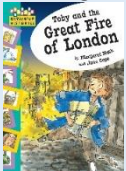
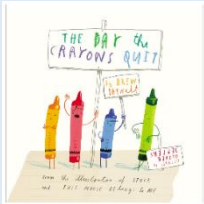
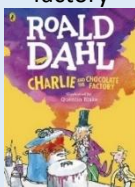
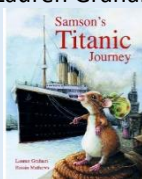
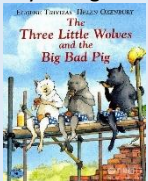
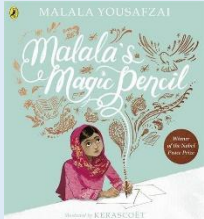
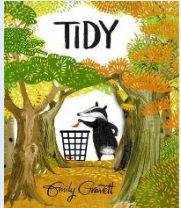
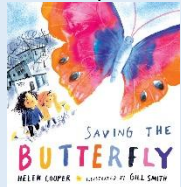


YEAR 2: 2026-27 LONG TERM OVERVIEW PLANNING: Mrs Smith

Key Driver Texts and Parallel texts for English identified and Key Wider Curriculum Subject Drivers

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Quest Question Why is London burning? COURAGE SPIRITUALITY: OTHERS - DOOR	Quest Question What will we find at the two poles? SPIRITUALITY: BEAUTY-WINDOW	Quest Question How can I be a game changer? FELLOWSHIP / COURAGE SPIRITUALITY: SELF - MIRROR	Quest Question Is my home better than yours? LOVE SPIRITUALITY: BEAUTY - WINDOW	Quest Question Does chocolate grow on trees? LOVE SPIRITUALITY: BEAUTY - WINDOW	Quest Question What happened to the Titanic? COURAGE SPIRITUALITY: BEYOND-CANDLE
	Key Drivers History - events beyond living memory Text Driver A: Toby & the Great Fire of London – Margaret Nash 	Key Drivers Geography – Locational knowledge Text Driver A: Lost and Found – Oliver Jeffers 	Key Drivers History – Life of a significant individual Text Driver A: The day the crayons quit 	Key Drivers Science – Living things and their habitats Text Driver A: The Night Gardener 	Key Drivers Geography – Place knowledge Text Driver A: Charlie and the chocolate factory 	Key Drivers History – historical event (local) Text Driver A: Samson's Titanic Journey – Lauren Graham 
	Parallel texts: - Vlad and the Great Fire of London – Kate Cunningham - The Baker's Boy and the Great Fire of London - Tom & Tony Bradman	Parallel texts: The Elephant Detectives – Ged Adamson	Parallel texts: The day the Crayons Came Home – Drew Daywalt	Parallel texts: - Hedgehogs - - The Woolly Bear Caterpillar – Julia Donaldson	Parallel texts: Author study (extracts)	Parallel texts: - The story of the Titanic - Noah's Ark
	Text Driver B: The Three Little Wolves and the Big Bad Pig – Helen Oxenbury & Eugene Trivias 	Text Driver B: Stick man – Julia Donaldson 	Text Driver B: Malala's Magic Pencil 	Text Driver B: Tidy – Emily Gravett 		Text Driver B: Saving the Butterfly – Helen Cooper 
	Parallel texts: Versions of the three little pigs	Parallel texts: The Santa Trap – Jonathan Emmett	Parallel texts: The Global Game Changers – Jan & Rachel Helson	Parallel texts: Dear Greenpeace – Simon James		Parallel texts: The Proudest Blue – Ibtihaj Muhammed

	Poetry – The Three Little Pigs by Roald Dahl (Revolting Rhymes)	Poetry – - Eletelephony – Laura Richards - Talking Turkeys – Benjamin Zephania	Poetry – Colour by Christina Rossetti	Poetry - When Daddy fell into the pond – Alfred Noyes	Poetry – - On the Ning Nang Nong – Spike Milligan - Chocolate Cake - Michael Rosen	Poetry - When Daddy Fell into the Pond by Alfred Noyes
RE	Christian tradition – Concept – Bread as a symbol What is bread a symbol of? Fellowship	Christian traditions- Concept – Giving at Christmas Why does Christmas matter to Christians? (Golden Thread - special) Love	Jewish traditions Passover Concept – Remembering How do Jewish families celebrate Passover? Bible story – Moses and the 10 plagues Fellowship	Christian traditions - Concept – Welcoming: Easter What is the importance of Palm Sunday? Bible story – Easter story Love	Jewish Traditions - Concept – Special What is special about a synagogue? Fellowship	Christian traditions Concept – Creation stories What does creation mean? Golden thread – community Love
SAFEGUARDING	Using Year 1/2 provision safely Fire Safety – Fire Brigade	Green Cross Code (HCC led session)	Pants rule, internet safety	School trip safety: Chichester Harbour	Online Safety: My on-line community	School trip safety -Titanic Museum Water safety
SCIENCE	Use of everyday 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 - Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting, and stretching.		Animals including humans - Notice that animals, including humans, have offspring which grow into adults - Find out about 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 Spirituality: self	Living Things – Habitats - 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 kinds of animals and plants, and how they depend on each other - Identify and name a variety and animals in their habitats, including microhabitats - Describe how animals obtain their food from plants and other animals, using the ideas of a	Plants - 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	

				simple food chain, and identify and name different sources of food Love Spirituality: Wonder		
Year 1 ONLY: Seasonal Changes and ALL YEAR GROUPS: Working Scientifically throughout each unit						
HISTORY	Great Fire of London Events beyond living memory that are significant nationally or globally Courage	Gunpowder Plot Significant historical event. Guy Fawkes and the Gunpowder Plot <i>Light touch</i>	Rosa Parks & Emily Davison Lives of significant individuals in the past who have contributed to national and international achievements. Compare aspects of life in different periods Courage Spirituality: Others	-	-	Titanic Significant historical events, people, and places in their own locality
GEOGRAPHY	Locational knowledge Name, locate and identify characteristics of the four countries and capital cities in UK and the seas.	Locational knowledge - Name and locate the world's seven continents and five oceans. Human and physical geography - Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Geographical skills and fieldwork - Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans.	-	Geographical skills and fieldwork Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.	Place Knowledge - 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 Human and physical geography - 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 -key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	
ART	-	-	Painting and printing - Use drawing and painting to develop a range of art techniques, using colour, pattern, line, shape, form and space. - Look at the work of a range of artists, craft makers and designers (with a focus on Kandinsky), describing the differences and similarities between different practices and disciplines, and making links to their own work	Collage - Develop painting skills, including finding ways to create texture - Use a range of materials creatively to design and make products - Know about the work of a range of artists - Romare Bearden	-	Drawing/sketching (Through the porthole) To use drawing, painting, and sculpture to develop and share their ideas, experiences and imagination Spirituality: Wonder
DT	House from 1666 Select from and use a range of materials and components to make a house from 1666 to set fire to – linked to Great Fire of London	Christmas sleigh - Design a purposeful, functional and appealing product based on design criteria - Select and use a range of tools and materials to create a sleigh (cutting, shaping, joining and finishing) - Evaluate their product against design criteria	-	-	Healthy wraps - Design an appealing product for themselves and others based on design criteria - Select ingredients - Evaluate their product Spirituality: self	-
PSHE	Meet the brain How the brain works	Celebrate Looking at our strengths	Appreciate What the word gratitude means	Relate Looking at everyone's	Engage How we can use everything that	PSHE: Transition to KS2

	- Looking at our different emotions - Using strategies, such as happy breathing to help us regulate Spirituality: Self and others	How we can grow our strength and giving people positive feedback Spirituality: self	Using gratitude	similarities and differences How active listening can help overs Spirituality: others	we've learnt to feel good and do good Looking at goals and how perseverance can help us achieve these	
MUSIC	London's Burning - Use voices expressively and creatively by singing songs - Play tuned and untuned instruments musically	Christmas Nativity Use voices expressively by singing songs	Protest rhythm Use voices to speak chants and rhymes Fellowship	British sounds and songs - Experiment with, create and combine sounds - Understand and use simple musical notations	West African Song - Listen to recorded music with concentration and understanding - Listen to music from different genres, styles and traditions	Titanic – String quartet - Listen with concentration and understanding to music - Evaluate music across a range of historical periods - Use musical language, such as pitch, tempo and dynamics Courage Spirituality: meaning and purpose
COMPUTING	Computing Charter IT around us The use of information technology around the world		Data Organising and presenting		Programs Sequencing and building programs	
E-safety		<u>How do I keep my things safe online?</u>	<u>How do I keep my things safe online?</u>		<u>It's my choice (permissions)</u>	<u>Is it true?</u>
PE/GAMES	Dance - Great Fire of London NC: Perform dances using simple movement patterns. Balance, agility and co-ordination Fundamentals – GS4PE	Nativity Dance – Nativity NC: Perform dances using simple movement patterns. Fellowship Courage Spirituality: Meaning and purpose	Gymnastics - GS4PE NC: Developing balance, agility and co-ordination, and begin to apply these in a range of activities Balance, agility and co-ordination	Team Building – GS4PE NC: Participate in team games, Teamwork Target Games – GS4PE NC: Master basic movements including	Dance Countries/continent Africa - GS4PE NC: Perform dances using simple movement patterns. Balance, agility and co-ordination	Athletics NC: 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 Balance, agility and co-ordination

	NC: Master basic movements including running, jumping, throwing and catching Catching and passing a ball	Ball skills – GS4PE NC: Master basic movements including running, jumping, throwing and catching Participate in team games, Catching and passing a ball	Sending and receiving - GS4PE NC: Participate in team games, developing simple tactics for attacking and defending Master basic movements including running, jumping, throwing and catching, Catching and passing a ball	running, jumping, throwing and catching, Participate in team games, developing simple tactics for attacking and defending Catching and passing a ball	Net and wall games NC: Participate in team games, developing simple tactics for attacking and defending Catching and passing a ball	Striking and Fielding - GS4PE NC: Participate in team games, developing simple tactics for attacking and defending Master basic movements including running, jumping, throwing and catching Catching and passing a ball
ST ALBAN'S PROMISES, CURRICULUM EXPERIENCES	- Setting fire to the houses they have created. - Fire brigade visit - Visitor - Weald and Downland Museum	Nativity		Trip – Chichester Harbour	Chocolate Workshop – in school	Trip –Titanic Museum