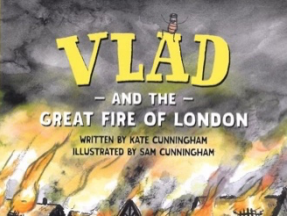
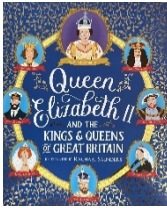
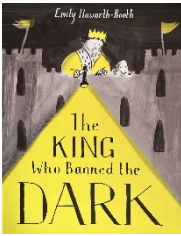
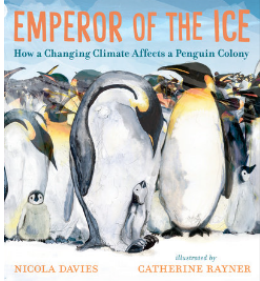
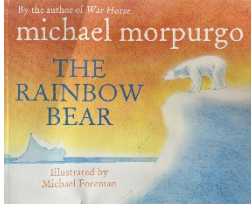
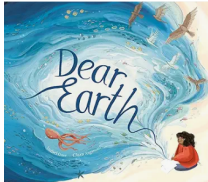
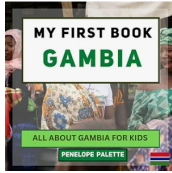
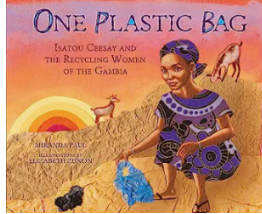
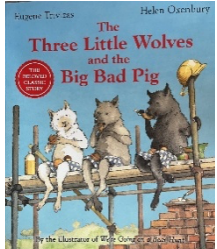




Year 2 Long Term Curriculum Plan 2026-2027

Autumn Term		Spring Term	Summer Term	
Autumn 1 The Great Fires of London	Autumn 2 Kings & Queens	Spring Planet Earth	Summer 1 Kenya	Summer 2 They Made a Difference
Core Text: Non-fiction  Story 	Core Text: Non-fiction  Story 	Core Text: Non-fiction  Story  	Core Text: Non-fiction  Story 	Core Text: Non-fiction  Story  
Hook: Fire Station	Hook: Queen Elizabeth I visit	Hook: Wildlife park - World habitats and adaptation	Hook: Visitor to share her safari experience.	Hook: National Justice Museum Nottingham - characters in court.



Year 2 Long Term Curriculum Plan 2026-2027

Writing Outcomes: Story retell. Recount	Writing Outcomes: Recount Story retell	Writing Outcomes: Recount Story retell	Writing Outcomes: Recount Story retell	Writing Outcomes: Recount Story retell
Grammar: • Use the conjunction 'or' to link words. • Say, write and punctuate basic sentences using 'but' and 'or' Say a poem - Pets	Grammar: • Say, write and punctuate basic sentences linked by 'so' • Say, write and punctuate basic sentences linked by 'when', 'if' that' and 'because' Say a poem - The wrong materials	Grammar: • Use sentences with different forms: statements, questions, command and exclamations • Use commas to separate items in a list. Say a poem - Our planet/Talking to animals	Grammar: • Identify, generate and effectively use adjectives including suffixes - er/-est and -ly • Use expanded noun phrases for description and specification Say a poem - Murky Mist	Grammar: • Use the progressive form of verbs in the present tense. • Use the progressive form of verbs in the past tense. Say a poem - Recycling
Maths				
Place value Addition and subtraction Shape		Money Multiplication and division Length and height Mass, capacity and temperature	Fractions Time Statistics Position & direction	
Curriculum Drivers				
Science Key Objectives & Outcomes				
Follow Ark Curriculum Key Objectives: Animals and Survival • Gained an understanding of the basic needs for animals - water, food and air • Learnt that animals, including humans, have offspring which are similar to them and go through different life stages	Follow Ark Curriculum Key objectives: Uses of Everyday Materials • Different materials are used for the same object (e.g. spoons can be made from plastic, wood and metal) • Different materials have different properties.	Follow Ark Curriculum Key objectives: Living Things and their Habitat • The basic needs for animals - water, food and air. • Animals, including humans, have offspring which are similar (but not identical) to them and go through different life stages. • Why exercise is so important for humans. • What a balanced diet is and the names of the different food groups.	Follow Ark Curriculum Key objectives: Plants and Growth • Learn what seeds are, the different types of seeds and what is inside a seed • Learn that plants can grow from seeds and bulbs • Learn what is meant by 'germination' and that	Follow Ark Curriculum Key objectives: Protecting our Environment • Gained an understanding of the basic needs for animals - water, food and air. • Learnt that animals, including humans, have offspring which are like



Year 2 Long Term Curriculum Plan 2026-2027

- Discovered why exercise is so important for humans - Explored what a balanced diet is and the names of the different food groups - Investigated their own diet to discover whether or not it can be classed as 'balanced' - Learnt what hygiene is and why it is important	- A material is chosen to make an object because of its properties. - The properties of a material make it either suitable or unsuitable. - Some materials are more suitable than others.	- Whether or not some of the meals they have eaten can be classed as being part of a 'balanced diet'. - What hygiene is and why it is important.	seeds need certain conditions to germinate - Learn about the needs of a plant to grow and survive, after the initial germination stage - Learn what is meant by 'seed dispersal'	them and go through different life stages. - Discovered why exercise is so important for humans. - Explored what a balanced diet is and the names of the different food groups. - Investigated their own diet to discover whether it can be classed as 'balanced'. - Learnt what hygiene is and why it is important
History Key Objectives & Outcomes				
<u>The Great Fire of London</u> - Learnt the chronology (the timeline and sequencing of the key events) to appreciate cause and consequence - Used primary evidence to investigate why we know so much about the fire, studying the eyewitness accounts of the famous diarists Samuel Pepys and John Evelyn - Debated causation, learning about the	<u>Kings and Queens</u> - Kings and Queens - Been encouraged to identify similarities and differences between ways of life in the different periods - Learnt how the crown has changed hands as a result of conquest - Studied the battle between the crown and parliament over time - Discovered how restraints have been placed on monarchs throughout the			<u>They Made a Difference</u> 'Significant' means important. - People are significant in different ways. - Historians use criteria to talk about how significant people are. - The Universal Declaration of Human Rights (UDHR) was written to make sure that everyone is treated fairly - Eleanor Roosevelt played a very important



long-term conditions (narrow streets, wooden buildings, flammable materials) and short-term conditions (summer of drought, strong winds) that led to the fire • Studied the consequences of the fire: the damage caused and the impact on both the people of London and the City of London. • Studied how London changed after the fire, pupils learnt how disasters can have some benefits in the longer term, e.g. a cleaner, safer London	centuries, changing Britain from an absolutist to a constitutional monarchy.			role in writing the UDHR. • An activist is someone who is fighting for change. • Apartheid kept black people and white people in South Africa separated. • Nelson Mandela fought for equality and justice for black people. • In 1950s America, segregation kept black people and white people separated • Rosa Parks fought for black and white people to be treated the same. • She refused to give up her seat on a bus and changed American history. • Martin Luther King Jr. was the leader of the Civil Rights Movement in America. • In 1963 he gave a famous speech known as 'I have a dream.' • Malala Yousafzai is an activist for girls' education. • Malala Yousafzai started a charity called
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Year 2 Long Term Curriculum Plan 2026-2027



					the Malala Fund to help girls have equal opportunities.
Geography Key Objectives & Outcomes					
		<u>Planet Earth</u> - Planet Earth: What are the seven continents & five oceans that make up planet Earth? - What is it like in Europe? - What is it like in Asia? - What is it like in Africa? - What is it like in North America? - What is it like in South America? - What is it like in Oceania? - What is it like in Antarctica? - Why are some parts of the Earth cold and some places hot?	<u>Life in Kenya</u> - Where in the world is Kenya? - What is the climate like in Kenya? - What is the landscape of Kenya like? - What is it like to live in rural Kenya? - What is it like to live in urban Kenya? - What are the similarities and differences between Kenya and the UK?		
Computing Key Objectives & Outcomes					
I learn 2 site: Recognise Uses of IT Recognise common uses of information technology beyond school E-safety • use technology safely and respectfully.	I learn 2 site: Programming with Scratch Jr • Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.	I learn 2 site: Digital Art • Use technology purposefully to create, organise, store, manipulate and retrieve digital content. E-safety • use technology safely and respectfully.	I learn 2 site: Introduction to Animation • Use technology purposefully to create, organise, store, manipulate and retrieve digital content	I learn 2 site: Data Handling • Use technology purposefully to create, organise, store, manipulate and retrieve digital content E-safety • use technology safely and respectfully.	I learn 2 site: Ebook Creation • Use technology purposefully to create, organise, store, manipulate and retrieve digital content <u>Internet Research</u> • identify where to go for help and support when they have



Year 2 Long Term Curriculum Plan 2026-2027

	• Create and debug simple programs. • Use logical reasoning to predict the behaviour of simple programs. E-safety • 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.	• 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.		• 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.	concerns about content or contact on the internet or other online technologies.
Art Key Objectives & Outcomes					
<u>Explore and Draw</u> • To understand that artists find inspiration for artwork from their environment. • To explore my environment and collect		<u>Exploring the World Through Mono Print</u> • To record what I can see in photos and films through close looking and drawing. • To show an awareness of the		<u>Stick Transformation Project</u> • To use my imagination to play and explore using materials. • To use my imagination to reinvent the stick. • To display the work made through the	



Year 2 Long Term Curriculum Plan 2026-2027

things that inspire me. - To explore different drawing exercises to record the things you have collected. - To use a range of materials to create lots of varied mark making drawings of natural objects around me. - To display the work made through the half term and reflect on the outcomes.		relationship between drawing, looking and mark making when drawing small. - To understand what a mono print is and to make my own mono print using carbon paper. - To make a mono print that explores playful narrative or invention. - To display the work made through the half term and reflect on the outcomes		half term and reflect on the outcomes.	
D&T Key Objectives & Outcomes					
	<u>Making a throne for a teddy</u> A design brief helps to decide what to make.		<u>Making a Moving Monster</u> Creating a class design criteria for a moving monster		<u>Fairground Wheel</u> Selecting a suitable linkage system to



Year 2 Long Term Curriculum Plan 2026-2027

	• Design criteria are the steps for making a product successful. • Design criteria help when thinking of ideas. • Different products work in different ways and have parts that make them work. • Some properties of materials, such as hard, soft, flexible, waterproof, strong, etc. • The names of some geometric shapes, such as triangle, pyramid, square, cube, circle and sphere. • Existing products can be evaluated against design criteria. • Design criteria help to decide if their product is a success. • Improve means to make something better. • A structure is something that has been made and put together. • The shape of a structure affects its strength.		• Designing a moving monster for a specific audience in accordance with a design criteria. • Making linkages using card for levers and split pins for pivots • Experimenting with linkages adjusting the widths, lengths and thicknesses of card used • Cutting and assembling components neatly • Evaluating own designs against design criteria • Using peer feedback to modify a final design • To know that mechanisms are a collection of moving parts that work together as a machine to produce movement • To know that there is always an input and output in a mechanism • To know that an input is the energy that is used to start something working • To know that an output is the movement that happens as a result of the input		produce the desired motions • Designing a wheel Selecting appropriate materials based on their properties • Selecting materials according to their characteristics • Following a design brief • Evaluating different designs • Testing and adapting a design • To know that different materials have different properties and are therefore suitable for different uses • To know the features of a ferris wheel include the wheel, frame, pods, a base an axle and an axle holder • To know that it is important to test my design as I go along so that I can solve any problems that may occur
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Year 2 Long Term Curriculum Plan 2026-2027

	- Materials can be manipulated to improve strength and stiffness. - A strong structure is one which does not break easily. - A stiff structure or material is one which does not bend easily.		- To know that a lever is something that turns on a pivot - To know that a linkage mechanism is made up of a series of levers		
PSHE Key Objectives					
My healthy self: How can we look after our bodies?	Connecting with others: How can I build safe, kind and caring relationships with others?	The online world: How can we stay safe online?	Citizenship: How do people belong to a community and earn money?	Growing up: How can we look after and respect our bodies as we grow?	Staying safe: How can I make safe choices in different places?
RE Key Objectives					
Why do we need to give thanks? Hindu, Christian and Humanist	What do candles mean to people? Christian, Hindu, Jewish	How do we know some people were chosen in early life? Sikh, Muslim, Christianity	What is a prophet? Christian, Muslim, Jewish	How do some people talk to God? Muslim, Jewish, Hindu	Where do some people talk to God? Hindu, Muslim, Sikh
Music Key Objectives					
Music On the Island: British Songs and Sounds	Music Orchestral Instruments (Theme: Traditional Western Stories)	Music Musical Me	Music Dynamics, Timbre, Tempo & Motifs (Theme: Space)	Music African Call and Response Song (Theme: Animals)	Music Myths and Legends