



Year group	2	Academic year	2025-26	Teacher(s)	Mrs Moxham
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Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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	Classic The Iron Man by Ted Hughes The Iron Woman by Ted Hughes	Contemporary Charlotte's Web by E.B White	Shakespeare Twelfth Night by William Shakespeare	Contemporary Too Small Toga By Atiruke	Diversity Leonara Bolt by Lucy Brandt and Gladys Jose	Classic Winnie the Pooh by AA Milne
Main Class Novel						
Picture Books	The Tin Forest by Helen Ward	What the Roman's did for us. Alison Hawes	The boy who harnessed the wind: Picture Book Edition by William Kamkwamba, Bryan Mealer	Here we are: notes for Living on Planet Earth - Oliver Jeffers (LINKS TO ENGLISH EXPERIENCE DAY)	Big Book of Blooms - Yuval Zommer	Curiosity: The story of Mars Rover by Markus Motum
Everyone's Welcome	Shine by Sarah Asuquo	The Way Back Home by Oliver Jeffers - (Unlikely Friendship)	The Great Big Book of Families by Mary Hoffman and Ros Asquith - (Differences in families)	Two Monsters by David McKee (Working together)	Elmer by David McKee - (Being different)	This is Our House by Michael Rosen and Bob Graham - (differences in families)

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Poetry	A Kid in my Class by Rachel Rooney		A first poetry book- Pie Corbett	Apes to Zebras -An A to Z of Shape Poems		Poems from around the World - BIG BOOK
Memorable Learning and trips		School pantomime Roman Workshop	ART Portrait workshop. "Take 6 pictures"			
English Writing	The Crow's tale by Naomi Howarth Text Type: Narrative Genre-Fable The Day the Crayons Quit Text Type: Non- Fiction Genre: Persuasive Letter	Hibernation Text Type: Non- fiction Genre: Non- chronological report My Christmas Star by the BBC Text Type: Narrative Genre-Story	The Owl who was afraid of the dark Text Type: Narrative Genre: Adventure Poetry -Strange by Valerie Bloom Text type - Comic Poetry Purpose -To entertain	The Great Fire of London Text Type: Non- Fiction Genre: Diary	Stardust by Jeanne Willis Text type - Narrative Genre - Story Purpose -To entertain How to Make a Bird Feeder Text type - Non- Fiction Genre - Instruction Text Purpose -To instruct	Bold Women in Black History by Vashti Harrison Text Type: Non- Fiction Genre: Biography Poetry - If I were in charge of the World
Phonics & Spelling	Phase 5 graphemes Review Year 1 Summer 2 Week 1 /ai/ eigh, aigh, ey, ea, /n/ kn, gn /m/ mb /ear/ ere, eer Tricky words busy, beautiful, pretty, hour	Phase 5 Review Week 1 /ai/ a-e ai ay a eigh ea ey aigh /ee/ y ea ee e ie ey e-e /igh/ igh i-e i y ie /oa/ ow o o-e oa oe ou Tricky words people, eye, whole Week 2 /oo/ /yoo/ oo u u-	Little Wandle Bridge to spelling Week 1 What do I need to know to think about spelling? How do I use the Complete the code chart to help me to spell? Week 2 Why do I double letters at the end of	Little Wandle Spelling Units Unit 1 Weeks 1 and 2 Why do some words have the spellings 'kn' and 'gn' for /n/, and 'wr' for /r/ Prickly spellings once, two Homophones knight,	Little Wandle Spelling Units Unit 4 Weeks 1 and 2 The 'W special' How do 'w' and 'qu' change the sounds that 'a', 'ar' and 'or' make in some words? Prickly spellings who, whole	Little Wandle Spelling Units Unit 8 Week 1 Why does 'c' make the sound /s/ in some words? Prickly spellings beautiful, laugh Homophones here, hear Unit 9 Week 2 How can I spell the

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<p>Week 2 /zh/ su, si /j/ dge /i/ y /j/ ge Tricky words move, improve, parents, shoe Week 3 /sh/ t, ssi, si, ci Week 4 /or/ augh, our, oar, ore Review Week 5 Review Segmenting and blending runs throughout the sessions. As well as reading and writing sentences. Keep up sessions where necessary, plus individual and group reading. Assessment every 5 weeks to monitor progress.</p>	<p>e ew ue ou ui /air/ air are ear ere /ur/ er ur ir or ear /ow/ ou ow Tricky words through, improve, move, prove, shoe, two, who, parents beautiful, their, Week 3 /or/ or a aw au ore oor al oar our augh aur /zh/ si su /ch/ ch tch ture* /sh/ sh ti ch ssi ci si Tricky words thought, sure Week 4 /j/ j g ge dge /s/ s ss c ce se st sc /u/ ou /e/ ea /i/ y /o/ a /u/ o o-e /oo/ u oul schwa: er a or ar our re Tricky words once, again, any, many, friend, busy, pretty, because, laugh Week 5 ie /ee/ /igh/ y /ee/ /igh/ /i/ ea /ee/ /e/ /ai/ a /a/ /ai/ /or</p>	<p>words? Why do I double letters in some longer words ending in -er? Week 3 Why do some words end in 'k' or 'ck'? Why do some words end in 'ch' or 'tch'? Week 4 When do I add the suffix -es/-s to words? Why do I double the final letter in some words when I add the suffix -ing? Week 5 Why do I swap the 'y' for an 'i' when I add the suffix -ed? Why do I drop the 'e' when I add the suffix -ing?</p>	<p>night Unit 2 Weeks 3 and 4 Why do I drop the 'e' when I add the suffixes -ed, -ing, -er, -est and -y? Prickly spellings any, many Homophones one, won Unit 3 Week 5 Why do some words end 'ge' or 'dge'? Why can /j/ be spelled 'j' or 'g' in different words? Homophones where, wear</p>	<p>Homophones our, hour Unit 5 Week 3 Why do I swap the 'y' for an 'i' when I add the suffix -es? Prickly spellings people, friend Homophones quite, quiet Unit 6 Week 4 Why do some words have the spelling 'ey' for the sound /ee/? Prickly spellings move, improve Homophones sea, see Unit 7 Week 5 Why do some words end -le, -al, -il or -el? Homophones to, too, two</p>	<p>/zh/? Prickly spellings busy, pretty Homophones be, bee Unit 10 Weeks 3 and 4 What happens when I add the suffixes -ment, -ness, -ful, -less and -ly to a root word? Prickly spellings parents, because Homophones bare, bear Unit 11, Week 5 How can I show missing letters in a word? Homophones there, their, they're</p>
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		Tricky word friend				
Maths	Place Value Addition and Subtraction	Addition and Subtraction Money Statistics	Multiplication and Division	Fractions Geometry	Length and Height Mass, capacity and temperature	Position and direction Time
Science Big question	Why and how can we look after our bodies?	Where do different animals live?	Can all materials conduct electricity?	What are the properties and uses of different materials?	How do seeds and bulbs grow into flowers and food?	What's beyond planet Earth?
Science	<p>The Human Body</p> <p>1. Animals, including Humans, survival And offspring</p> <p>2. The Skeletal System, The Muscular System and Exercise</p> <p>3. The Digestive system and Healthy Eating</p> <p>4. The Circulatory System</p> <p>5. Germs, diseases and preventing illness</p>	<p>Living Things in their Environments</p> <p>1. Dead or Alive</p> <p>2. What is a habitat?</p> <p>3. Rainforest and Desert habitats</p> <p>4. Meadow habitats</p> <p>5. Underground</p>	<p>Electricity</p> <p>1. Introduction to Electricity</p> <p>2. Safety</p> <p>3. Exploring Circuits (A)</p> <p>4. Exploring Circuits (B)</p> <p>5. Investigating conductive and non-conductive materials</p>	<p>Materials and Matter</p> <p>1. Materials and their uses</p> <p>2. George de Mestral and Velcro</p> <p>3. Matter under the microscope</p> <p>4. Changing Solid Objects</p> <p>5. Liquids and their properties</p>	<p>Plants</p> <p>1. Plants around us</p> <p>2. Seeds and bulbs</p> <p>3. Comparative test</p> <p>4. Comparative Test</p> <p>5. Food and Farming</p>	<p>Astronomy</p> <p>1. Introduction to Astronomy</p> <p>2. Model the Solar System</p> <p>3. Orbit and Rotation</p> <p>4. The Moon and its Phases</p> <p>5. Constellations</p> <p>6. EOY Quiz</p>

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Physical Education	Fundamentals Ball Skills	Gymnastics Team Building	Gymnastics Dance	Dance Invasion Games	Athletics Striking and Fielding	Sending and Receiving Target Games
Computing	<p>Computing systems and networks 1</p> <p>What is a computer?</p> <p>(3 lessons: 1, 2 and 5 only)</p> <p>Lesson 1: Computer parts Lesson 2: Inputs Lesson 5: Real world roleplay</p>	<p>Programming 1</p> <p>Algorithms and debugging</p> <p>(4 lessons: 1,2,4 and 5 only)</p> <p>Lesson 1: Dinosaur algorithm Lesson 2: Machine learning Lesson 4: Making maps</p>	<p>Data Handling</p> <p>International Space Station</p> <p>(3 lessons: 1, 3 and 5 only)</p> <p>Lesson 1: Homes in Space Lesson 3: Warmer, colder Lesson 5: Goldilocks planets</p>	<p>Programming 2</p> <p>ScratchJr</p> <p>(4 lessons: 1,2,4 and 5 only)</p> <p>Lesson 1: Using Scratch Jr Lesson 2: Creating an animation Lesson 4: Programming a joke</p>	<p>Online Safety</p> <p>Online safety Y2 (4 lessons: Teach all five by combining lessons 3 and 4)</p> <p>Lesson 1: What happens when I post online? Lesson 2: How do I keep my</p>	

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		Lesson 5: Unplugged debugging		Lesson 5: 'The Three Little Pigs' Algorithms	things safe when I am online? Lesson 3: Who should I ask? Lesson 4: It's my choice Lesson 5: Is it true?	
Geography Big Question:	What will I find in my local area?		How does the British Isle differ to Cape Town?		What is life like in Northern Europe?	
Geography	<p>Spatial Sense:</p> <ol style="list-style-type: none"> 1. My School Site 2. Drawing a map of my school 3. Maps of the local area 4. Using maps to plan a route 5. Identifying locations on a globe or world map, the equator 		<p>The British Isles</p> <ol style="list-style-type: none"> 1. The British Isles and England 2. Scotland 3. Wales 4. Ireland 5. Comparison with Cape Town 		<p>Northern Europe</p> <ol style="list-style-type: none"> 1. Countries in Northern Europe 2. Human and physical features of Northern Europe 3. Climate in Northern Europe 4. Animals found in Northern Europe 5. Roald Amundsen 6. EOY Quiz 	

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History Big Question:		What have we learned from Roman contributions to British society?		How did religion impact on the monarchy and the Tudor community?		How have significant people supported British Values through their choices and beliefs?
History		<p>Romans in Britain</p> <ol style="list-style-type: none"> 1. Chronology 2. The Roman Empire 3. Roman armies and soldiers 		<p>The Tudors</p> <ol style="list-style-type: none"> 1. Life in Tudor England 2. Henry VIII 3. The English Reformation 4. Edward VI and Mary I 		<p>Powerful Voices</p> <ol style="list-style-type: none"> 1. Gandhi 2. Rosa Parks and Martin Luther King 3. Malala Yousafzai 4. Greta Thunberg 5. Local: David Attenborough

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		<p>4. The invasion of Britain and Boudicca</p> <p>5. Roman towns</p> <p>6. Roman legacy on</p>		5. Elizabeth I		6. EOY Quiz
<p>PSHE (Personal, Social & Health Education.) SMSC (Spiritual, Moral, Social & Cultural.)</p>	<p>Introduction Lesson Setting ground rules for RSE and PSHE lessons</p> <p>Family and relationships</p> <ul style="list-style-type: none"> • Families offer stability and love • Families are different • Other people's feelings • Unhappy friendships • Introduction to manners and courtesy • Change and loss • Gender stereotypes - Careers and jobs 	<p>Health and wellbeing</p> <ul style="list-style-type: none"> • Experiencing different emotions • Being active • Relaxation - breathing exercises • Steps to success • Developing a growth mindset • Healthy diet • Looking after our teeth 	<p>Safety and the Changing Body</p> <ul style="list-style-type: none"> • Introduction to the internet • Communicating online • Secrets and surprises • Appropriate contact: my private parts • Appropriate contact: my private parts are private • Respecting personal boundaries • Road safety • Crossing roads safely • Staying safe with medicine 	<p>Citizenship</p> <ul style="list-style-type: none"> • Rules beyond school • Our school environment • Our local environment • Job roles in our local community • Similar yet different - my local community • School council • Giving my opinion 	<p>Economic wellbeing</p> <ul style="list-style-type: none"> -Where does money come from? -Exploring needs -Exploring wants -Bank cards and amounts -My skills and talents -Everyone is welcome 	<p>Transition Lesson</p> <ul style="list-style-type: none"> -Transition lesson

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RE Big Question	Key Question: Is it possible to be kind to everyone all of the time?	Key Question: Why do Christians believe God gave Jesus to the world?	Key Question: Who is God to Muslims?	Key Question: How important is it to Christians that Jesus came back to life after his crucifixion?	Key Question: How important is the prophet Muhammad to Muslims?	Key Question: How important is the Qur'an to Muslims?
Discovery RE	<p>Theme: Jesus's example as the Son of God. Religion: Christianity.</p> <p>Piece 1 I can tell you how I could be kind to others even if it is difficult. Bridge Concept: Kindness</p> <p>Piece 2 I can recall parts of a story where Jesus spoke about kindness. I can apply this knowledge to the enquiry question.</p> <p>Piece 3 I can talk about a time in the Bible when Jesus showed kindness to</p>	<p>Theme: Christmas - Jesus as a gift from God (incarnation). Religion: Christianity</p> <p>Piece 1 I can tell you why the world may need special care. Bridge Concept: Looking after the world.</p> <p>Piece 2 I can understand that a Christian might believe Jesus came to save the world. I can apply this knowledge to the enquiry question.</p> <p>Piece 3 I can discuss something a Christian might use to prepare for</p>	<p>Theme: The 99 names of Allah. Religion: Islam</p> <p>Piece 1 I I can explain how to show respect. Bridge Concept: Respect</p> <p>Piece 2 I can consider some attributes that Muslims might believe that Allah has. I can apply this knowledge to the enquiry question.</p> <p>Piece 3 I I can explain the meaning of some of the 99 names of Allah. I can apply this knowledge to the enquiry question.</p>	<p>Theme: Salvation - Resurrection of Jesus at Easter. Religion: Christianity</p> <p>Piece 1 I can talk about what I believe happens when something or somebody dies and how memories help me to remember.</p> <p>Bridge Concept: Spring / New life.</p> <p>Piece 2 I can recall parts of the Easter story (to the crucifixion) and say what I think happens next. I can apply this knowledge to the enquiry question.</p> <p>Piece 3 I can recall parts</p>		<p>Theme: The Qur'an - holy book. Religion: Islam</p>

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<p>somebody that was unpopular. I can apply this knowledge to the enquiry question. Piece 4</p> <p>I can talk about a time in the Bible when Jesus showed kindness to somebody who had let him down. I can apply this knowledge to the enquiry question. Piece 5</p> <p>I can tell you when I have been kind to others even when it was difficult. I can re-tell a story Jesus told about being kind or give an example of when Jesus showed kindness. I can say if I think Christians think they should be kind and give a reason. Piece 6</p> <p>I can say why kindness is important</p>	<p>Christmas and what this might look like in different places in the world. I can apply this knowledge to the enquiry question. Piece 4</p> <p>I can describe the gifts Christians might think Jesus brought to the world. I can apply this knowledge to the enquiry question. Piece 5</p> <p>I can say how I could help people in the world by showing love. I can remember the Christmas story and start to explain that Christians believe that Jesus was a gift from God. I can apply this knowledge to the enquiry question. Piece 6</p> <p>I can say how I could help people in the world by showing love.</p>	<p>Piece 4</p> <p>I can explain the ways a Muslim might show respect to Allah in their lives. I can apply this knowledge to the enquiry question.</p> <p>Piece 5</p> <p>I can tell you how I might show respect for other people. I can describe some of the attributes (names) of Allah and what these might mean. I can explain how Muslims might show respect for these in their daily lives. Piece 6</p> <p>I can say what I do to show people who are special to me that I care.</p>	<p>of the Easter story (after the crucifixion) I can apply this knowledge to the enquiry question. Piece 4</p> <p>I can recall parts of the Easter story (after the resurrection.) Piece 5</p> <p>I can start to explain what I believe happens to you before I die. I can recall what Christians believed happened on or after Easter Sunday. I can suggest what I think happened to Jesus after the tomb was found empty. Piece 6</p> <p>I can consider what symbols I would like</p>		
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	and think of ways to show kindness.			to use when celebrating people I love or new life.		
Design Technology		TASK 1: Mechanisms Design and create a functional Ferris wheel, learn how different components fit together so that the wheel rotates and the structure stands freely.		TASK 2: Textiles: pouches Learn how to sew a running stitch ready to design, make and decorate a pouch using a template.		Task 3: Food and Nutrition Learn about the food groups (carbohydrates, proteins, fruits and vegetables, dairy, oils and spreads) to understand a balanced diet to develop a healthy wrap.
Artists and Architecture	Artists: Leonardo da Vinci, Holbein, Hogarth, Van Gogh, Rembrandt, Kahlo, Picasso, Gentileschi		Artists: Picasso, Caravaggio, Antonio del Pollaiuolo, Kauffmann		Artists: Kandinsky, Delaunay, Monet, Klee, Picasso, Calder	
Art concept and skills	Portraits and Self-Portraits Concepts: Portraits v self-portraits, representation in portraits, proportions of a face, cubism Skills: Planning and drawing a face, drawing a profile,		History Painting Concepts: History painting includes mythological paintings, biblical art and historical painting, narrative art, settings, showing different characteristics,		Colour and Shape Concepts: primary colours, secondary colours, warm and cool colours, tints and shades, geometric shapes, organic shapes Skills: colour mixing, drawing	

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	<p>mixing skin tones, drawing with oil pastels DRAWING PAINTING</p>		<p>different ways that stories are told Skills: sketching from imagination, using a ruler, drawing different characteristics, using chalk and charcoal to create tone, collage DRAWING MIXED MEDIA (DRAWING/COLLA GE)</p>		<p>geometric shapes, using natural objects to draw organic shapes, creating sculptures with paper and wire, working as a team 3D FORM PAINTING DRAWING</p>	
Music	<p>Unit: Pulse, Rhythm and Pitch</p> <p>Focus Songs:</p> <p><i>Music is my soul</i> by Joanna Mangona and Pete Readman</p> <p><i>Bolero</i> by Maurice Ravel</p> <p><i>Hey Friends!</i> by Rick Coates</p> <p><i>Eye of the Tiger</i> by Frankie Sullivan and Jim Peterik of the band Survivor</p>	<p>Unit: Playing in an Orchestra</p> <p>Focus Songs:</p> <p><i>Sparkle in the sun</i> by Joanna Mangona and Chris Taylor</p> <p><i>For thr Beauty of the Earth</i> by Folllott S. Pierpoint (1864) and Music by John Rutter (1980)</p> <p><i>Listen</i> by Joanna Mangona and Pete Readman</p>	<p>Unit: Inventing a Musical Story</p> <p>Focus Songs:</p> <p><i>Rainbows</i> by Joanna Mangona and Pete Readman</p> <p><i>Maple Leaf Rag</i> by Scott Joplin</p> <p><i>Hands, Feet, Heart</i> By Joanna Mangona and Pete Readma</p> <p><i>Let's Twist Again</i> by Chubby Checker</p>	<p>Unit: Recognising Different Sounds</p> <p>Focus Songs:</p> <p><i>Helping Each Other</i> by Joanna Mangona and Pete Readman</p> <p><i>Piano Trio In A Minor, Op. 150: I.</i> <i>Allegro</i> by Amy Beach</p> <p><i>The Music Man</i> Public Domain Arranged by Rick Coates</p>	<p>Unit: Exploring Improvison</p> <p>Focus Songs:</p> <p><i>I Wanna Play in a Band</i> by Joanna Mangona and Pete Readman</p> <p><i>Flying Theme From E.T. The Extra- Terrestrial</i> by John Williams</p> <p><i>Music is All Around</i> by Joanna Mangona and Pete Readman</p>	<p>Unit: Our Big Concert</p> <p>Focus Song:</p> <p><i>The Sunshine Song</i> by Joanna Mangona and Pete Readman</p> <p><i>No More Dinosaur</i> by Joanna Mangona and Chris Madin Arranged by Rick Coates</p> <p><i>Four White Horses</i> by Chris Taylor</p> <p><i>Que Llueva, Que Llueva</i> by Public</p>

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	<i>Hello by Joanna Mangona and Pete Readman</i>	<i>Fascinating Rhythm by George Gershwin</i> <i>The Orchestra Song by Joanna Mangona and Pete Readman Music and Orchestra Score by Pete Readman</i>	<i>All Around the World by Joanna Mangona and Pete Readman</i>	<i>The Way you Look Tonight by Jerome Kern</i> <i>Let's Sing Together by Joanna Mangona Arranged by Rick Coates</i>	<i>Moon River by Henry Mancini</i> <i>Saying Sorry by Joanna Mangona Arranged by Rick Coates</i>	<i>Domain Arranged by Chris Taylor</i> <i>Down by the Bay Public Domain Arranged by Chris Taylor</i>
<i>Festivals and Celebrations</i>	<i>Rosh Hashanah Harvest Festival Eid ul Adha All Saints Day</i>	<i>Guy Fawkes Remembrance Sunday Diwali St Andrews Day Advent and Christmas Thanksgiving Hanukah</i>	<i>Chinese New Year St Valentine's Day Shrove Tuesday</i>	<i>St David's Day Holi Mothering Sunday St Patrick's Day Easter Baisakhi</i>	<i>St George's Day May Day Ramadan</i>	<i>Eid ul Adha</i>
<i>British Values and wider world</i>		<i>Boudicca - invasion of Britain - Individual liberty</i>		<i>English Reformation - Democracy - Catholic/Protestant</i> <i>Monarchy</i>		<i>British VALUES - ALL THROUGH INFLUENTIAL PEOPLE -</i>
<i>Speech Community</i>			<i>Speak to the year 3 children about their trip to Bosworth last year</i>			