**Y E A R 2 C U R R I C U L U M O V E R V I E W 2025-26**

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| **Subject** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Core Text** | ‘The Emperor’s Egg’ by Martin Jenkins | ‘Rabbit and Bear’ by Julian Gough and Jim Field | ‘The Lonely Beast’ by Chris Judge | The Great Fire of London - ‘Vlad’ by Kate Cunningham | Hortense and Her Shadow | Roald Dahl – James and the Giant Peach |
| |  | | --- | | **Trips / Visits**  **(TBC)** | |  | | Tbc – Ashdown Forest? |  |  | Fire service visit (PSHE link)  Author visit – Kate Cunningham |  | Arundel Castle  Knights day (tbc) |
| **Reading Comprehension Skills** | Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.  Read accurately by blending the sounds in words that contain the graphemes for all 40+ phonemes.  Recognise alternative sounds for graphemes.  Read accurately words of two or more syllables that contain graphemes taught so far.  Read words containing common suffixes.  Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.  Read words in age-appropriate books accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute.  Read aloud books closely matched to his/her improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.  Re-read books, sounding out unfamiliar words accurately, to build up fluency and confidence in word reading.  Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which he/she can read independently.  Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing the sequence of events in books and how items of information are related.  Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.  Develop pleasure in reading, motivation to read, vocabulary and understanding by recognising simple recurring literary language in stories and poetry.  Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing and clarifying the meanings of words, linking new meanings to known vocabulary.  Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing his/her favourite words and phrases.  Develop pleasure in reading, motivation to read, vocabulary and understanding by continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.  Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by drawing on what he/she already knows or on background information and vocabulary provided by the teacher.  Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by checking that the text makes sense to him/her as he/she reads and corrects inaccurate reading.  Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by answering questions and making inferences on the basis of what is being said and done.  Make inferences on the basis of what is said and done in a book he/she is reading independently.  Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by answering and asking questions and making links.  Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by predicting what might happen on the basis of what has been read so far.  Participate in discussion about books, poems and other works that are read to him/her and those that he/she can read for himself/herself, taking turns and listening to what others say.  Explain and discuss his/her understanding of books, poems and other material, both those that he/she listens to and those that he/she reads for himself/herself. | | | | | |
| **English** | Genres  Fact writing  Descriptive writing - setting  Instruction writing  Story beginning   |  | | --- | | SPAG  Use expanded noun phrases for description and specification  Use capital letters and full stops  Understand the following terminology: noun, noun phrase; adjective, adverb, verb  Common exception words | | Genres  Role Play  Storytelling and writing  Character description  Story sequencing through story maps  Research and non-fiction writing about rabbits  Group poetry writing  SPAG  Use subordination and co-ordination  Use capital letters and full stops  Understand the following terminology: statement, question, exclamation, command; compound, suffix; tense (past, present); and apostrophe, comma  Common exception words | Genres  Drama in role  Story writing- beginning, middle, end  Diary writing  Poetry  Newspaper article  Letter writing - invitation  SPAG  Use present and past tense mostly correctly and consistently  Use capital letters and full stops to demarcate sentences consistently in his/her writing with some use of question marks and exclamation marks  Use commas to separate items in a list  Understand the following terminology: noun, noun phrase; statement, question, exclamation, command; compound, suffix; adjective, adverb, verb; tense (past, present); and apostrophe, comma  Common exception words. | Genres  Drama in role  Diary writing  Newspaper report  Fact writing  Recount  SPAG Use present and past tense mostly correctly and consistently Understand the following terminology: noun, noun phrase; statement, question, exclamation, command; compound, suffix; adjective, adverb, verb; tense (past, present); and apostrophe, comma Common exception words | Genres  Letter writing  Story mapping/sequencing/retelling  Poetry Wanted Posters  SPAG Understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns e.g. the girl's name  Common exception words | Genres  Character description Persuasive letter writing Poetry Diary entry Descriptive writing Story mapping/sequencing/retelling  SPAG Use present and past tense mostly correctly and consistently  Understand the following terminology: noun, noun phrase; statement, question, exclamation, command; compound, suffix; adjective, adverb, verb; tense (past, present); and apostrophe, comma  Common exception words |
| **Maths** | **Number: Place Value**  Count objects to 100 and read and write numbers in numerals and words, Represent numbers to 100, Tens and ones with a part whole model, Tens and ones using addition  Use a place value chart, Compare objects, Compare numbers, Order objects and numbers, Count in 2s, 5s and 10s, Count in 3s  **Number: Addition and Subtraction**  Fact families – Addition and subtraction bonds to 20, Check calculations, Compare number sentences, Related facts, Bonds to 100 (tens), Add and subtract 1s, 10 more and 10 less, Add and subtract 10s, Add a 2-digit and 1-digit number – crossing ten, Subtract a 1-digit number from a 2-digit number – crossing ten, Add two 2-digit numbers – not crossing ten – add ones and add tens, Add two 2-digit numbers – crossing ten – add ones and add tens, Subtract a 2-digit number from a 2-digit number – not crossing ten, Subtract a 2-digit number from a 2-digit number – crossing ten – subtract ones and tens, Bonds to 100 (tens and ones)  Add three 1-digit numbers | **Number: Addition and Subtraction**  Fact families – Addition and subtraction bonds to 20, Check calculations, Compare number sentences, Related facts, Bonds to 100 (tens), Add and subtract 1s, 10 more and 10 less, Add and subtract 10s, Add a 2-digit and 1-digit number – crossing ten, Subtract a 1-digit number from a 2-digit number – crossing ten, Add two 2-digit numbers – not crossing ten – add ones and add tens, Add two 2-digit numbers – crossing ten – add ones and add tens, Subtract a 2-digit number from a 2-digit number – not crossing ten, Subtract a 2-digit number from a 2-digit number – crossing ten – subtract ones and tens, Bonds to 100 (tens and ones)  Add three 1-digit numbers  **Number: Fractions**   |  | | --- | | Make equal parts | | Recognise a half | | Find a half | | Recognise a quarter | | Find a quarter | | Recognise a third | | Find a third | | Unit fractions | | Non-unit fractions | | Equivalence of 12 and 24 | | Find three quarters | | Count in fractions | | **Measurement: Money**  Count money – pence**,** Count money – pounds (notes and coins)**,** Count money – notes and coins**,** Select money**,** Make the same amount**,** Compare money**,** Find the total**,** Find the difference**,** Find change**,** Two-step problems  **Number: multiplication and division**   |  | | --- | | Make equal groups - sharing | | Make equal groups - grouping | | Divide by 2 | | Odd & even numbers | | Divide by 5 | | Divide by 10 | | **Number: multiplication and division**   |  | | --- | | Make equal groups - sharing | | Make equal groups - grouping | | Divide by 2 | | Odd & even numbers | | Divide by 5 | | Divide by 10 |   **Measurement: length and height**   |  | | --- | | Measure length (cm) | | Measure length (m) | | Compare lengths | | Order lengths | | Four operations with lengths  **Measurement: Mass, capacity and temperature**  Choose and use appropriate standard units to estimate and measure length and height in any direction (m/cm); mass (kg/ g); temp (c); capacity (l/ml); to the nearest appropriate unit. | | **Geometry: Properties of shapes**   |  | | --- | | Recognise 2D and 3D shapes | | Count sides on 2D shapes | | Count vertices on 2D shapes | | Draw 2D shapes | | Lines of symmetry | | Sort 2D shapes | | Make patterns with 2D shapes | | Count faces on 3D shapes | | Count edges on 3D shapes | | Count vertices on 3D shapes | | Sort 3D shapes | | Make patterns with 3D shapes |   **Measurement: Time**  Compare and sequence intervals of time.  Tell and write the time to 5 minutes, including quarters and half past the hour.  Read scales in divisions of ones, twos, fives and tens in a practical situation including measuring jugs and rulers etc. | **Statistics**   |  | | --- | | Make tally charts | | Draw pictograms (1-1 ) | | Interpret pictograms (1-1) | | Draw pictograms (2, 5 and 10) | | Interpret pictograms (2, 5 and 10) | | Block diagrams |   **Position and direction**  Order and arrange mathematical objects in patterns and sequences.  Using mathematical vocabulary to describe position, direction and movement including movements in straight lines and distinguishing between rotation as a turn in terms of right angles (quarter, half and three quarter, clockwise and anti-clockwise).  **Investigations** |
| **Science** | **Animals including humans**  Identify ‘living’ and ‘non-living’ things  Essential basic needs of animals  Using a food chain to explain how animals get their food  How animals are suited to their habitats (trip to tbc)  What is a habitat? | **Animals including humans**  Identify plants and animals in woodland habitats.  Identifying different habitats  Offspring  Human lIfe cycle  Humans - Describe the importance for humans of exercise, eating right amount of food and hygiene | **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  Investigation: Which tights are the most stretchy? | **Materials**  Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching  Investigation: burning different materials in model Tudor houses | **Plants**  Investigation - What do plants need to grow healthily? (growing plants in different conditions) | **Plants**  Observe and describe how seeds and bulbs grow into mature plants |
| **Science Investigation Skills** | Can you use observations and ideas to suggest answers to the question ‘Do habitats change during the year?’  Ask relevant questions and use different types of scientific enquiries to answer them  Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers  Gather, record, classify and present data in a variety of ways to help in answering questions  Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables  Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions  Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions  Identify differences, similarities or changes related to simple scientific ideas and processes  Use straightforward scientific evidence to answer questions or to support his/her findings | | | | | |
| **Computing** | Computer systems and networks - IT around us  What is information technology, where have we seen it at home and in the world? How does IT improve our world? Demonstrate safe use of IT, and using IT responsibly. | Creating media - digital photography  Taking photographs, understanding landscape and portrait. What makes a good photograph? What lighting and effects can you use? Understanding that images can be changed. | Data and information - pictograms | Creating media - making music | Programming A - robot algorithms | Programming B - an introduction to quizzes |
| **Geography** | **Locational Knowledge** – 7 continents and 5 oceans (link to The Emperor’s Egg), UK (four countries, capital cities and surrounding seas), characteristics of the four countries of the UK  **Geographical skills and fieldwork -** using maps and atlases |  | **Human and physical geography** - geographical vocabulary – know the difference between physical and human features and can identify them (pictures stuck on large pieces of paper – groups to label)  Identify the location of hot and cold countries around the world  **Place Knowledge** - Compare a local village in the UK with a contrasting village in a different country, identifying their similarities and differences (Cuckfield and Naro Moru)  Can compare and sort photos of a location |  | **Geographical skills and fieldwork** - compass directions, features and routes on a map, aerial photographs and plan, features of school ground and local environments, maps and keys  Devise a simple map which includes a key and symbols.  Follow directions using a map  Use aerial photographs to compare to a simple map | **Human and physical geography**  Describe the different weather that occurs in different parts of UK discussing why it happens in these areas.  Watch and interpret weather forecasts.  Understand that there are four seasons in the UK: spring, summer, autumn and winter.  Explain that each season has typical weather patterns and types of weather include sun, rain, wind, snow, fog, hail and sleet.  Understand that weather is a physical process and can have an effect on the environment (flooding, drought, early/ late frosts etc) |
| **History** |  | **Historical enquiry**  Understand significant historical events, people and places in our local area (Tim Peake).  Show some understanding of ways we find out about the past and identify different ways in which it is represented (Matthew Henson).  Describe changes within living memory  Use a wide vocabulary of everyday historical terms  Use of stories and a range of sources to describe differences between then and now  **Historical interpretation**  Describe changes within living memory and aspects of change in national life |  | **Historical enquiry**  Describe events beyond living memory that are significant nationally or globally e.g. The Great Fire of London  Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented  Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events  Use of stories and a range of sources to describe differences between then and now  Describe ways we can find out about the past  Describe aspects of change in national life (fire service and buildings)  **Historical interpretation**  Describe where people and events fit within a timeline and identify similarities and differences between ways of life in different periods  Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented  Record what I have learnt by drawing and writing |  | **Understanding of events, people and changes**  Describe the lives of significant people in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods - Nelson Mandela  Show awareness of the past, using common words and phrases relating to the passing of time  Use of stories and a range of sources to describe differences between then and now  Describe significant historical places in our own locality (Arundel Castle)  Describe changes within living memory  Describe ways we can find out about the past |
| **Art** | **Texture and pattern in drawing**  Use a range of materials creatively to design and make products  Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination  Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space | Make textured collages from a variety of media and by folding, crumpling and tearing materials (Christmas decorations)  Develop techniques to join fabrics and apply decorations such as running or over stitch (part of DT puppet project) | **Printed Cityscapes**  Use a range of materials creatively to design and make products  Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination  Know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work | Give reasons for his/her preferences when looking at art/craft or design work  Know that different artistic works are made by craftspeople from different cultures and times | **Clay Sculpture**  Use a range of materials creatively to design and make products  Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination  Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space  Know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work |  |
| **DT** |  | **Sewing & Fabrics**  **Making Puppets**  Design purposeful, functional, appealing products for themselves and other users based on design criteria  Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology  Explore and evaluate a range of existing products  Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]  Evaluate and assess existing products and those that he/she has made using a design criteria |  | **Designing and Making**  **Tudor House**  **Making Fire Engines**  Design purposeful, functional, appealing products for themselves and other users based on design criteria  Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology  Explore and use mechanisms eg wheels and axles in his/her products  Build structures, exploring how they can be made stronger, stiffer and more stable |  | **Cooking (Making pizzas)**  Design purposeful, functional, appealing products for themselves and other users based on design criteria  Use the basic principles of a healthy and varied diet to prepare dishes  Understand where food comes from  Evaluate their ideas and products against design criteria  Select from and use a wide range of materials and components, including ingredients, according to their characteristics |
| **R.E.** | **Signs and symbols**  Signs and symbols in everyday life.  The main symbols from each faith and their meaning.  Symbolic behaviour for Christians and Muslims. | **Christmas**  Giving and receiving at Christmas.  Story of the wise men and the significance of their gifts. The purpose of giving gifts at Christmas. God’s gift of Jesus. | **Special Places**  What do Christians do when they go to church? Purpose of attending church. Exploring what leaders do for the church. | **Easter**  Why is Easter important for Christmas?  Palm Sunday, the Last Supper, Crucifixion and Resurrection. | **Religious Leaders**  The work of religious leaders within the community.  Authority figures in our lives.  The role and work of different religious leaders. | **Easy Questions – Difficult Answers**  People’s relationship with the natural world.  Who is God?  Why am I here?  Who was Jesus and how is he significant to Christians?  What is good?  What is bad? |
| **P.E.** | Gymnastics  Target Games | Invasion Games | Badminton  TBC | Dance  Net and Wall games | Athletics  Team Building | Striking and Fielding  Sports Day |
| **Music** | Hands, Feet, Heart  Afropop, South African | Ho, Ho, Ho  A song with rapping and improvising for Christmas  Preparation for Nativity | I Wanna Play in a Band  Rock | Zootime  Reggae | Friendship Song | Reflect, Rewind and Replay  Classical |
| **PSHE** | **EHWB**  Emotional Resilience: Managing feelings (Zones of Regulation)  Relationships: Belonging and responsibilities  **RSE**  Feelings and Attitudes: Feeling happy and sad, Feelings and impact on self and others Family and friendships, relationships: Friends and friendship, Family: Kindness and relationships, love  **DML** Online Content and Critical Thinking: Sources of internet information | **EHWB**  Relationships: Right/wrong, friends/bullying  **RSE** Online relationships and media: Private and privacy, Being safe in unfamiliar situations  **DML** Online Relationships and Cyberbullying: Communicating with others online, Ways you can communicate online and digitally | **PHWB**  Drugs, alcohol and Tobacco: Looking after our bodies safely, Medicines and safety Hygiene and Protecting Your Health: Well, unwell and spread of germs Eating Well and Being Active: Being healthy and active, Food practice and choice  **EHWB** Wellbeing: Well and unwell  **DML** Self-Image, Mental Health and Wellbeing: Online activities, Identities online and offline | **PHWB** Keeping Safe and Risks: Feeling safe Keeping Safe and Emergencies: Staying safe in emergencies  **EHWB** Emotional resilience: Secrets and privacy  **DML** Staying Safe Online: Privacy and information | **RSE**  Being Safe: Worries and asking for help, Body privacy and saying yes and no (Pants Rule) Identity: Changes in growth, Boys, girls and stereotypes, Similarities and differences  **EHWB** Sense of self: Uniqueness, similarities and difference, Stereotypes - boys and girls | **EHWB** Transition: Changing behaviours, Coping with loss and changing situations  **DML** Online Reputation: Digital Footprints, Risk of sharing online, Putting information on the internet, Where and what happens to it |