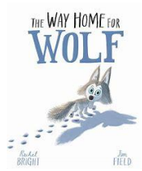
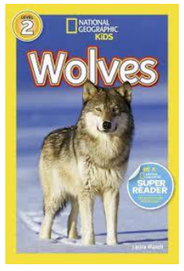
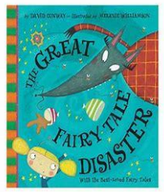
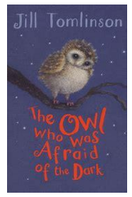
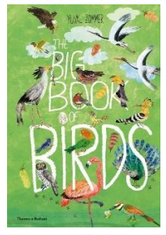
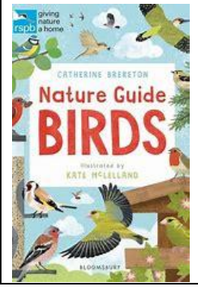
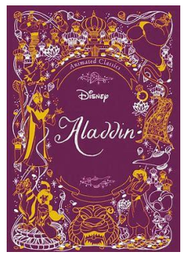
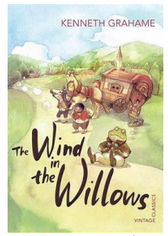
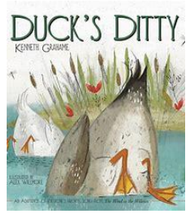
Lea Community Primary School Curriculum Overview 2025-2026

Year 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	7 weeks	8 weeks	5 weeks	6 weeks	6 weeks	7 weeks
Topic	Who is the leader of the pack?	Who's the kindest of them all?	Why is our world wonderful?	How did we learn to fly?	What would you wish for?	Do you like to be beside the seaside?
Enrichment			Tejal Goodwin – Hindu (Dharma)	Trip to Martin Mere or Brockholes	Princess Jasmine visit	
Core Texts	**Bridging Unit- The Way Home for Wolf (6-7 weeks)** The Way Home for Wolf by Rachel Bright, illustrated by Jim Field  National Geographic Kids: Wolves (Level 2) by Laura Marsh  	**Talk Project: Twisted Fairy Tales (6-7 weeks)** The Great Fairy Tale disaster by David Conway, illustrated by Melanie Williamson  	**Talk Project Amazing Birds! (12 weeks)** The Owl who was Afraid of the Dark by Jill Tomlinson  The Big Book of Birds by Thomas Hudson  Nature Guide: Birds by Catherine Brereton  	**Talk Project Amazing Birds! (12 weeks)** Various leaflets for local wildlife attractions   	**Talk Project: Last Push Pack Aladdin**  	**Classic Fiction:** Wind in the Willows by Kenneth Grahame  Classic Poetry: Duck's Ditty by Kenneth Grahame 

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Hinterland knowledge	**Fiction** The Last Wolf Wolves Little Red Riding Hood The Three Little Pigs The Boy Who Cried Wolf Peter and the Wolf The Wolves Who Came for Dinner Wolf in the Snow **Non Fiction** National Geographic Kids: Roar! 100 Fun Facts about African Animals A World Full of Animal Stories National Geographic Kids Puzzle Book of Animals **Poetry** Rumble in the Jungle by Giles Andreae (poetry)	**Fiction** Cinderella The Gingerbread Man Snow White The Jolly Postman The True Story of the Three Little Pigs Snow White in New York Seriously, Cinderella is so annoying Honestly, Red Riding Hood is so Rotten Jack and the Baked Beanstalk. The three little wolves and the big bad pig **Poetry** Revolting Rhymes	**Non Fiction** National Geographic: Owls National Trust Out and about: Bird spotter **Poetry** Poem: Day and Night by David Windle	**Non Fiction** Various leaflets for local attractions.		**Fiction** Brer Rabbit Joel Chandler Harris The reluctant dragon **Poetry** The Owl and the Pussycat The Ugly Duckling
English	Bridging Unit- The way home for wolf Narrative Non chronological report	Talk Unit- Fairytales with a twist Narrative Letters	Talk Unit- Amazing birds Narrative Persuasion Non chronological reports		Talk Unit- Aladdin Last Push Pack (Various non-fiction units)	Lancashire Unit- Wind in the Willows Classic narrative Poetry
Maths	Telling the time Place value Addition and subtraction *Shape*	Addition and subtraction Multiplication and division *Shape*	Multiplication and division *Length and height*	Multiplication and division Fractions *Length and height* *Mass, capacity and temperature*	Fractions Money *Mass, capacity and temperature*	Statistics Position and direction
Science	Living things: Habitats National Curriculum	Living things: Microhabitats National Curriculum	Materials: Uses of Everyday materials National Curriculum	Animals: Lifecycles and Health National Curriculum	Plant growth National Curriculum	Making Connections National Curriculum

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	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.	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 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.	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.	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. Ambitions link: nutritionist	Observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.	
Working Scientifically	National Curriculum Gathering and recording data to help in answering questions. Identifying and classifying. Asking simple questions and recognising that they can be answered in different ways.	National Curriculum Identifying and classifying. Observing closely, using simple equipment. Using their observations and ideas to suggest answers to questions. Asking simple questions and recognising that they can be answered in different ways Performing simple tests. Gathering and recording data to help in answering questions.	National Curriculum Identifying and classifying. Observing closely, using simple equipment. Using their observations and ideas to suggest answers to questions. Asking simple questions and recognising that they can be answered in different ways Performing simple tests. Gathering and recording data to help in answering questions.	National Curriculum Identifying and classifying. Observing closely, using simple equipment. 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.	National Curriculum Identifying and classifying. Observing closely, using simple equipment. Using their observations and ideas to suggest answers to questions. Asking simple questions and recognising that they can be answered in different ways Performing simple tests. Gathering and recording data to help in answering questions.	National Curriculum
Computing	**Online Safety** **Coding** National Curriculum Understand what algorithms are; how they are implemented as program on digital devices; and that programs execute by following precise and unambiguous instructions. Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs.	**Online Safety** **Spreadsheets** National Curriculum Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	**Online Safety** **Questioning** **Effective Searching** National Curriculum Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school.	**Online Safety** **Creating Pictures** National Curriculum Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	**Online Safety** **Making Music** National Curriculum Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	**Online Safety** **Presenting Ideas** National Curriculum Use technology purposefully to create, organise, store, manipulate and retrieve digital content.
PSHE	**Relationships** Transition Relationships- Bullying and Body Language Feelings and emotions- Worry and Anger Fire safety *Online Safety- sharing images* *-Computer safety documentary*		**Living in the Wider World** Our World- Living in our World -Working in our World Being responsible- Practice Makes Perfect Helping someone in need Keeping safe and Healthy- Tying Shoelaces *Online Safety*		**Health and Wellbeing** Keeping Safe and Healthy- Healthy Eating - Brushing teeth Hazard watch- texting while driving RSE	

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					Fire safety- Petty Arson *Online Safety*	
RE	**Christianity** (God) Does how we treat the world matter?	**Christianity** (Jesus) Why do Christians say Jesus is the 'Light of the World'?	**Hindu Dharma** How might people express their devotion?	**Islam** Why do Muslims believe it is important to obey God?	**Christianity** (Church) What unites the Christian community?	**Judaism** **Wh**at aspects of life really matter?
Geography	**Would you prefer to live in a hot or cold place?** Introducing children to the basic concept of climate zones and mapping out hot and cold places globally. Children compare features in the North and South Poles and Kenya as well as in the local area. They learn the four compass points and the names and location of the seven continents. <u>National Curriculum</u> name and locate the world's seven continents and five oceans. understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. use basic geographical vocabulary to refer to:key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.		**Why is our world wonderful?** Identifying features and major characteristics of the UK before learning about some of the amazing places in the world. Naming the oceans and locating these on a world map. Considering what is unique about the natural habitats in their locality and using fieldwork to investigate and present this. <u>National Curriculum</u> name and locate the world's seven continents and five oceans. name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. use basic geographical vocabulary to refer to:key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. 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.			**What is it like to live by the coast?** Naming and locating continents and oceans of the world while revisiting countries and cities of the UK and surrounding seas. Children learn about the physical features of the Jurassic Coast and how humans have interacted with this over time, including land use, settlements and tourism. <u>National Curriculum</u> name and locate the world's seven continents and five oceans. name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. use basic geographical vocabulary to refer to:key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stag. 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. use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and

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						physical features of its surrounding environment. Ambitions link: coastguard
History		**How was school different in the past?** NC links: Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life Significant historical events, people and places in their own locality Ambitions link: teacher		**How did we learn to fly?** NC links: Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life Events beyond living memory that are significant nationally or globally The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods Ambitions link: pilots	**What is a monarch?** NC links: Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life Events beyond living memory that are significant nationally or globally Royal day	
Music	**Call and response- Animals** National Curriculum Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music. Experiment with, create, select and combine sounds using the inter-related dimensions of music.	**Orchestral instruments** National Curriculum Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music. Experiment with, create, select and combine sounds using the inter-related dimensions of music.	**Musical Me** National Curriculum Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music. Experiment with, create, select and combine sounds using the inter-related dimensions of music.	**Space** National Curriculum Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music. Experiment with, create, select and combine sounds using the inter-related dimensions of music.	**Glockenspiels** National Curriculum Play tuned and untuned instruments musically Experiment with, create, select and combine sounds using the inter-related dimensions of music	**Myths and Legends** Key Skills Play tuned and untuned instruments musically Experiment with, create, select and combine sounds using the inter-related dimensions of music
Art	Drawing	Craft and design	Painting and mixed media		Sculpture and 3D	

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	Artist: Quentin Blake <u>National Curriculum</u> To use a range of materials creatively to design and make products. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. 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.	**Map it out** *Artist: David Robinson* <u>National Curriculum</u> To use a range of materials creatively to design and make products. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. 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.	**Life in Colour** *Artist: Romare Bearden* <u>National Curriculum</u> To use a range of materials creatively to design and make products. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. 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.		**Clay Houses** *Artist: Rachel Whiteread* <u>National Curriculum</u> To use a range of materials creatively to design and make products. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. 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		**Structures: Baby bear's chair** Using the tale of Goldilocks and the Three Bears as inspiration, children help Baby Bear by making him a brand new chair. When designing the chair, they consider his needs and what he likes and explore ways of building it so that it is strong. <u>National Curriculum</u> 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. Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]. Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Evaluate their ideas and products against design criteria. Build structures, exploring how they can be made stronger, stiffer and more stable.		**Mechanisms: Fairground wheel** Designing and creating their own Ferris wheels, considering how the different components fit together so that the wheels rotate and the structures stand freely. Pupils select appropriate materials and develop their cutting and joining skills. <u>National Curriculum</u> 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. Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]. Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria. Build structures, exploring how they can be made stronger, stiffer and more stable.		**Mechanisms: Making a moving monster** After learning the terms; pivot, lever and linkage, children design a monster which will move using a linkage mechanism. Children practise making linkages of different types and varying the materials they use to bring their monsters to life. <u>National Curriculum</u> 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. Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]. Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria. Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

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				Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.		
PE	Games – Piggy in the Middle Athletics <u>National Curriculum</u> Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities Participate in team games, developing simple tactics for attacking and defending	Gymnastics Activities 1 FMS – Playground Games in the 20th Century <u>National Curriculum</u> Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities Participate in team games, developing simple tactics for attacking and defending	Net and Wall FMS – Bounce Ball <u>National Curriculum</u> Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities Participate in team games, developing simple tactics for attacking and defending	Games – Striking and Fielding FMS – Kicking Unit <u>National Curriculum</u> Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities Participate in team games, developing simple tactics for attacking and defending	Dance – Seaside Athletics <u>National Curriculum</u> Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities Participate in team games, developing simple tactics for attacking and defending Perform dances using simple movement patterns	OAA – The Great Outdoors FMS – end of KS1 assessment <u>National Curriculum</u> Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities Participate in team games, developing simple tactics for attacking and defending