

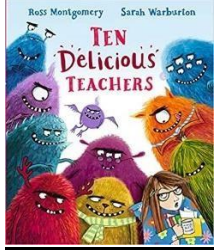
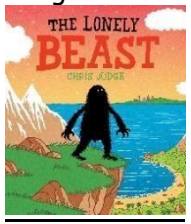
Year 2 Topic Overview

(2025 - 2026)



<u>T1 - Globe Trotters</u>	<u>T2 - Bright Lights, Big City</u>	<u>J1 - Earth Heroes</u>	<u>J2 - One Small Step</u>	<u>C1 - Turrets and Talons</u>	<u>C2 - Ahoy Shipmates</u>
<u>Maths</u>	<u>Maths</u>	<u>Maths</u>	<u>Maths</u>	<u>Maths</u>	<u>Maths</u>
<u>English</u>	<u>English</u>	<u>English</u>	<u>English</u>	<u>English</u>	<u>English</u>
<u>Science</u>	<u>Science</u>	<u>Science</u>	<u>Science</u>	<u>Science</u>	<u>Science</u>
<u>Geography</u>		<u>Geography</u>		<u>History</u>	
	<u>History</u>		<u>History</u>		<u>Geography</u>
	<u>Art</u>	<u>Art</u>	<u>Art</u>		
<u>DT</u>				<u>DT</u>	<u>DT</u>
	<u>Computing</u>		<u>Computing</u>		<u>Computing</u>
<u>Religious Studies</u>	<u>Religious Studies</u>	<u>Religious Studies</u>	<u>Religious Studies</u>	<u>Religious Studies</u>	<u>Religious Studies</u>
<u>Music</u>	<u>Music</u>	<u>Music</u>	<u>Music</u>	<u>Music</u>	<u>Music</u>
<u>MFL</u>	<u>MFL</u>	<u>MFL</u>	<u>MFL</u>	<u>MFL</u>	<u>MFL</u>

<u>PE</u>	<u>PE</u>	<u>PE</u>	<u>PE</u>
<u>PSHE</u>	<u>PSHE</u>	<u>PSHE</u>	<u>PSHE</u>

Topic		Globetrotters					
Texts		English		Wider Curriculum (Taken from Skills Progression Document)	Enrichment	Suggested Outcomes	
 <p>Ten Delicious Teachers by Ross Montgomery</p>  <p>Beast by Chris Judge</p>		<p>Reading Objectives</p> <ul style="list-style-type: none"> To draw inferences based on what is being said and done. To discuss and clarify meanings of words To sequence the main events in a text. To identify the subject and verb in a sentence. <p>Writing Objectives</p> <ul style="list-style-type: none"> To write simple sentences using capital letters and full stops. To be able to identify and use expanded noun phrases. To make revisions and edits to their writing. To use expanded noun phrases Commas in a list. 		<p>Science- Working Scientifically:</p> <ul style="list-style-type: none"> Identifying and classifying Using their observations and ideas to suggest answers to questions Gathering and recording data to help in answering questions. <p>Science- Living things and their habitats</p> <ul style="list-style-type: none"> 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. <p>Geography:</p> <ul style="list-style-type: none"> Identify the location of hot and cold areas of the world in relation to the North and South poles. Refer to maps, atlases and globes to identify all continents and oceans studied. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features Accurately use basic geographical vocabulary to describe physical and human features of places e.g. town, village, river, mountain <p>D&T-Food</p> <ul style="list-style-type: none"> Design and make products Safely cut, peel and grate ingredients in a hygienic manner Use measuring cups or electronic scales to measure the required amount <p>French:</p> <ul style="list-style-type: none"> Les animaux (animals) <p>Music:</p> <ul style="list-style-type: none"> Our Bodies. Musical focus: Beat <p>RE - Signs and Symbols</p> <ul style="list-style-type: none"> I can recognise signs and symbols in everyday life. I can describe the 6 main faith symbols. 		<p>Reptylers Visit</p>	<ul style="list-style-type: none"> Character description for wanted poster. Letter of invitation. Habitat Dioramas

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| | | <ul style="list-style-type: none">• I can describe why each of the 6 faith symbols are significant to the religion.• I can make links between symbolism in different faiths | | |
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Physical Education- Personal:


- I can follow instructions, practise safely and work on simple tasks by myself.
- I try several times if at first, I don't succeed and ask for help when appropriate.
- I know where I am with my learning.
- I have begun to challenge myself.

Physical Education-Striking and Fielding:

- Perform some dribbling skills with hands and feet using space
- Pass a ball accurately (hands & feet) over longer distances to a team mate
- Combine stopping, pick up/collect & send a ball accurately to other players
- Make simple decisions about when /where to move in game to receive a ball
- Send a ball off a tee using a bat or a racket

PSHE - Me and My Relationships

- Suggest actions to create an ideal classroom
- Use a range of words describe feelings
- Define 'bullying' and 'teasing' and know the difference
- Understand that friendship is a special kind of relationship. •
Recognise feelings and know where to get help

Topic	<u>Bright Lights Big City</u>				
			Wider Curriculum (Taken from Skills Progression Document)	Enrichment	Suggested Outcomes
Texts	English				
<p>The Hackney Martian by Paul Brown</p> 	<p>Writing Objectives</p> <ul style="list-style-type: none"> To use subordinating and coordination conjunctions To use expanded noun phrases. <p>Writing Outcomes</p> <ul style="list-style-type: none"> A guidebook of London landmarks 	<p>Science-Working Scientifically:</p> <ul style="list-style-type: none"> Identifying and classifying Using their observations and ideas to suggest answers to questions Gathering and recording data to help in answering questions. <p>Science- Living Things and their Habitats:</p> <ul style="list-style-type: none"> 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. History: To place historical figures, events and artefacts in order on a given timeline, using dates where appropriate. 	<p>Virtual Tour of London</p> <p>Fire of London demonstration at forest school</p>	<p>Great Fire of London timeline</p> <p>Diary Entry from Samuel Pepys (tea stained)</p> <p>Great Fire of London Silhouette Art</p> <p>A guidebook of London landmarks</p> <p>An Ariel view map of London</p>	

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|--|--|---|--|--|
| | | <ul style="list-style-type: none">• To add labels to timelines.• To use artefacts, pictures, stories, online sources and databases to find out about the past.• To use information gained from research to describe differences between then and now.• To use subject related vocabulary and: recently, before, after, now, later, a long time ago• To learn about the lives of a significant individuals in the past who have contributed to national and international achievements <u>Art-</u> <p><u>Drawing and Painting:</u></p> <ul style="list-style-type: none">• Name secondary and some tertiary colours.• Develop control of pencils• Know that tone is how light or dark a colour is (using black and white to change | | |
|--|--|---|--|--|

- Use lines and marks to create an increasing range of shapes, lines and textures
- Work to the size of the paper/surface
- Mix primary colours to make secondary colours
- Experiment with colours
- Apply paint with different tools

French:

- Les formes (shapes)

Computing- Digital Literacy and E-Safety

- Continue to develop keyboard skills including using caps lock, backspace and a modifier key (shift).
- Print a document from a device.
- Navigate to relevant information using a menu.
- Continue to use subject specific vocabulary when discussing ideas with peers e.g. I have created this algorithm by selecting... • Understand what online content is age-appropriate for KS1.
- Explore creating a safe password.
- Develop an understanding of how to keep personal information, passwords and learning experiences safe online.
- Explore making the right choices with age-appropriate activities online.

Physical Education- Social:

- I can work sensibly with others, taking turns and sharing.
- I can help, praise and encourage others in their learning.
- I show patience and support others.
- I am happy to show and tell others about my ideas.

Physical Education- Striking and Fielding:

- Play two types of games to score: running around a series of hula hoops or forwards and backwards between hula hoops
- Stop moving when the 'bowler' has the ball
- Play as a fielder and pass the ball back to the bowler to make the runner stop
- Follow rules for a game (carry the bat, don't overtake, run around the outside of the hula hoops)

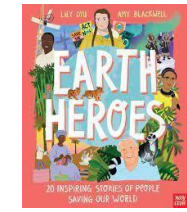
PSHE - Valuing Difference

- Identify some physical and non-physical differences.
- Identify people who are special to me.

		<ul style="list-style-type: none">• Recognise and explain how a person's behaviour can affect other people.• Explain how it feels to be included and excluded• Recognise and describe acts of kindness and unkindness.• Practice and demonstrate listening techniques. <p>RE - Gifts and Giving</p> <ul style="list-style-type: none">• I can discuss how Muslim's celebrate Eid-al-fitr and the significance of Zakat• I can talk about the significance of the gifts Jesus was given in the nativity• I can compare how Christian's celebrate Christmas and how this compares to my own celebrations• I can make comparisons between how Christians celebrate Christmas and how Muslims celebrate Eid		
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Topic	Planet Heroes		
			<i>Wider Curriculum (Taken from Skills Progression Document)</i>
Texts	English		

The Secret Sky Garden
By Linda Sarah



Earth Heroes
By Lily Dyu.

Reading Objectives:

- To make inferences
- To make a prediction based on information from a text
- To respond to a text
- To select and retrieve information from a non-fiction text.
- To be introduced to non-fiction books that are structured in different ways

Writing Objectives:

- To use similes to describe
- To write narratives of the personal experiences of others

Science- Working Scientifically:

- Asking simple questions and recognising that they can be answered in different ways
- Using their observations and ideas to suggest answers to questions
- Gathering and recording data to help in answering questions.

Science- 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.

Geography:

- To devise a simple map, including basic symbols in a key (e.g. part of Chichester/local area)
- To describe land use and the key human and physical features of the schools surrounding areas using observation and fieldwork
- To understand geographical similarities and differences of human and physical geography of Chichester and a small area in a nonEuropean country.

Art- Sculpture:

- Know that sculptures are usually created over a period of time and involve more than one stage of working
- Use fingers, scissors, spatulas and simple modelling tools to cut, shape and impress patterns and textures in materials
- Work with a range of materials including clay

French:

- Les instruments (instruments)

Physical Education-Cognitive:

- I can understand and follow simple rules.
- I can name some things I am good at.
- I can explain why someone is working or performing well.
- With help, I can recognise similarities and differences in performance.
- I can explain what I am doing well and begun to identify areas for improvement.

Using waste resources to make plant containers.
Flower print tiles.

- Setting description

A biographical description of an Earth Hero.

Physical Education- Real Gym:

- Practice travel, rotation and balance.
- Fundamental movement skills (agility, balance and skills)
- Develop and apply shapes
- Roll in different ways with control.
- Travel on the floor and apparatus

PSHE - Keeping Myself Safe

- Understand that medicines can sometimes make better when feeling ill.
- Identify situations in which they would feel safe
- Identify the types of touch they don't like and hurt or be upsetting
- Identify safe secrets and unsafe secrets.
- Identify how inappropriate touch can make some

RE - Artefacts

- I can recognise the 6 main faiths
- I can ask questions about religious artefacts
- I can talk about how different religious artefacts have significance within its religion

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...ple equipment
...ta to help in answering questions.
als:
...uitability of a variety of everyday
...etal, plastic, glass, brick, rock, paper
...solid objects made from some
...y squashing, bending, twisting and
...a significant individuals in the past
...tional and international achievements
...rhart)
...w light or dark a colour is (using black
...lanning for another piece or an end
...te an increasing range of shapes, lines
...a set of unambiguous instructions
...t input and output devices.
...of output devices.
...ence whilst beginning to explain the
...

Space Dance

Information Leaflet
about Astronauts
Peter Thorpe style
rocket art
Watercolour Planet
Outcome linked to
the Wright Brothers
Diary entry of day in
the life of Bob
Postcard from a
space tourist to
family
The Way Back Home
Retell
Non-Chronological
Report: Take Flight
with Amelia Earhart

- Predict the outcomes of simple algorithms

French:

- Le Petit Chaperon Rouge (Little Red Riding Hood)

Physical Education – Creative:

- I can explore and describe different movements.
- I can begin to compare my movements and skills with those of others.
- I can select and link movements together to fit a theme.
- I can respond differently to a variety of tasks or music.
- I can make up my own rules and versions of activities.

Physical Education – Real Gym:

- Climb onto and jump off the equipment safely.
- Apply flight and rotation
- Rotation on the floor, rotation on apparatus.
- Explore rotation on large apparatus.

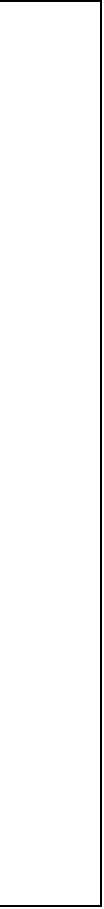
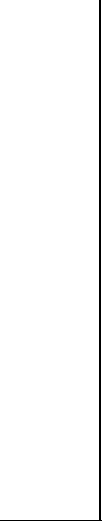
PSHE – Rights and Responsibilities

- Describe and record strategies for getting on with others in the classroom.
- Explain and use strategies for dealing with impulsive behaviour.
- Know how to ask for help.
- Make suggestions for improving the school environment.
- Understand that money can be saved for future use.
- Recognise that money can be spent on essential and non-essential items.

RE – Holy Week

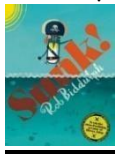
- I can describe happy and sad times from my own experiences.
- I can talk about the key events of the Easter story and identify if these were happy or sad times.
- I can explain why Easter is a significant time for Christians and the variety of different ways Easter is celebrated by Christians.

from Skills Progression (ment)	Enrichment	Suggested Outcomes
<p>leads to suggest answers to questions • ta to help in answering questions.</p> <p>ds and bulbs grow into mature plant ts need water, light and a suitable healthy.</p> <p>ch as What was it like for a...? What m the past acted in the ways they did.</p> <p>y is and describe the significant eremonies. s of attending a wedding and relate about Hindu weddings. be a Bar Mitzvah or Bat Mitzvah and Jewish ceremony.</p> <p>lifying the product as the project</p> <p>l shaping techniques ies their product.</p>	<p>Trip to Arundel Castle</p> <p>Dress Up Day (Knights, dragons, princes, princesses)</p>	<p>All About Castle Fact File Sketch of Arundel Castle A 3D Model of a Castle with working draw bridge. A letter of invitation from the princess to George A Riddle Explanation text of how to defeat the witch A Performance Poetry video</p>



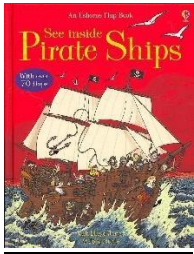
Topic	<u>Ahoy Shipmates</u>		
			Wider Curriculum (Taken from Skills Progression Document)
Texts	English		
			Science- Working Scientifically: Floating and Sinking

Sunk! by Rob



Biddulph

See Inside



Pirate Ship

Reading Objectives:

- To select and retrieve information.
- To make a prediction.
- To select and retrieve information from a non-fiction.

Writing Objectives

- To use apostrophes for contraction
- To make simple additions, revisions and corrections
- To use inverted commas
- To use prepositions
- To use expanded noun phrases
- To use rhyming couplets
- To use tenses consistently and correctly

- Gathering and recording data to help in answering questions
- Identifying and Classifying
- Asking simple questions and understanding that they can be answered in different ways.
- Using their observations and ideas to suggest answers to questions.
- Performing Simple Texts
- Observing closely, using simple equipment

Geography:

- To use 4 point compass directions (north, south, east and west) and simple locational language to describe features of landscapes
- To describe the location of features and routes on a map using compass directions
- To refer to maps, atlases, and globes to identify all continents and oceans studied .

RE - Beginnings and Endings

- I can talk about what happens at an Aqiqah ceremony and reflect on the importance of giving in this important ceremony for Muslims.
- I can talk about what happens at a Naam Karan ceremony and reflect on the importance of this for Sikhs
- I can talk about what happens at a Christening and discuss the importance of this for Christians

DT- Textiles

- Perform a range of cutting and shaping techniques
- Use a range of joining techniques
- Design and make products, modifying the product as the project evolves

French:

- Des fruits (fruits)

Trip to
Portsmouth
Historic Dockyard
Pirate Dress Up
Day

Pirate Flag Bunting
Science Experiment
for treasure boats
Biography of
Blackbeard
Desert Island
painting
Treasure Map
Instructions on a
scroll
Advertisement
Poster for Captain
Plank's Pirate
Playground
Dialogue between
two pirates Lift
the flap pirate
ship information
page

Computing- Information Technology

- Develop an understanding of how to effectively information online, including the use of keyword search possibilities.
- Begin to explore and create publications using d programs
e.g. keynote, pages, ChatterPix Kids.
- Begin to make independent choices about the be software/hardware that can be used to achieve outcome e.g. notes, word, pages can be used to n
Begin to explore creative possibilities when crea content including the use of different fonts, col
 - Explore how technology has changed o sizes.
- Continue to develop Google applications skills. De portfolio through google applications.
-

Physical Education-Health and Fitness:

- I am aware of why exercise is important for good
- I can say how my body feels before, during and after
- I use equipment appropriately and move and land
- I can describe how and why my body changes due to exercise.

Physical Education- Athletics:

- Throw different objects in a variety of ways
- Hurdle an obstacle and maintain an effective run
- Complete an obstacle course with control and accuracy

PSHE - Growing and Changing

- Demonstrate simple ways of giving positive feedback
- Recognise the range of feelings that are associated (and being reunited) with a person they are close to
- Identify different stages of growth.
- Identify which parts of the human body are private
- Understand that you are not allowed to touch someone's belongings without their permission.