

Year 2	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
English  Progress will be supported through our Spellings and Accelerated Reader programmes.	<b>The Robot and the Bluebird</b> A fiction text by David Lucas. <b>Composition:</b> Instructions, recount, narrative, non-chronological report and persuasive writing. <b>SPaG:</b> Capital letters and full stops, adjectives, verbs (including imperative), adverbs, preparation for direct speech, subordinating conjunctions, introduction to similes, time adverbials, prepositions, past tense, first person.	<b>The World Came to My Place Today</b> A fiction text by Jo Readman. <b>Composition:</b> Narratives, diaries, descriptive writing, poetry, explanatory writing and arguments for and against, poster.  <b>SPaG:</b> Capital letters and full stops, adjectives, subordinating conjunctions, expanded noun phrases, question marks.	<b>The Secret of Black Rock</b> A fiction text by Joe Todd-Stanton <b>Composition:</b> Personal narrative, diary, poetry, letters & notes, recipes & instructions, book review.  <b>SPaG:</b> Capital letters, full stops, adjectives, verbs, questions, past tense, coordinating conjunctions.	<b>Man on the Moon (a day in the life of Bob)</b> A fiction text by Simon Bartram <b>Composition:</b> News reports, emails, book review, research and note taking, information leaflets, predictions, writing rules, recount, descriptions, job advert and a diary entry.  <b>SPaG:</b> Full stops and capital letters, question marks, apostrophes, conjunctions, adjectives, first person and past tense.	<b>Pattan's Pumpkin</b> A fiction text by Chitra Soundar. <b>Composition:</b> Retelling stories, character descriptions, predictions, instructions, letters and book reviews.  <b>SPaG:</b> Adjectives, comparatives and superlatives, imperative verbs, commas in lists, expanded noun phrases, prepositions and coordinating conjunctions.	<b>The Magic Finger</b> A fiction text by Roald Dahl. <b>Composition:</b> Diary entries, information texts including leaflets, narratives and persuasive letters, sequencing events, balanced arguments.  <b>SPaG:</b> conjunctions, adjectives, question marks, time adverbials, onomatopoeia, superlatives, speech, past and present tense, similes, and expanded noun phrases. Use range of punctuation taught in KS1.
Maths	<p>We will continue to learn maths through our spiral, cumulative approach to the curriculum. This sequence takes into consideration children's cognitive development to maximise mastery of key concepts and picks up where the current cohort left off at the end of last year. Our approach will continue to support the transition from manipulation of concrete objects to mental representations, the development of mathematical language and the internalisation of strategies to operate mathematically.</p> <p><b>Place value</b> → <b>Addition and Subtraction</b> → <b>Shape</b> → <b>Money</b> → <b>Multiplication and Division</b> → <b>Length and Height</b> → <b>Mass, Capacity and Temperature</b> → <b>Fractions</b> → <b>Time</b> → <b>Statistics</b> → <b>Positions and Direction</b> → <b>Consolidation</b></p>					
Religious Education	<b>Creation and Covenant</b>  Explores God's covenant with Noah, symbolised by the rainbow, promising protection from future floods.	<b>Prophecy and Promise</b>  St Luke's gospel contrasts Zechariah's doubt with Mary's faithful acceptance of God's message and Spirit.	<b>Galilee to Jerusalem</b>  Who Jesus is and how he teaches about the nature of God through parables and miracles.	<b>Desert to Garden</b>  About the event of Holy Week and to make links between the forgiveness Jesus shows at his Crucifixion and the ministry of Jesus.	<b>To The Ends of the Earth</b>  Welcoming the Holy Spirit into our hearts invites a conversion of the heart by receiving the gifts of the Holy Spirit and allowing these to bear fruit in our lives.	<b>Dialogue and encounter</b>  Studying the Good Samaritan parable highlights Jesus' teaching on neighbourly love, linking Torah law with practising compassion in everyday life.
Science	<b>Animals, Including Humans 1 – Growth</b>  Notice that animals, including humans, have offspring which grow into adults. Describe the basic needs of animals, including humans, for survival (water, food and air). Explain the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	<b>Everyday Materials</b>  Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, 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. Investigate the suitability of materials for their purpose and test the properties of materials.	<b>Living Things and their Habitats-Habitats around the World</b>  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. They will be able to 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.	<b>Living Things and their Habitats</b>  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. They will be able to 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.	<b>Plants</b>  Observe and describe how seeds and bulbs grow into mature plants. They will be able to describe how plants need water, light and a suitable temperature to grow and stay healthy.	<b>Animals, Including Humans 2 – Life Cycles</b>  Notice that animals, including humans, have offspring which grow into adults. They will be able to recall and build upon previous knowledge of growth and development. They will be exploring how life cycles progress through different stages and compare the life cycles of a variety of animals.

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History and Geography	<b>Geography</b> <b>Continents and Oceans</b> <p>Understand where I am in the world by exploring maps and globes. Locate the seven continents and the oceans that link them. Describe where different continents are found and identify their physical and human features. Share understanding of a continent through persuasive and descriptive writing.</p>	<b>History</b> <b>The Great Fire of London</b> <p>Learn about how the fire started in 1666 and why it spread so quickly. Explore what happened during the fire and how people tried to survive. Understand how London was rebuilt afterwards and how the fire changed the city for the future.</p>	<b>Geography</b> <b>Hot and Cold Places</b> <p>Identify hot and cold places on a map and explore their features. Compare the climates, landscapes and animals of hot and cold regions, recognising how living things adapt. Develop understanding through descriptive and explanatory writing, sharing what might be seen or experienced in different environments.</p>	<b>History</b> <b>Florence Nightingale</b> <p>Learn about the life and work of Florence Nightingale and the impact she had on hospitals and nursing. Explore different attitudes towards her in the past and compare her contribution with Mary Seacole. Understand ideas of sequence, duration, consequence, and fairness, and consider how both women should be remembered.</p>	<b>Geography</b> <b>Mugu Maren Village, Zambia</b> <p>Locate Zambia on a map and explore the features of Mugu Maren Village. Learn about the physical and human geography of the area, including the daily lives of the people who live there. Develop understanding through descriptive and persuasive writing, sharing what makes this place unique.</p>	<b>History</b> <b>Seaside</b> <p>Explore what seaside holidays were like in the past and compare them with holidays today. Learn about seaside life in 1900, the 1960s and the present, to understand how things have changed over time.</p>
Computing	<b>Coding</b> <p>Computer Science: Understanding what algorithms are, creating and debugging simple programmes, using logical reasoning to predict the behaviour of simple programmes.</p>	<b>The Internet and Online safety</b> <p>Digital Literacy; Using technology safely and keeping information private, knowing where to get help if needed. Spreadsheets Information Technology; Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p>	<b>Creating Pictures</b> <p>Information Technology; Creating, naming, saving, and retrieving content and using a range of media in their digital content, including photos, text, and sound.</p>	<b>Questioning</b> <p>Information Technology; Finding data using specific searches. Effective Searching Information Technology; Using a search engine to find data and information.</p>	<b>Presenting Ideas</b> <p>Information Technology; To be able to include photos, text and sound in their own creations. Use a range of media in their digital content, including photos, text and sound.</p>	<b>Making Music</b> <p>Information Technology; Edit digital data, such as data in music composition software like 2Sequence.</p>
Art and Design		<b>Painting and Mixed Media: Life in colour</b> <p>Children will develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <b>Collage creation – Christmas themed</b> <p>Children will be composing and arranging collage materials to create Christmas themed artwork.</p>	<b>Sculpture and 3D: Clay Fish Pinch Pots</b> <p>Children will explore clay and how to shape it using pinch pot techniques. They will design and create their own fish pot, focusing on form, texture, and decoration.</p> <p>Children will reflect on their work and think about how to improve their designs, developing creativity and fine motor skills.</p>			<b>Drawing: Understanding tone and texture</b> <p>Children will be exploring how artists use tone and texture and applying these techniques in observational drawings.</p> <b>Art Week</b> <p>Understand and discuss the work of a range of artists, describing similarities and differences between practices and making links to their own work by creating a piece of work in the style of the artist.</p>
Design Tech	<b>Mechanisms: Making a Moving Robot</b> <p>Children will be designing and creating a monster robot with moving parts. They will explore how simple mechanisms such as levers, linkages and pivots can make models move.</p> <p>They will develop creative ideas, choose materials carefully, and evaluate the finished design.</p>		<b>STEM Week</b> <p>Children design, make and evaluate a practical product, applying problem-solving skills and testing different materials and mechanisms.</p>		<b>Textiles: Pouches</b> <p>Children will explore how to use fabric and templates to design small, functional bags for storing objects safely. They will develop an understanding of sewing tools and methods.</p>	

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Music		<p><b>Christmas Nativity</b> Children learn and perform songs from the Nativity, exploring pitch, rhythm, and dynamics. They develop expressive skills by linking music to characters and actions, working together to create an engaging performance.</p> <p><b>Christmas Dance</b> Children create and perform festive dances, exploring rhythm, movement, and expression to celebrate the season.</p>	<p><b>Myths and Legends</b> Children explore musical language, listening to and discussing how timbre, dynamics, and tempo affect the mood of a piece. They create and perform music inspired by myths and legends, experimenting with different sounds to convey character and story.</p>	<p><b>Contrasting dynamics (Theme: Space)</b> Children will be developing knowledge and understanding of dynamics using instruments; learning to compose and play rhythms to represent planets.</p>	<p><b>Call and response (Theme: Animals)</b> The children will be using instruments to represent animals, copying rhythms and creating call and response rhythms.</p>	<p><b>Music during Art Week</b> Children explore how music can represent ideas, emotions, and visual themes. They listen, respond, and create short musical pieces inspired by artwork, experimenting with pitch, tempo, dynamics, and timbre to enhance their artistic interpretation.</p>
PE	<p><b>Locomotive Jumping</b> Children develop balance, control, and coordination through a range of jumping activities.</p> <p><b>Gymnastics – Hall</b> Children explore movement, balance, and coordination, creating and performing simple sequences using both floor and apparatus.</p>	<p><b>Dance – Hall</b> Children explore rhythm, movement, and expression, creating and performing short dances in response to music and themes.</p> <p><b>Locomotion – Dodging</b> Children develop agility and control by practising dodging skills in games and activities.</p>	<p><b>Ball Skills</b> Children develop control, coordination, and accuracy through practising a range of ball-handling activities.</p>	<p><b>Team Building</b> Children work cooperatively, developing communication and problem-solving skills through group activities and games.</p> <p><b>Ball Skills – Feet</b> Children develop control, coordination, and accuracy by practising passing, dribbling, and receiving with their feet.</p>	<p><b>Ball Skills – Hands</b> Children develop accuracy and control by practising throwing, catching, and handling skills in different activities.</p> <p><b>Games for Understanding</b> Children apply skills in simple games, developing tactics, teamwork, and awareness of rules.</p>	<p><b>Sports Day Prep</b> Children practise a range of athletic and team activities in preparation for Sports Day.</p> <p><b>Rackets, Bats, Balls</b> Children develop coordination and control by practising striking skills with different equipment.</p>
PSHE	<p><b>Let the Children Come</b> Understanding that we are all created and loved by God, and learning to value our body, mind and spirit.</p> <p><b>I Am Unique.</b> Recognising personal gifts and talents and celebrating differences.</p>	<p><b>Girls and Boys</b> Learning about similarities and differences between girls and boys in an age-appropriate way.</p> <p><b>Clean and Healthy (My Body)</b> Exploring how to look after our bodies through hygiene, healthy habits and self-care.</p>	<p><b>Feelings, Likes and Dislikes</b> Identifying personal preferences and emotions.</p> <p><b>Feeling Inside Out</b> Understanding the difference between feelings and actions.</p>	<p><b>Super Susie Gets Angry</b> Developing strategies to manage strong emotions, make good choices, and practise forgiveness.</p>	<p><b>The Cycle of Life</b> Understanding growth, life cycles and natural change.</p> <p><b>Beginnings and Endings</b> Exploring transitions, new starts and endings.</p>	<p><b>Three in One</b> Learning about the Holy Trinity: Father, Son and Holy Spirit.</p> <p><b>Who Is My Neighbour?</b> Reflecting on kindness, empathy and helping others.</p> <p><b>The Communities We Live In</b> Understanding belonging to families, school and wider communities.</p>