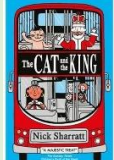
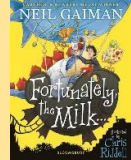
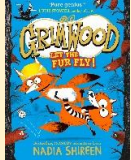




# Franché Community Primary School long term curriculum topic overview

Year group: Two

|                            | Autumn 1                                                                                                                                                                                             | Autumn 2                                                                                                                     | Autumn 2                                                                                                                                     | Spring 1                                                                                                                                                                                                                                  | Spring 2                                                                                                                                                                  | Summer 1                                                                                                                                                                           | Summer 2                                                                                                                                   |
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| TOPIC                      | Bog Baby                                                                                                                                                                                             | Great Fire of London                                                                                                         | Stormy Seas Ahead!                                                                                                                           | Feathered Friends                                                                                                                                                                                                                         | Mighty Monarchy                                                                                                                                                           | Explorers                                                                                                                                                                          | Fantastic Feelings                                                                                                                         |
| Topic related text         |                                                                                                                     |                                             |                                                            |                                                                                                                                                        |                                                                                        |                                                                                                 |                                                         |
| Ignition activity          | Discovering Bog Baby in the school pond and making him feel welcome in the Family of Franché.                                                                                                        | Get a jar with a spark in it. I see, I think, I wonder..... activity linked to this.                                         | Interpretation of mystery whale eye (literacy shed) – observe, wonder, infer.                                                                | Present the RSPB birdwatch challenge                                                                                                                                                                                                      | Letter from Henry VIII.<br><br>Reignited with a visit from Henry VIII.                                                                                                    | Explorers activity day:<br>Fruit salad making<br>Knot tying<br>Fitness course<br>Map work                                                                                          | PSHE lesson about emotions using the colour monster. Create a weaving topic page and add emotions to it.                                   |
| Culminating activity       | Children create their own Bog Babies to give Bog Baby some friends to return back to his habitat with.                                                                                               | Immersive Great Fire of London day including a recreation of the fire on the school playground.                              | Christmas parent workshop – making tealight lanterns. Watching Mousehole cat short film based on the book.                                   | Contribution to the birdwatch.<br>Visit from the Bird Show in school.                                                                                                                                                                     | Letter from Henry VIII thanking us.                                                                                                                                       | Visit to Wyre Forest Lands Trust                                                                                                                                                   | Drama response to Inside Out                                                                                                               |
| PSHE                       | Water safety<br>NSPCC - Buddy<br>PANTs rule<br>Growing and Changing Identity<br>Black History Month                                                                                                  | Contacting emergency services (999)<br>Keeping safe (fire)                                                                   | Friendship and bullying<br>Peer pressure<br>Safe strangers<br>E-Safety (online friendships and permissions).                                 | Keeping healthy with physical exercise<br>Drugs and alcohol unit:<br>1. Keeping safe: things that go into and onto bodies<br>2. Keeping healthy: medicine<br>3. Keeping safe: medicines and household products<br>Mental Health Week 2025 | Basic hygiene<br>Healthy Lifestyle<br>Diversity<br><br>Mental Health and emotional well-being unit:<br>1.<br>2.<br>3.<br>4                                                | Personal strengths and weaknesses.<br>People who have changed the world.<br>Jobs and what they would like to do<br>Resilience and managing anger                                   | Emotions<br>Sun safety<br>Staying safe over the holidays                                                                                   |
| British Values             | Democracy: Voting for eco council and dojo rewards.                                                                                                                                                  | Democracy, Rule of Law, Respect and Tolerance, Individual Liberty                                                            | Democracy, Rule of Law, Respect and Tolerance, Individual Liberty                                                                            | Democracy, Rule of Law, Respect and Tolerance, Individual Liberty                                                                                                                                                                         | Democracy, Rule of Law, Respect and Tolerance, Individual Liberty                                                                                                         | Democracy, Rule of Law, Respect and Tolerance, Individual Liberty                                                                                                                  | Democracy, Rule of Law, Respect and Tolerance, Individual Liberty                                                                          |
| English                    | <b>Entertain:</b><br>Poem about pond and desert creatures.<br>Character description of Bog baby and own pond character. Setting description of Bluebell Wood and own pond setting.<br><b>Inform:</b> | <b>Inform:</b> Recount of the Great Fire of London.<br><br>Recount of the Great Fire of London day.<br><br>Acrostic poem???? | <b>Entertain:</b> Narrative based on the Literacy Shed video 'Catch a Lot'.<br><b>Inform:</b> Informative text 'How to be a good fisherman'. | <b>Entertain:</b> Narrative based on 'The Owl Who Was Afraid of The Dark'<br><b>Inform:</b> Fact file about different birds                                                                                                               | <b>Inform:</b> Non-fiction text about King Charles III.<br><b>Non-fiction</b> text about King Henry VIII.<br><b>Inform:</b> Instructions, how to make a healthy sandwich. | <b>Entertain:</b> Narrative based on the video 'Taking Flight'.<br>Persuade:<br><b>Inform:</b> Recount the of Explorers Day.<br><b>Entertain:</b> Poem, 10 things in an explorers. | <b>Inform:</b> Letter to Year 1                                                                                                            |
| Whole Class Guided Reading | <b>Fiction:</b> Bog Baby<br><b>Non-fiction:</b> Pond facts<br><b>Poetry:</b> Night Creatures                                                                                                         | <b>Fiction:</b> The Great fire of London<br><b>Non-fiction:</b> Charles II and the Great Fire of London<br><b>Poetry:</b>    | <b>Fiction:</b> Oliver and the Seawigs, The Mousehole Cat<br><b>Non-fiction:</b> The Pacific Ocean<br><b>Poetry:</b>                         | <b>Fiction:</b> The Lion and the Bird<br><b>Non-fiction:</b> RSPB fact files, The Continents, Exotic Birds fact files,<br><b>Poetry:</b>                                                                                                  | <b>Fiction:</b> The Cat and the King<br>P: If I Were a King<br><b>Non-fiction:</b> Imperial State Crown<br><b>Fiction:</b> The King Who                                   | <b>Fiction:</b> Lost and Found<br><b>Non-fiction:</b> Explorers<br><b>Non-fiction:</b> Poem, Exploring<br><b>Non-fiction:</b> Barbara Hillary (NYT edit)                           | <b>Fiction:</b> Mixed by Arree Chung<br><b>Fiction:</b> Grimwood<br><b>Fiction:</b> Leo and the Octopus<br><b>Poetry:</b> Steaming! By Ian |

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|                |                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Film:</b> For the birds                                                                                                                                                                                                                                                                                                                                                                                    | Banned the Dark<br><b>Non-fiction:</b> Memorable Monarchs                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                        | Souter<br><b>Poetry:</b> My Mother Says I'm Sickening by Jack Prelutsky                                                                                                                                                                                                                                                               |
| <b>Maths</b>   | White Rose: Place value<br>Addition and Subtraction<br>Mastering Number                                                                                                                                                                                                                                                                               | White Rose: Addition and Subtraction<br>Shape<br>Mastering Number                                                                                                                                                                                                                                                                                         | White Rose: Addition and Subtraction<br>Mastering Number                                                                                                                                                                                                                                                                                                                                              | White Rose: Shape<br>Multiplication and Division<br>Mastering Number                                                                                                                                                                                                                                                                                                                                          | White Rose: Multiplication and Division, Fractions.<br>Measurement.<br>Mastering Number                                                                                                                                                                                                                                                                                        | White Rose: Measurements.<br>Time<br>Mastering Number                                                                                                                                                                                                                                                                                                  | White Rose:<br>Position and Direction<br>Statistics<br>Mastering Number                                                                                                                                                                                                                                                               |
| <b>Science</b> | <b>Enquiry question:</b><br>What do living things need to survive and thrive? (living things objectives)<br><br><b>Working Scientifically:</b><br>asking questions, making predictions, setting up tests, observing and measuring, recording data, interpreting and communicating results and evaluating.<br><br><b>STEM hero/es:</b> Wangari Maathai | <b>Enquiry question:</b><br>What are the best materials for Vlad and Boxtton to build with?<br><br><b>Working Scientifically:</b><br>asking questions, making predictions, setting up tests, observing and measuring, recording data, interpreting and communicating results and evaluating.<br><br><b>STEM hero/es:</b> Use British Science week website | <b>Enquiry question:</b> Tom needs a new hat for his fishing adventures. Can you investigate which material will be the most suitable? (materials unit)<br><br><b>Working Scientifically:</b><br>asking questions, making predictions, setting up tests, observing and measuring, recording data, interpreting and communicating results and evaluating.<br><br><b>STEM hero/es:</b> Stephanie Kwolek | <b>Enquiry question:</b> Food chains help us to understand where animals get their food from. What do I eat and what can eat me? (animals/living things objectives)<br><br><b>Working Scientifically:</b><br>asking questions, making predictions, setting up tests, observing and measuring, recording data, interpreting and communicating results and evaluating.<br><br><b>STEM hero/es:</b> Jane Goodall | <b>Enquiry question:</b> How can we keep healthy?<br><br><b>Working Scientifically:</b><br>asking questions, making predictions, setting up tests, observing and measuring, recording data, interpreting and communicating results and evaluating.<br><br><b>STEM hero/es:</b> Wangari Maathai                                                                                 | <b>Enquiry question:</b> How do plants stay healthy?<br><br><b>Working Scientifically:</b><br>asking questions, making predictions, setting up tests, observing and measuring, recording data, interpreting and communicating results and evaluating.<br><br><b>STEM hero/es:</b> Ynes Mexia                                                           | <b>Enquiry question:</b> Which bottle will throw the mice the furthest?<br><br><b>Working Scientifically:</b><br>asking questions, making predictions, setting up tests, observing and measuring, recording data, interpreting and communicating results and evaluating.<br><br><b>STEM hero/es:</b> Recap of those covered in Year 2 |
| <b>History</b> | <b>When in the World:</b> revisit timeline chronology through significant people and events. Rewilding                                                                                                                                                                                                                                                | <b>Enquiry question:</b><br>How did London change after the Great Fire of London?<br><br><b>Second order skill:</b> cause and consequence, change and continuity, similarity and difference, historical significance, sources and evidence, historical interpretations<br><br><b>Thread:</b> people and their daily lives, inventions, conflict and power | <b>When in the World:</b> revisit timeline chronology through significant people and events.                                                                                                                                                                                                                                                                                                          | <b>When in the World:</b> revisit timeline chronology through significant people and events.                                                                                                                                                                                                                                                                                                                  | <b>Enquiry question:</b> How is it different being King today compared to the time of King Henry VIII?<br><br><b>Second order skill:</b> cause and consequence, change and continuity, similarity and difference, historical significance, sources and evidence, historical interpretations<br><br><b>Thread:</b> people and their daily lives, inventions, conflict and power | <b>Enquiry question:</b> Who were the Greatest Explorers and what did they do?<br><br><b>Second order skill:</b> cause and consequence, change and continuity, similarity and difference, historical significance, sources and evidence, historical interpretations<br><br><b>Thread:</b> people and their daily lives, inventions, conflict and power | <b>When in the World:</b> revisit timeline chronology through significant people and events.                                                                                                                                                                                                                                          |

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| Geography | <b>Enquiry question:</b><br>What are the key features of a map?<br><br><b>Fieldwork:</b> Use observational skills to study the geography of the school and devise a map.                                                                                     | <b>Where in the World</b><br>Local Geography: The Great Witley Fire<br>Global: Great Lisbon Earthquake                                                                              | <b>Enquiry question:</b> Where are the oceans of the world and seas around the UK?                                                                                                                                                     | <b>Enquiry question:</b> Why are some places in the world hot and some are cold?<br><br><b>Fieldwork:</b> Gather data for RSPB by visiting school grounds and consider human and physical features.                             | <b>Where in the World</b>                                                                                                                                                                                                                                                                     | <b>Enquiry question:</b> Would an explorer see different features in Kidderminster and Sydney?<br><b>Fieldwork:</b><br>Fieldwork in the Wyre Forest— ‘What is this place like?’<br>How is it different to Sydney? Develop locational and directional knowledge (use of compass and compass points)<br>Fieldwork in the school grounds—collect evidence of our current season | <b>Where in the World</b>                                                                                                                                         |
| Art       | <b>Enquiry question:</b> How can watercolour be used to create effect?<br><br><b>Skill:</b> Watercolour<br><br><b>Artist:</b>                                                                                                                                | <b>Enquiry question:</b> How can line thickness be used to recreate buildings from the time of the Great Fire of London?<br><br><b>Skill:</b> Drawing (lines)<br><br><b>Artist:</b> | <b>Enquiry question:</b> How can we explore using different paint techniques to create movement?<br><br><b>Skill:</b> Painting, Watercolour wash, dry-on-dry, dry-on wet etc.<br>Creating patterns.<br><br><b>Artist:</b> Yayoi Kusama | <b>Enquiry question:</b> How can pattern and texture be used to make a bird drawing more realistic?<br><br><b>Skill:</b> Collage. Sketching, patten, line thickness<br><br><b>Artist:</b> Pedro Fernandez<br>Re-visit Paul Nash | <b>Enquiry question:</b> How can we use collage techniques to create a portrait of Henry VIII?<br><br><b>Skill:</b> Collage. Paper curling, watercolour,<br><br><b>Artist:</b> Andy Warhol                                                                                                    | <b>Enquiry question:</b> How can shapes and patterns be used to create a clay masterpiece with meaning?<br><br><b>Skill:</b> Clay, lines, shape, pattern, painting, moulding.<br><br><b>Artist:</b> Re-visit Henri Rousseau                                                                                                                                                  | <b>Enquiry question:</b> How can different shapes be used to create pattern?<br><br><b>Skill:</b> Textiles<br><b>Artist:</b> Kirstie Macleod                      |
| D.T       | <b>Enquiry question:</b><br><b>Textiles:</b> What is the most suitable fabric to make a friend for Bog Baby?                                                                                                                                                 |                                                                                                                                                                                     | <b>Enquiry question:</b><br><b>Structural:</b> How can we adapt freestanding structures to build a stronger London Bridge?                                                                                                             |                                                                                                                                                                                                                                 | <b>Enquiry question:</b><br><b>Chefs:</b> How can we use the skills of cutting, peeling and grating to create sandwiches and crudités for a royal tea party?<br><br><b>Enquiry question:</b><br><b>Mechanical:</b> How can we use wheels and axles to create a carriage for King Charles III? |                                                                                                                                                                                                                                                                                                                                                                              | <b>Enquiry question:</b><br><b>Chefs</b><br>Which food groups should we eat to make sure we are eating a healthy and balanced diet?                               |
| Computing | <b>Enquiry question:</b><br>How can I be creative and express myself with technology? (Creating Media, digital photography – Unit 2)<br><br><b>Significant Computing Figure</b> – Steve Jobs<br><br><b>E-Safety: Project Evolve</b> – Health, Well-Being and |                                                                                                                                                                                     |                                                                                                                                                                                                                                        | <b>Enquiry question:</b><br>How can technology help me organise information? (Data and information pictograms – Unit 4)<br><br><b>Significant Computing</b>                                                                     | <b>Enquiry question:</b><br>In Music - How can I be creative and express myself with technology? (Creating Media, Creating Digital Music - Unit 5)                                                                                                                                            | <b>Enquiry question:</b><br>How can I use technology to make things happen? (Programming a, Robot Algorithms – Unit 3)<br><br><b>Significant Computing</b>                                                                                                                                                                                                                   | <b>Enquiry question:</b><br>How does technology make our lives easier? (Computer Systems and Networks, IT around us – Unit 1)<br><br><b>Significant Computing</b> |

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|              | Lifestyle.<br>Self-Image and Identity.                                                                                                                                                                                                                      |                                                                                                                                                                    | <b>Figure</b> – Revisit (Reception) Bill Gates<br><br><b>E-Safety: Project Evolve</b> – Copyright and Ownership                                                             | <b>Significant Computing</b><br><b>Figure</b> – Revisit (Reception) Sir Tim Burners Lee<br><br><b>E-Safety: Project Evolve</b> – Managing Online Information. Online Reputation.      | <b>Figure</b> – Revisit (Year 1) Charles Babbage<br><br><b>E-Safety: Project Evolve</b> – Online Relationships.<br><br><b>Enquiry question:</b><br>How can I use technology to make things happen? (Programming b, Programming Quizzes – Unit 6)<br><br><b>Significant Computing</b><br><b>Figure</b> – Revisit (Year 1) Douglas Englebart<br><br><b>E-Safety: Project Evolve</b> – Online Bullying | <b>Figure</b> – Hedy Lemarr<br><br><b>E-Safety: Project Evolve</b> – Privacy and Security.                                                                              |
| <b>Music</b> | <b>Enquiry question:</b><br><b>How do musicians learn which notes to play?</b><br><b>Learning Focus:</b> Exploring pitch and using an instrument to recreate a melody                                                                                       | <b>Enquiry question:</b><br><b>How can we use the pentatonic scale to create our own musical patterns?</b>                                                         | <b>Enquiry question:</b><br><b>How can we use birdsong to inspire our own motifs, and structure these into a piece of music?</b>                                            | <b>Enquiry question:</b><br>How can we use computers and ipads to create sounds and make musical patterns?                                                                            | <b>Enquiry question:</b><br>What are percussion instruments, and how can we play them effectively as an ensemble?                                                                                                                                                                                                                                                                                   | <b>Enquiry question:</b><br>How can feelings and moods be conveyed through music?                                                                                       |
| <b>R.E.</b>  | <b>Enquiry question:</b> Who is Jewish and how do they live?<br><b>Key Concept:</b> God, Torah, the people                                                                                                                                                  |                                                                                                                                                                    | <b>Enquiry question:</b> Who do Christians say made the world?<br><b>Key concepts:</b> Creation                                                                             |                                                                                                                                                                                       | <b>Enquiry question:</b> How should we care for others and the world and why does it matter?                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                         |
| <b>P.E.</b>  | <b>Fundamentals:</b><br>How can fundamental skills be developed while using equipment?<br><br><b>Dance:</b><br>How can our bodies be used to express moods, characters and feelings to music?<br><br><b>Swimming:</b><br>How can our bodies float in water? | <b>Ball Skills:</b><br>How can a ball be controlled using different body parts?<br><br><b>Gymnastics:</b><br>How can different shapes be used to create sequences? | <b>Team Building:</b><br>How can working together help to solve problems?<br><br><b>Gymnastics:</b><br>How can different directions and levels be used to create sequences? | <b>Invasion Games:</b><br>How can teams move a ball around and score points?<br><br><b>Sending and Receiving:</b><br>How can objects be sent and received between players accurately? | <b>Athletics:</b><br>How do I know how good my throw, jump or running speed is?<br><br><b>Striking and Fielding:</b><br>How are points scored in striking and fielding games?                                                                                                                                                                                                                       | <b>Net and Wall Games:</b><br>What is the ready position and how does it help to win points?<br><br><b>Target Games:</b><br>How can an object be sent towards a target? |

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| <b>Cultural capital:</b> visits, visitors and experiences, including enterprise and eco | Visitor: HSBC money workshop.<br>Eco-council vote in class<br>Reading champions vote in class.<br>Eco – forest, orchard visit, map making. | Immersive experience:<br>Burning the GFOL<br>Visit: School Council voting in the church hall with ballot boxes.<br>Visitor: CO2 workshop |                                                                                    | Visitor: Falconry Centre for a bird show.<br>RSPB Schools' Bird Watch               | Visit: Church assembly.                                                             | Visitor: HSBC money workshop.<br>Growing plants.<br>Trip to Lands Trust             |                                                                                     |
| <b>Parent workshops/engagement</b>                                                      | Parent reading afternoons<br>Parent spelling afternoon<br>Parent maths afternoon                                                           | Parent reading afternoons<br>Parent spelling afternoon<br>Parent maths afternoon<br>Christmas workshop – making tealight lanterns.       | Parent reading afternoons.<br>Parent spelling afternoon.<br>Parent maths afternoon | Parent reading afternoons.<br>Parent spelling afternoon.<br>Parent maths afternoon. | Parent reading afternoons.<br>Parent spelling afternoon.<br>Parent maths afternoon. | Parent reading afternoons.<br>Parent spelling afternoon.<br>Parent maths afternoon. | Parent reading afternoons.<br>Parent spelling afternoon.<br>Parent maths afternoon. |