

Franche Community Primary School long term curriculum topic overview

Year group: Two

	Autumn 1	Autumn 1 / Autumn 2	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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 Franche.	Exploring replica artefacts from the Great Fire of London and deciding on their use.	Interpretation of mystery whale eye (literacy shed) – observe, wonder, infer.	Present the RSPB birdwatch challenge	Letter from Henry VIII. Reignited with a trip from Henry VIII.	Explorers activity day: Fruit salad making Knot tying Fitness course 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. 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 Feelings and emotions Keeping safe (Shoe laces) Basic first aid NSPCC - Buddy	Contacting emergency services (999) Keeping safe (fire) PANTs rule	Friendship and bullying Peer pressure Safe strangers E-Safety (online friendships and permissions).	Keeping healthy with physical exercise Drugs and alcohol unit: 1. Keeping safe: things that go into and onto bodies 2. Keeping healthy: medicine 3. Keeping safe: medicines and household products Mental Health Week 2025	Basic hygiene Healthy Lifestyle Diversity	Personal strengths and weaknesses. People who have changed the world. Jobs and what they would like to do Resilience and managing anger	Emotions Sun safety Staying safe over the holidays
British Values	Democracy: Voting for school and 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	Entertain: Poem about pond creatures. Setting description of Bluebell Wood. Inform: Description of Bog Baby. Description of Kevin.	Inform: Recount of the Great Fire of London. Recount of the Great Fire of London day.	Entertain: Narrative based on the Literacy Shed video 'Catch a Lot'. Inform: Informative text 'How to be a good fisherman'.	Entertain: Narrative based on 'The Owl Who Was Afraid of The Dark' Inform: Fact file about different birds	Inform: Non-fiction text about King Charles III. Non-fiction text about King Henry VIII. Inform: nstructions, how to make a healthy sandwich.	Entertain: Narrative based on the video 'Taking Flight'. Persuade: Inform: Recount of the Explorers Day. Entertain: Poem, 10 things in an explorers.	Inform: Letter to Year 1
Whole Class Guided Reading	Fiction: Bog Baby Non-fiction: Ponds Poetry: On the Ning Nang Nong	Fiction: The Great fire of London Non-fiction: Charles II and the Great Fire of London Poetry:	Fiction: Oliver and the Seawigs, The Mousehole Cat Non-fiction: The Pacific Ocean Poetry:	Fiction: The Lion and the Bird Non-fiction: RSPB fact files, The Continents, Exotic Birds fact files, Poetry: Film: For the birds	Fiction: The Cat and the King P: If I Were a King Non-fiction: Imperial State Crown Fiction: The King Who Banned the Dark Non-fiction: Memorable Monarchs	Fiction: Lost and Found Non-fiction: Explorers Non-fiction: Poem, Exploring Non-fiction: Barbara Hillary (NYT edit)	Fiction: Mixed by Arree Chung Fiction: Grimwood Fiction: Leo and the Octopus Poetry: Steaming! By Ian Souter Poetry: My Mother Says

							I'm Sickening by Jack Prelutsky
Maths	White Rose: Place value Mastering Number	White Rose: Addition and Subtraction Mastering Number	White Rose: Addition and Subtraction Shape Mastering Number	White Rose: Shape Multiplication and Divison Mastering Number	White Rose: Multiplication and Division, Fractions. Measurement. Mastering Number	White Rose: Measurements. Time Mastering Number	White Rose: Position and Direction Statistics Mastering Number
Science	<p>Enquiry question: What do living things need to survive and thrive? (living things objectives)</p> <p>Working Scientifically: asking questions, making predictions, setting up tests, observing and measuring, recording data, interpreting and communicating results and evaluating.</p> <p>STEM hero/es: Steve Irwin</p>	<p>Enquiry question: Incidental science with flammable materials and assessment of Working Scientifically (TAPs)</p> <p>Working Scientifically: asking questions, making predictions, setting up tests, observing and measuring, recording data, interpreting and communicating results and evaluating.</p> <p>STEM hero/es: Use British Science week website</p>	<p>Enquiry question: Tom needs a new hat for his fishing adventures. Can you investigate which material will be the most suitable? (materials unit)</p> <p>Working Scientifically: asking questions, making predictions, setting up tests, observing and measuring, recording data, interpreting and communicating results and evaluating.</p> <p>STEM hero/es: Stephanie Kwolek</p>	<p>Enquiry question: 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)</p> <p>Working Scientifically: asking questions, making predictions, setting up tests, observing and measuring, recording data, interpreting and communicating results and evaluating.</p> <p>STEM hero/es: Jane Goodall</p>	<p>Enquiry question: How can we keep healthy?</p> <p>Working Scientifically: asking questions, making predictions, setting up tests, observing and measuring, recording data, interpreting and communicating results and evaluating.</p> <p>STEM hero/es: Wangari Maathai</p>	<p>Enquiry question: How do plants stay healthy?</p> <p>Working Scientifically: asking questions, making predictions, setting up tests, observing and measuring, recording data, interpreting and communicating results and evaluating.</p> <p>STEM hero/es: Ynes Mexia</p>	<p>Enquiry question: Which bottle will throw the mice the furthest?</p> <p>Working Scientifically: asking questions, making predictions, setting up tests, observing and measuring, recording data, interpreting and communicating results and evaluating.</p> <p>STEM hero/es: Recap of those coved in Year 2</p>
History	<p>When in the World: revisit timeline chronology through significant people and events. Rewilding Big Ben London</p>	<p>Enquiry question: How did London change after the Great Fire of London?</p> <p>Second order skill: cause and consequence, change and continuity, similarity and difference, historical significance, sources and evidence, historical interpretations</p> <p>Thread: people and their daily lives, inventions, conflict and power</p>	<p>When in the World: revisit timeline chronology through significant people and events.</p>	<p>When in the World: revisit timeline chronology through significant people and events.</p>	<p>Enquiry question: How is it different being King today compared to the time of King Henry VIII?</p> <p>Second order skill: cause and consequence, change and continuity, similarity and difference, historical significance, sources and evidence, historical interpretations</p> <p>Thread: people and their daily lives, inventions, conflict and power</p>	<p>Enquiry question: Who were the Greatest Explorers and what did they do?</p> <p>Second order skill: cause and consequence, change and continuity, similarity and difference, historical significance, sources and evidence, historical interpretations</p> <p>Thread: people and their daily lives, inventions, conflict and power</p>	<p>When in the World: revisit timeline chronology through significant people and events.</p>

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

			E-Safety: Project Evolve – Copyright and Ownership	Burners Lee E-Safety: Project Evolve – Managing Online Information. Online Reputation.	E-Safety: Project Evolve – Online Relationships. Enquiry question: How can I use technology to make things happen? (Programming b, Programming Quizzes – Unit 6) Significant Computing Figure – Revisit (Year 1) Douglas Englebart E-Safety: Project Evolve – Online Bullying	E-Safety: Project Evolve – Privacy and Security.
Music	Enquiry question: How do musicians learn which notes to play? Learning Focus: Exploring pitch and using an instrument to recreate a melody	Enquiry question: How can we use the pentatonic scale to create our own musical patterns?	Enquiry question: How can we use birdsong to inspire our own motifs, and structure these into a piece of music?	Enquiry question: How can we use computers and ipads to create sounds and make musical patterns?	Enquiry question: What are percussion instruments, and how can we play them effectively as an ensemble?	Enquiry question: How can feelings and moods be conveyed through music?
R.E.	Enquiry question: Who is Jewish and how do they live? Key Concept: God, Torah, the people		Enquiry question: Who do Christians say made the world? Key concepts: Creation		Enquiry question: How should we care for others and the world and why does it matter?	
P.E.	Fundamentals: How can fundamental skills be developed while using equipment? Dance: How can our bodies be used to express moods, characters and feelings to music? Swimming: How can our bodies float in water?	Ball Skills: How can a ball be controlled using different body parts? Gymnastics: How can different shapes be used to create sequences?	Team Building: How can working together help to solve problems? Gymnastics: How can different directions and levels be used to create sequences?	Invasion Games: How can teams move a ball around and score points? Sending and Receiving: How can objects be sent and received between players accurately?	Athletics: How do I know how good my throw, jump or running speed is? Striking and Fielding: How are points scored in striking and fielding games?	Net and Wall Games: What is the ready position and how does it help to win points? Target Games: How can an object be sent towards a target?
Cultural capital: visits, visitors and experiences, including enterprise and eco	Visitor: HSBC money workshop. Eco-council vote in class Reading champions vote in class. Eco – forest, orchard visit,	Immersive experience: Burning the GFOL Visit: School Council voting in the church hall with ballot boxes. Visitor: CO2 workshop		Visitor: Falconry Centre for a bird show. RSPB Schools' Bird Watch	Visit: Church assembly.	Visitor: HSBC money workshop. Growing plants. Trip to Lands Trust

	map making.						
Parent workshops/engagement	Parent reading afternoons Parent spelling afternoon Parent maths afternoon	Parent reading afternoons Parent spelling afternoon Parent maths afternoon Christmas workshop – making tealight lanterns.	Parent reading afternoons. Parent spelling afternoon. Parent maths afternoon	Parent reading afternoons. Parent spelling afternoon. Parent maths afternoon.	Parent reading afternoons. Parent spelling afternoon. Parent maths afternoon.	Parent reading afternoons. Parent spelling afternoon. Parent maths afternoon.	Parent reading afternoons. Parent spelling afternoon. Parent maths afternoon.