

Yearly Curriculum Overview 2025-2026



Year Group: 2

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Curriculum Title | Global Explorers | Pole to Pole | Illuminating the Path | Into Africa | Fire! Fire! | Across the Ocean |
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| Storytime Texts | | | | | | |
| Trip/Visit/Experience Day | Around the World Day Geography | Polar experience day Geography/Science | Florence Nightingale Drama workshop History | Local Walk to the library Ugandan School Link Geography | Brickies – Lego workshop History | Brooklands museum History |

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| Literacy | Exploring and plotting the snail's journey through the continents. | Describing Leaf's adventures as he floats away from the North Pole. | Discovering Florence Nightingale's challenges and achievements through the eyes of Vlad. | Experiencing the life of Lila and her quest to save her village. | Reliving the events of the Great Fire of London. | Delving into the journey of a giraffe sent as a gift to the King of France. This book shows the different stages of the journey made by Zeraffa, accompanied by her keeper. |
| | <ul style="list-style-type: none"> Re-tell the story as a narrative. Diary entry from the perspective of the children who help the whale. Postcard from the snail to tell his family about his adventure. Predictive writing – where will the snail travel next? Newspaper report about the snail's journey. Non-fiction writing about the animals who live in the habitats found in each continent. | <ul style="list-style-type: none"> Prediction writing based on the first image in the story. Letter writing from the perspective of the polar bear. Descriptive writing based on the images in the story. Poster writing about the impact of climate change on polar bears. Non-fiction writing about the life of penguins. Poem based on penguins. Descriptive writing based on the images in Winter Sleep. Non-fiction writing about animals that hibernate. | <ul style="list-style-type: none"> Diary entry from the perspective of Florence. Letter from a soldier about what Florence and Mary Seacole achieved in their hospitals. Non-fiction writing about the life of Florence Nightingale and Mary Seacole. Writing a recount of the story of The Last Wolf. Create wanted posters about lost characters in the The Last Wolf. Write a persuasive letter explaining why we should plant more trees. | <ul style="list-style-type: none"> Diary entry from Lila to retell her events of the story. Write a call and response. Recount the events of our local walk. Letter to the children in the Ugandan school to tell them about our local area. Comparative writing about Tola's family and their own. Write a personal narrative about a time they have overcome a fear and felt proud. Comparative writing about Africa and England. | <ul style="list-style-type: none"> Prediction writing based on the front cover of the Secret of Black Rock. Diary writing from the perspective of Erin. Narrative writing to retell the story of the Secret of Black Rock. Descriptive writing based on London at the time of the Great Fire of London. Diary entry from the perspectives of Thomas Farriner and Samuel Pepys. Poem based on the Great Fire of London. Recount of the events of the Great Fire of London. | <ul style="list-style-type: none"> Retell the story of Zeraffa Giraffa. Write a letter to the Pasha to tell him whether they think he should or shouldn't send Zeraffa to the King of France. Writing their own character descriptions. Descriptive writing about the River Nile. Write a lullaby. Persuasive writing about the best way to transport Zeraffa from Marseilles to Paris. Writing in role as Zeraffa as he retells the story from his perspective. Newspaper article about Amelia Earhart and her mysterious ending. Non-fiction writing about Amelia Earhart. |
| | | | Poetry - Shape | | | Poetry - Acrostic |
| Oracy | <ul style="list-style-type: none"> Presentation to share information they have learnt from around the W. | <ul style="list-style-type: none"> Presentation on the lifestyle of a penguin for a younger audience. Nativity performances. | <ul style="list-style-type: none"> Florence Nightingale roleplay. | <ul style="list-style-type: none"> Creation of an audio-book guide about Africa. Analysis and evaluation of gymnastic performances | <ul style="list-style-type: none"> Re-telling the story of the Fire of London for a news report | <ul style="list-style-type: none"> Dragon's Den pitch about their vehicle to transport a giraffe across the country. Performance Poetry |
| Maths | <ul style="list-style-type: none"> Numbers within 100 Addition and subtraction or 2 digit numbers. | <ul style="list-style-type: none"> Addition and subtraction word problems. Length. Graphs | <ul style="list-style-type: none"> Multiplication and division (2, 5, 10) Time | <ul style="list-style-type: none"> Fractions Addition and subtraction with regrouping/adjusting Money | <ul style="list-style-type: none"> Shape - Faces, shapes and patterns; lines and turns Numbers within 1000 Measures: Capacity and volume | <ul style="list-style-type: none"> Measures - Mass Exploring calculation strategies Multiplication and division (3 and 4) |

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| Science | Living Things Understand the difference between objects that are living, dead and never lived. Habitats - understanding that animals live in different habitats and are suited to the habitat they live in. Compare contrasting habitats. | Habitats Look at a polar bear and how it is suited to its habitat and what can happen if they lose their habitat. Lifecycles of animals – describe and compare the lifecycles of different animals. Focus on lifecycle of penguin. | Humans Basic needs and Health. How Florence Nightingale ensured her patients had basic needs met. | Living Things Micro Habitats & Food chains Describing how a food chain works within a habitat – looking at food chains in Africa. Describing how a food chain includes some animals that get their food from plants and other animals that get their food from animals. Comparing microhabitats in Africa and UK. | Plants What do plants need to grow? Observe changes over time as we grow seeds in different conditions. | Materials Suitability of materials for different purposes. |
| | Identifying, grouping and classifying <i>Sorting objects into living, dead or never been alive</i> | Research <i>How are the lifecycles of animals different or the same?</i> | Comparative or fair testing <i>How does exercise affect our heart rate?</i> | Research <i>How do food chains support living things in microhabitats?</i> | Observation over time/Pattern seeking <i>How does a seed grow into a plant and how does this differ in different conditions?</i> | Problem <i>What is the most suitable material to soak up a spilt drink?</i> |
| Computing (E-safety) | Coding Using Scratch Junior to create code to program a sprite. | | Stop motion animation Create stop motion film based on Vlad and Florence Nightingale | Poster about our local area Log into Chromebook Use google docs or slides to create a poster. Save and retrieve from google drive. | Debugging Using Scratch Junior | iMovie Use iMovie to create digital content |
| | Managing Online Information, - Privacy and Security, - Copyright and Ownership | Online Bullying | Online Reputation | Health, Wellbeing and Lifestyle | Online Relationships | Self-Image and Identity. |
| Geography | Continents Following the Snail and the Whale around the world. | Antarctic, the Poles and the oceans Name and find out about the features of the five oceans and the two poles. | | Contrasting localities – UK and Uganda Communicate with our partner school in Uganda, find out differences and similarities between our school and theirs. | | |
| History | | | Florence Nightingale and her achievements. | | Great Fire of London | History of Transport Focus on crossing the Atlantic: |

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| | | | Mary Seacole – how her life and experiences were different. | | How it started, what the experience was like for people who lived at that time. How the fire spread and was eventually put out and the impact it had on London. | <ul style="list-style-type: none"> • Christopher Columbus • Titanic • Amelia Earhart/Bessie Coleman |
| Religion and Worldviews | Christianity What is God like for Christians? Build on idea of God as creator. Images of God from the Bible: shepherd, parent, King; Jesus 'like God'. Ideas in art / story / song. | Christianity Why is giving important to Christians? Why / when do we give to others? Christians as 'Church' give in different ways e.g. 'service', food bank. Commandments to 'love God & love others'. Giving at Christmas because God gave. | Christianity Why do Christians call Jesus 'Saviour'? 'Saving' others; Jesus as 'Saviour'. Jesus changing lives e.g. Zacchaeus. Salvation in Easter story, symbols in Easter garden. | Judaism Why do Jewish families celebrate the gift of Shabbat? Shabbat as a special gift of rest. Links with creation story. Friday night meal & symbols; Saturday night ceremony as start of new week. | Islam What is important for Muslim families? Muhammad (pbuh) is the most important Prophet (messenger) for Muslims. Muslims learn from his life & example. Qur'an contains the holy words of Allah. | Is giving better than receiving? Giving & receiving through festivals e.g. Harvest festivals / Christmas / Easter / Eid. Gifts of Creation / Shabbat / Torah / Qur'an / Jesus. How do Sikhs give and why? Giving from a non-religious perspective. |
| Music KAPOW | On this island: British songs and sounds | Nativity | Orchestral instruments (Theme: Traditional Western stories) | West African call and response song (Theme: Animals) | Dynamics, timbre, tempo and motifs (Theme: Space) | Myths and legends |
| Art | Nature as a designer Richard Shilling | | Use of colour Lisa Morales Frida Kahlo | African prints Printing techniques | | |
| DT | | Textiles Patchwork and puppets Make a hand puppet penguin | | | Structures Joining Materials Design and Create a building for Street Scene. | Mechanical Systems Vehicles Designing a vehicle to transport a giraffe across the country (moving car kit) |
| PSHE | Being me in my world | Celebrating differences | Dreams and Goals | Healthy Me | Relationships | Changing Me |

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| PE | Dance – Around the world Movement and dance | Invasion skills Gymnastics – movement & balance | Gymnastics – apparatus Invasion skills | Invasion skills | Athletics Striking and fielding skills | Athletics Striking and fielding skills |
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