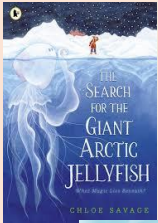

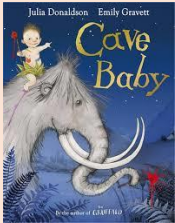
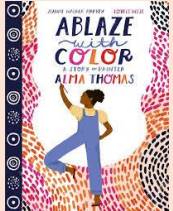


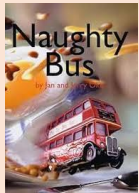
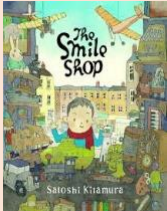
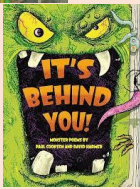



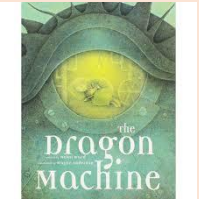




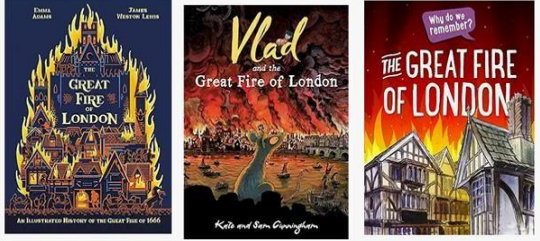
## All Hallows C of E Primary School Curriculum overview 2025/2026 Year 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>The Literacy Curriculum</p> <p>Quality Text</p>	 	  	 	 	 	 
Writing Genre	Adventure to entertain.	Adventure to entertain. Traditional Tale Poetry Historical fiction to entertain and inform. Fairy Tale	Dilemma to entertain and explore  Non-fiction/Fiction (Everybody Writes)	Adventure- Journey- PSHE Poetry to entertain	Non fiction Postcard to inform Explanation to inform Adventure- Journey	Persuasion to inform Report to inform  Fantasy – Links to belonging
Coverage	-Capital letters/lower -case letters -Form letters correctly Full stops -structuring simple sentences. -Capital letter for proper nouns and pronouns -Adjectives	Re-telling the main events of the story. Sequencing sentences to create an ending. Comparison of texts by the same author. Information	Adjectives Question sentences, Command and Exclamation sentences  Sentences to inform.  Story writing	Commas in a list Sentence structures Headings and subheadings  some variation of sentence openings (not always starting with the subject)	Setting description- expanded noun phrases Variation of sentence openings singular possessive (e.g. the girl's name) Present tense Features and layout	Subordinating conjunctions (using when, if, that, or because)  Sentences with different forms – statements/commands questions, exclamations and commands

	-expanded noun phrases -Conjunction- and	Writing about real events in the past tense.  Coordinating conjunctions (using or, and, or but)	Expanded noun phrases  Apostrophes for contracted forms (e.g. don't, can't, there's) some variation of sentence openings (not always starting with the subject)  -Rereading to check that their writing makes sense and  -Proofreading to check for errors in spelling.	-Rereading to check that their writing makes sense and  -Proofreading to check for errors in spelling.  Creating and performing poetry	Post card writing features  Subordination (using when, if, that, or because)	Description  Features of report Tenses Prefixes Suffixes
<b>Enrichment</b>	Discovery Garden – Exploring Nature-Immersive Literacy			Trip to the Synagogue	Local walk	Attenborough Nature Reserve
<b>Community links</b>			Grab a Grown-up-Community reading.		Visit to Church	Meet members of the community that run Gedling memorial hall.
<b>School values</b>	HEART	Humility	Empathy	Ambition	Respect	Trust

<b>British values</b>	Rule of Law	Mutual Respect	Individual Liberty	Mutual Respect	Tolerance	Democracy
<b>Personal Development</b>	Families Responsibility	Caring Friendships	Respectful relationships Personal safety.	Safety in and around the home	Democracy Community First aid	Changing and growing Economic wellbeing
<b>History Key Question and Theme</b>	<b>Famous Explorers</b> This topic provides great opportunities to look at sequencing and then causes of events. Also links to a broader Antarctic topic integrating Geography.		<b>Great Fire of London</b> This topic takes pupils back into a different world, contrasting between then and now. It also enables pupils to gain experience of using accessible forms of historical evidence to reconstruct the past, as well as developing pupils' understanding of cause and consequence.		<b>Local Study: Gedling Memorial Hall</b> A local study that looks at the site of the original school building, why it was rebuilt as the memorial hall, along with the war memorial. This links with KS2 learning about WW1 (Year 5 English) and WW2 (Year 6).	

<p><b>History</b></p>	<p><i>I know how to compare aspects of life in different periods in relation to a significant person from the past</i>  <i>I know what the word significant means and why we remember significant people</i>  <b>I know what sources are</b>  <i>I know how to use primary and secondary sources to find information</i>  <i>I know and use historical vocab to represent the passing of time</i>  <b>I know what a timeline is and how it shows the passing of time</b>  <i>I know my full date of birth</i></p> <p><b>Vocab:</b> Arctic, explorer, North Pole, South Pole, expedition, primary and secondary sources</p>	<p><b>I know about an event beyond living memory that is significant nationally</b>  <i>I know how to ask a range of questions about artefacts and sources from the past</i>  <i>I know how to compare two different versions of the same account</i>  <b>I know how to ask a range of questions about artefacts and sources</b>  <i>I know how to compare two different versions of the same account</i>  <i>I know how to use primary and secondary sources to find information</i>  <i>I know and use historical vocab to represent the passing of time</i></p> <p><b>Vocab:</b> Thames, Christian, monument, fire hook, diary, beyond living memory, , decade</p>	<p><b>I know how my local area is different to the way it was a long time ago.</b>  <i>I know the difference between things that were here 100 years ago and things that were not.</i>  <i>I know how to ask a range of questions about artefacts and sources</i>  <i>I know how to use primary and secondary sources to find information</i>  <i>I know and use historical vocab to represent the passing of time</i></p> <p><b>Vocab:</b> war memorial, Victorian, Edwardian sash window, blackboard</p>
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<p><b>History Enrichment</b></p>		<p><b>Special guest- Great Fire of London Film. Adam Pepper Silver Screen Primary</b></p>	<p><b>Visit to local historical sightings</b></p>
<p><b>History Texts</b></p>			
<p><b>Geography Key Question and Theme</b></p>	<p><b>Explorers'</b> Arctic and Antarctic</p>	<p><b>Where we live'</b></p>	<p><b>Our Wonderful World'</b></p>

<p><b>Key Knowledge</b></p>	<p><b>Countries around the world have different climates. Know the location of hot and cold areas of the world in relation to the Equator and the Norths and South Pole.</b>          Climates can affect many things, such as which plants can grow. Many animals are specially adapted to the climate they live in.  <b>Use geographical vocabulary to refer to key physical and human features of life in the Arctic.</b>  <b>Locate the seven continents on a world map, atlas and / or globe and names of the five oceans.</b></p> <p>Key vocab:          Climate, Affect, Equator, North Pole, South Pole, Antarctica, Adapted, Continent, Polar</p>	<p><b>Know the main differences between city, town and village. Talk about advantages and disadvantages of living in a city or village.</b>  <b>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</b>  <b>Know the characteristics of each of the 4 countries in the UK and can locate them on a map.</b>  <b>Use aerial photographs and plan perspectives to recognise local landmarks and human and physical features.</b>  <b>Conduct simple fieldwork and observational skills to look at the key human and physical features of our surrounding environment with a focus on Gedling Country Park.</b></p> <p>Key vocab:          Compass, Direction, Countryside, Pro, Con, Plan, Human &amp; Physical Feature, Map, Key</p>	<p><b>Understand geographical similarities and differences through studying human and physical geography of a place in England and small area in a non-European country (Madagascar.)</b>  <b>Know the location of Madagascar on a map and globe and talk about its climate in relation to the Equator and the North and south poles.</b>  <b>Compare human and physical features in both localities.</b>          Identify the following physical features: mountain, lake, island, valley, river, cliff, forest, beach.          Devise a simple map; and use and construct basic symbols in a key</p> <p>Key vocab:          Tropical climate, Temperate, climate, Madagascar, Arid, climate, Rainforests, Desert</p>
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<p><b>Science</b></p>	<p>-Know why exercise, a balanced diet and good hygiene are important for humans</p>	<p>-Classify things by living, dead or never lived          -Know how a specific habitat provides for the basic needs of things living there (plants and animals)          -Match living things to their habitat          -Name some different sources of food for animals          -Know about and explain a simple food chain          Revisit yr1          -Know how to respect and handle living things in their environment          -Use their own observations to describe the changes that take</p>		<p>-Know why a material might or might not be used for a specific job          -Know how materials can be changed by squashing, bending twisting and stretching</p>	<p>-Know and explain how seeds and bulbs grow into plants          -Know what plants need in order to grow and stay healthy (water, light &amp; suitable temperature)          Revisit yr1          Plants - to be covered before moving on to year 2 topic on plants, seeds and bulbs          -identify and name a variety of common wild and garden plants, including deciduous and evergreen trees          -identify and describe the basic structure of a variety of common flowering plants, including trees</p>	<p>-Know the basic stages in a life cycle for animals, (including humans)          -notice that animals, including humans, have offspring which grow into adults</p>
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place in vegetation and animal life across the year - Use everyday terms to describe simple features living things or events they observe

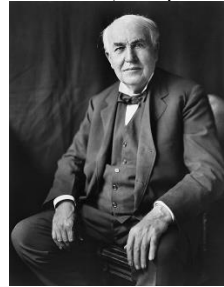
Revisit year 1 Seasons

- Observe changes across the four seasons - Observe and describe the weather associated with the seasons and how the day length varies.

Jewel Plummer Cobb, biologist (1924-2017)



Thomas Alva Edison-Inventor of the electric light bulb- (February 11, 1847 - October 18, 1931)



Rachel Carson-Zoologist (1907-1980)



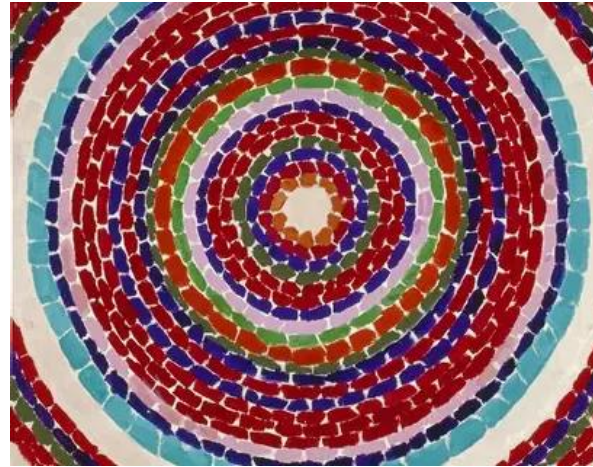
**Art**

ARTIST-Andy Warhol



To know how to record and explore ideas from first hand observations.  
 To know to use 3 different grades of pencil when drawing.  
 To know how to use charcoal, pencil and pastel to create art.  
 To know how to create art by pressing, rubbing, rolling and stamping.  
 To ask questions about a piece of art.

ARTIST - Alma Thomas



To review what they and others have done and say what they think and feel about it.  
 To know how to use lines and shapes to begin to show movement, contours, and feelings in individual artwork.

ARTIST - Barbara Hepworth



To know how to record and explore ideas from first hand observations.  
 Review what they and others have done and say what they think and feel about it.  
 To know how to use a view finder to focus on a specific part of an artefact before drawing it.

			<p>To know how to create tints with paints by adding white and know how to create tones by adding black.</p> <p>To use different effects whilst using</p> <p>To explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities.</p>		<p>To know how mix paint to create all the secondary colours, including brown.</p> <p>To know how to use clay - create a clay pot and know how to join two clay fingers together.</p> <p>To explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities.</p>	
DT	<p><b>Textiles - Gloves</b></p> <p>know the purpose and audience of my product through design criteria set by the teacher</p> <p><b>know how to explain why I have chosen specific textiles or materials</b></p> <p>know how to cut and join fabric to make a simple product</p> <p>know how to use simple sewing techniques with support or scaffolded resource</p> <p>know how to carry out finishing techniques that have been modelled by the teacher</p> <p>know how to explore and evaluate a range of existing products describing what makes it work well and not so well to inform my own choices</p>		<p><b>Mechanisms-Ferris Wheel</b></p> <p><b>know how to draw a simple design and label the parts of my product</b></p> <p>know how to make a mock-up of my design where appropriate</p> <p>know how to identify and name a selection of hand tools</p> <p><b>know how to choose tools and materials and explain why I have chosen them</b></p> <p><b>know how to use wheels and axles, when appropriate to do so</b></p> <p><b>know how simple mechanisms work (wheels and axels)</b></p> <p>know what was successful and less successful in the model I have made against a design criteria</p>		<p><b>Food -Salad</b></p> <p>know how to use IT to communicate and research ideas where appropriate (e.g. taking pictures and annotating them)</p> <p>know how to explore and evaluate a range of existing products describing what makes it work well and not so well to inform my own choices</p> <p>know where a variety of foods come from</p> <p>know about foods that support good health and the risks of eating too much sugar</p> <p>know how to follow safe procedures for food safety and hygiene</p> <p>know how to follow a given healthy recipe to create a cold dish</p>	
RE	<p>2.1 <b>Leaders</b> <i>What makes some people inspiring to others? Moses and Saint Peter</i> Christians and Jewish people</p>	<p><b>RE day- Focus on Christmas</b> <i>Invite visitor</i> Focus- drama and art</p>	<p>2.2 <b>Believing</b> <i>What do Jewish people believe about God, creation, humanity and the natural world?</i></p>	<p>2.3 <b>Belonging</b> <i>What does it mean to belong? What is it like to be a Christian in Nottingham today?</i> Christians</p>	<p>2.4 <b>Story- Jewish and Christian</b> <i>How and why are some stories important in religions? What can we learn from these stories and from the Torah and the Bible?</i></p>	<p><b>RE day- Focus- Express yourself spiritually through the arts</b> <i>Music, drama, art</i></p>

	Humanism		What are some ways that show their beliefs and how they belong? Jewish people Visit to a synagogue		Christians and Jewish people Humanism	
<b>PE</b>	Fundamentals Team Building Dance Fitness		Gymnastics Yoga Ball Skills Net and Wall		Target Games Invasion Striking and Fielding Athletics	
<b>French</b>	<b>Basics 1</b> Greetings Numbers to 10 Colours	<b>Basics 2</b> Numbers to 20 Family Parts of the body Christmas	<b>Ma surprise du zoo</b> Animals Days of the week	<b>Habile-toi Robbie</b> Clothes	<b>Qu'est-ce qu'on mange ce soir?</b> Food	<b>La chenille qui fait des trous</b> Fruit I like/dislike
<b>Music</b>	<b>Hands, feet heart Learning to play the recorder</b> Begin to recognise styles, find the pulse, recognise instruments, listen, discuss other dimensions of music	<b>Ho, Ho, Ho Learning to play the recorder</b> Creating a performance using music and dance. Listen with concentration and understanding to a range of high-quality live and recorded music.	<b>I wanna play in the band Learning to play the recorder</b> Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.	<b>Zoo time Learning to play the recorder</b> Try to recognise/identify very simple style indicators and different instruments used. March, clap, tap your knees, move to find and internalise the pulse. Continue to understand what it means to find the pulse	<b>Friendship song Learning to play the recorder</b> Begin to listen, with respect, to other people's ideas and feelings towards the music you have listened to. Discuss simple dimensions of music (pulse, rhythm, pitch, and perhaps tempo and dynamics) and how they fit into the music you are listening to.	<b>Reflect, rewind and replay Learn to play the recorder</b> Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence.
<b>ICT</b>	<b>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about material on the internet or other online technologies</b> <b>E safety</b> To understand that personal information is unique to themselves To understand that personal information should only be given to trusted adults	<b>Recognise common uses of information technology beyond school</b> <b>Online searching</b> To understand that the world wide web contains large amounts of information To use links to navigate a website To know that the world wide web can be used to answer questions To navigate a website user hyperlinks To locate specific information using a website	<b>Create and debug simple programs</b> <b>Animation and making music</b> To understand what an animation is To understand the premise of a stop frame animation To understand that an animation consists of characters, a stage, props, sound, text and a story To understand the importance of a storyboard in the story planning process	<b>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</b> <b>Coding</b> To understand that an algorithm is a process that consists of a series of steps that achieves a specific goal	<b>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</b> <b>Questioning</b> To understand that messages can be sent electronically over distances To understand that messages can be sent electronically over distances and that people can reply to them To understand that communication can be images, sound and text	<b>Use logical reasoning to predict the behaviour of simple programs</b> <b>Creating pictures</b> To understand the world wide web and how it has developed throughout time To consider how technology changes with time To share knowledge through multi media presentations To plan/produce a presentation of research findings To create an interactive eBook text

	<p>To begin to identify the characteristics of people who are worthy of trust and who can help them make choices that keep them safe</p> <p>To understand that emotions can be a tool to help judge unsafe situations</p> <p>To understand the importance of checking with an adult before participating in an online environment available on the internet</p>	<p>To collect information from a number of different online sources and check they are the same</p>	<p>To create a storyboard</p> <p>To understand that animations need to be scripted</p> <p>To understand that stop frame animations involve physical characters, settings and props</p> <p>To work collaboratively in a group to achieve a common goal</p> <p>To create a stop frame animation</p>	<p>To understand algorithms can describe everyday activities and can be followed by humans and computers</p> <p>To understand that algorithms are made up of steps</p> <p>To know that steps can be repeated</p> <p>To understand that computers need more precise instructions than humans do</p> <p>To use digital drawing tools (Scratch) to create images</p> <p>To program a simple animation involving movement</p> <p>To write a simple program that produces an output (text)</p> <p>To combine images and text to create a simple animation</p>		
<p><b>Curriculum links with Mathematics</b></p>	<p><b>Science</b> Balanced healthy food plate <i>Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity</i></p> <p><b>History</b> <i>Identify, represent and estimate numbers using different representations, including the number line</i> Putting key events of Neil Armstrong's life onto a timeline</p>	<p><b>Science</b> <i>Interpret and construct simple pictograms, tally charts, block diagrams and tables</i> Make table to sort objects into living, dead, never been alive <i>Ask and answer questions about totalling and comparing categorical data.</i> Look at information about food chains and answer questions</p>	<p><b>Science</b> <b>Materials-</b> <i>Ask and answer questions about totalling and comparing categorical data-</i> Investigation- how far does the car go on different surfaces- compare results <i>Choose and use appropriate standard units to estimate and measure length/height in any direction, using rulers-</i> how far has the car travelled? <b>History</b> Compare and order numbers from 0 up to 100;</p>	<p><b>Geography</b> <i>Ask and answer questions about totalling and comparing categorical data.</i> Compare information from both Kenya and London <b>DT</b> <i>Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm)</i> Measure fabric using a ruler and create a template.</p>	<p><b>Science</b> <i>Interpret and construct simple pictograms, tally charts, block diagrams and tables</i> Science investigation- what do plants need to grow- record information gathered in tables and block diagrams <i>Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm)</i> Measuring how tall their plant is <b>Art</b> <i>Order and arrange combinations of mathematical objects in patterns and sequences</i></p>	<p><b>Geography</b> <i>Use mathematical vocabulary to describe position, direction and movement including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).</i> Use correct terminology to describe physical features: mountain, lake, island, valley, river, cliff, forest and beach in relation to each other. <b>History</b> <i>Compare and sequence intervals of time</i></p>

			<p>use &lt;, &gt; and = signs Looking at things from 100 years ago. Sorting artefacts into things that were from 100 years ago and things that were not- use symbols to compare</p> <p><b>DT</b> <i>Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm)</i> Measuring for movable monsters.</p>		<p><i>Portraits art projects- Picasso – Suggest how artists have used colour pattern and shape.</i></p>	<p>Putting key time events of the 'Great fire of London' in order.</p>
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