | **Africa craft day** | **ROAR! Dinosaur Adventure Park** | **Visit from Mr Patterson – History of Isleham**  **Isleham society artefacts** | | **Virtual workshop with National army museum** |
| **English** | Narrative – Little Red Riding Hood (3.5 weeks)  Recount – Diary of Grandma from Little Red Riding Hood (1.5 weeks)  Narrative - Retell from wolf’s point of view (1 week)  Recount - Geography fieldwork village walk (1 week) | The great fire of London episodes- BBC teach  <https://www.youtube.com/watch?v=DSH81jl-uAk>  Diary of Samuel Peeps. (2-3 weeks)  History Day- write up information book (1 week)  Instruction writing  (2 weeks) | | Poetry – Kennings – African safari animals (1.5 weeks)  Narrative – Alternative version of The Hare and the Tortoise based in Africa (1 week)  Recount – Stories from other cultures- Handa’s surprise (2 weeks)  Narrative – Alternative version of Handa’s Surprise based in UK (1 week) | SPAG ( 1 week)  Non-fiction- Fact finding about dinosaurs. Top trump cards  Recount – Diary – A day in the life of Mary Anning. (1 week)  Recount – Science week (1 week)  Letter to inform – How dinosaurs became extinct.  ( 2 weeks) | Narrative - Stories with recurring literary language- We are Going on a Bear Hunt (1.5 weeks) Oral story  Narrative - Stories with recurring literary language- We are Going on a Beach Hunt. (1 week)  Letter? | | Narrative - Stories with recurring literary language- The Gigantic Turnip ( 1.5 weeks)  Narrative - Stories with recurring literary language- The Enormous Potato- Own version ( 2 weeks)  Instructions – How to grow a bean plant ( 1 week)  SPAG week (1 week)  SATS |
| **Maths**  **White Rose** | Place Value (4 weeks)  Addition and subtraction (5 weeks)  Shape (1 week) | | | Money (2 weeks)  Multiplication and division (5 weeks)  Length and height (2 weeks)  Mass, capacity and temperature (1 week) | | Fractions (3 weeks)  Time (3 weeks)  Statistics (2 weeks)  Position and direction (1 week)  Consolidation | | |
| **Science** | **Materials (History-Great Fire of London)**   * Can they distinguish between an object and the material from which it is made? * Can they identify and name a range of everyday materials? (wood, plastic, metal, water, rock) * Can they describe the simple physical properties of a variety of everyday materials? * Can they explain using the key properties why a material is suitable or not suitable for a purpose? * Can they compare and classify a variety of materials based on their simple physical properties? * Can they explore how the shapes of solid objects can be changed? (squashing, bending, twisting, stretching) * Can they identify and compare the uses of a range of everyday materials? (wood, metal, plastic, glass, brick/rock, paper/cardboard) * Can they explain how things move on different surfaces? | | | **Living things and their habitat**   * Can they explain the differences between living and non-living things? * Can they decide whether something is living, dead or non-living? * Can they describe some of the life processes common to plants and animals, including humans? * Can they match certain living things to the habitats they are found in? * Can they describe how a habitat provides for the basic needs of things living there? * Can they describe a range of different habitats? * Can they describe how plants and animals are suited to their habitat? * Can they identify and name a variety of plants and animals in their habitats, including micro-habitats? * Can they explain how dependency works in a habitat? * Can they explain how animals get their food and draw a simple food chain? | **Animals including humans**   * Can they describe the life cycle of some living things? (e.g. egg, chick, chicken) * Can they explain why animals have offspring? * Can they explain that animals grow and reproduce? * Can they describe what animals need to survive? * Can they sort living things into groups and say why they sorted them in that way? | **Plants**   * Can they describe what plants need to survive? * Can they describe how seeds and bulbs grow into plants? * Can they describe what a plant needs to grow and stay healthy? * Can they explain that plants grow and reproduce? * Can they compare how plants grow in different conditions by making measurements? | | **Healthy eating**   * Can they describe the importance of humans eating the right amounts of different types of food? * Can they explore the different food groups? * Can they identify healthy and unhealthy food and say how much of each they should have in their diet? * Can they suggest improvements to their own diet and design heathy meals? * Can they describe the importance of exercise for humans by finding out why humans need to exercise? * Can they gather and record data to help answer questions by recording the ways exercise affects the body? * Can they describe the importance of hygiene for humans? * Can they name good hygiene habits? |
| **Art and Design** | **Paint**   * Can they respond to the work of an artist through use of lines, shapes and colours? * Can they use an artist’s work as a starting point for their own shape images? * Can they investigate and use the visual elements of line, colour and space in a painting? * Can they make responses using the visual elements of shape and pattern? * Can they design several options for a product before selecting the best and explaining their choice? * Can they construct a surface in the style of an artist and discuss what they and others have done and say what they think and feel about it? * Can they use a story as a starting point for imaginative work?   Can they identify what they might change in their current work? | | | **Fabricate (Geography- Safari/Africa)**   * Can they create their own loom from paper? * Can they weave materials into a loom, alternating between over and under? * Can they consider their choices of colours and materials when making and decorating a product? * Can they suggest why artists and crafts makers might have decorated their artworks or products? * Can they design several options for a product before selecting the best and explaining their choice? * Can they use wax to transfer a design to fabric? * Can they use a paintbrush to apply dye to their wax-resist coaster to change the colour of the fabric? * Can they explain the process of batik in simple terms? * Can they suggest products that are made using batik fabric? | **Let’s sculpt**  **(Dinosaurs)**   * Can they describe the work of a range of sculptors? * Can they notice the difference between abstract and figurative sculptures? * Can they design and make their own sculpture with a range of materials? * Can they talk about the shapes they are using? * Can they express the preferences for certain materials? | **Healthy Me**   * Discover Guiseppe Archiboldo and how he uses fruit and vegetables to create different portraits. * Can they identify different fruit and vegetables? * Can they use their own fruit and vegetables to recreate their own portrait? * Can they make observational sketches of real fruit and vegetables? * Can they choose the right colours when drawing fruit and vegetables? | | |
| **Design and Technology** | **Great fire of London**  Black silhouette of the London, pastels to create fire background  Make Tudor homes using cardboard boxes- bend the top flaps to create the roof. Decorate with white paper and black strips of paper. Straw on the roof and then set alight on the playground. | | | **Moving picture (Geography- safari scenes 2D and History- dinosaurs 3D)**   * Can they evaluate how well a product works? * Can they draw a simple design and add annotations? * Can they make a picture which aims to have 2 moving mechanisms? * Can they use design criteria to help guide the making and evaluation process? | | **Fabric Bunting**   * Can they say what they like and dislike about the design of existing products? * Can they use a graphics program to repeat and fill images to create an appealing design? * Can they demonstrate accuracy when cutting around a fabric shape? * Can they create a seam using running stitch?   Can they choose appropriate fabric to add decoration? | **Sensational salads (Science- Health and plants)**   * Can they explain that the food they eat can be split into different food groups and know that they should eat a balance of foods, including fish, to have a healthy and varied diet? * Can they use the basic principles of a healthy diet to prepare dishes and start to understand why it is healthy?Can they follow a simple recipe? * Can they work with some independence to correctly use measuring spoons, zesters and juicers when preparing dishes? * Can they understand that fruit and vegetables are grown in different places and that fish is caught in seas, rivers and lakes? | |
| **ICT** | Unit 2.6 Creating Pictures Weeks – 5 Programs – 2PaintAPicture | Unit 2.2 Online Safety Weeks – 3 Programs – Various  Unit 2.3 Spreadsheets Weeks – 4 Programs – 2Calculate | | Unit 2.4 Questioning Weeks – 5 Programs – 2Question, 2Investigate | Unit 2.5 Effective Searching Weeks – 3 Programs – Browser | Unit 2.1 Coding Weeks – 5 Programs – 2Code  Unit 2.7 Making Music Weeks – 3 Programs – 2Sequence | | Unit 2.8 Presenting Ideas Weeks – 4 Programs – Various |
| **History** | **History – Great Fire of London**   * London past and present- compare aspects of people’s daily lives in the past and mine now. * Life in the 17th Century- * The events of the Great Fire * What happened after the Great fire of London? | | | **History of Isleham**   * Children to learn about what Isleham used to be like in the 1900s. * What are the similarities and differences in the and around the village? * Listen to people who grew up in the village and what the village was like. * Have a guided walk around the village looking at the Pits, and what buildings used to be like. | | **History- The lives of significant others- Florence Nightingale, Mary Seacole- compare to modern nurses.(Science – health)**   * Can they recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later? * Can they use the words past and present correctly? * Can they use a range of appropriate words and phrases to describe the past? * Can they sequence a set of events in chronological order and give reasons for their order? * Can they explain why Britain has a special history by naming some famous events and some famous people? | | |
| **Geography** | **Geography- Magical Mapping**  **Isleham (Own locality)**   * Can you find where they live on a map of the UK? * Can they find out about a locality by using different sources of evidence? * Can they find out about a locality by asking some good questions to someone else? * Can they describe some physical features of own locality? * Can they explain what makes a locality special? * Can they describe some human features of own locality, such as the jobs people do? * Do they think that people ever spoil the area? How? * Do they think that people try to make the area better? How? * Can they explain what facilities a town or village might need? * Can they find the longest and shortest route using a map? | | | **Geography- Sensational Safari**   * Can they explain how the jobs people do may be different in different parts of the world? * Can they describe some places which are not near the school? * Can they describe a place outside Europe using geographical words? * Can they describe some of the features associated with an island? * Can they describe the key features of a place, using words like, beach, coast forest, hill, mountain, ocean and valley? * Can they explain where Kenya is located in the world and find Kenya on a world map or globe? * Can they draw a map of Kenya and locate the capital city, some main cities and oceans. * Can they understand what some aspects of Kenya life is link? * Can they identify features of a national park and begin to explain the difference to a game reserve? * Can they describe some differences and similarities between Kenya and the UK? * Can they begin to understand the importance of tourism to Kenya? * Can they draw a map of Kenya? * Can they consider the key features of map drawing? * Can they identity animals in Kenya and explain the concept of ‘endangered species?’ * Can they confidently use compass directions to move around a map? * Can they use an atlas/globe to locate accurately places and landmarks in Kenya? | | **Geography- Dinosaurs around the world**   * Can they name the continents of the world and find them in an atlas? * Can they name the world’s oceans and find them in an atlas? * Can they name the main cities of England, Wales, Scotland and Ireland? | | |
| **Music** | **Kapow unit:**  Orchestral instruments  **Theme:** Traditional Western stories | | **Kapow unit:**  Musical me | **Kapow unit:**  Western African call and response song  **Theme:** animals | **Kapow unit:**  On this Island  **Theme:** British songs and sounds | **Kapow unit:**  Dynamics, timbre, tempo and motifs (space) | | **Kapow unit:**  Myths and legends |
| **PE** | RealPE: Personal  Fundamentals | | RealPE: Social  Invasion Games | RealPE: Cognitive  Gymnastics | RealPE: Creative  Target Games | RealPE: Physical  Striking and Ball Games | | RealPE: Health and Fitness  Athletics |
| **RE** | Judaism Teshuvah / G-D Why do Jewish families talk about repentance at New Year? | | Christianity Saviour / Jesus Why was Jesus given the name ‘saviour’? | Islam Allah / mercy How do some Muslims show Allah is compassionate and merciful? | Christianity Resurrection / joy What are the best symbols of Jesus’ death & resurrection at Easter? | Christianity Disciple / faith Why do Christians trust Jesus and follow him? | | Judaism Torah / rabbi Why is the Torah such a joy for the Jewish community? |
| **PSHE** | Citizenship 5 RR 1/2 Rights, Rules and Responsibilities | | Myself and My Relationships 6 FF 1/2 Family and Friends  Working together | Healthy & Safer Lifestyles PS 1/2 Personal Safety | Economic Wellbeing 1 FC 1/2 Financial Capability  Unit ES 1/2 E-safety - Me and My Online Identity | Healthy & Safer Lifestyles DE 1/2 Drug Education | | Healthy & Safer Lifestyles RS2 Relationships & Sex Education  Myself and My Relationships 8 MC 1/2 Managing Change |