
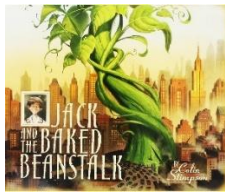
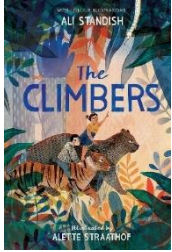
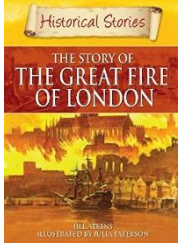


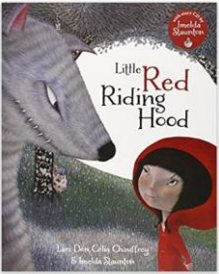
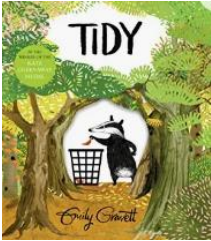

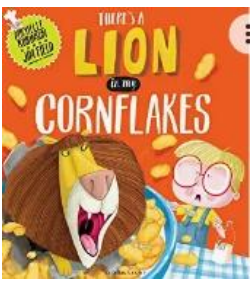

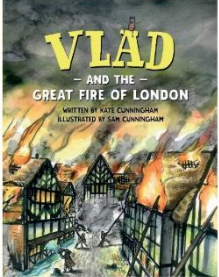

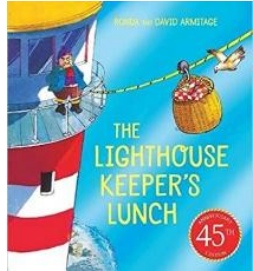

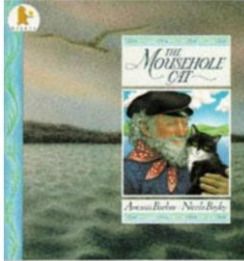


The Hawthorns Primary School Long term curriculum plan Year 2 2025/2026



	Autumn	Spring	Summer
Topic name	Into the Woods...	Time Travellers	Seaside Rescue
Hook/outcome/ Key events	Woodland Walk Harvest Festival Fireworks Diwali Remembrance Day Outdoor Learning activities Christmas play	Great Fire of London Workshop The Great Fire of Hawthorns Nurse talk to the children Easter Mother's Day Chinese New Year World Book Day	School trip to The Natural History Museum Sports Day Father's Day Pirate pizza party House Games Maypole Chicks
Master Readers	Read Write Inc – Grey books  Jack and the Baked Beanstalk – Colin Stimpson 	The Climbers – Ali Standish  The Story of the Great Fire of London – Jill Atkins 	The Lighthouse Keeper stories – David and Rhonda Armitage  The Pirates Next Door – Jonny Duddle The Mousehole Cat – Antonia Barber 

<p>Whole class reading text drivers</p>	 <p>Lari Don – Little Red Riding Hood</p>  <p>Tidy – Emily Gravett</p>	 <p>The Night Gardener – The Fan Brothers</p>	 <p>There's a Lion in my Cornflakes – Michelle Robinson</p>  <p>The Lion and the Mouse – Jerry Pinkney</p>	 <p>Vlad and the Great Fire of London – Kate Cunningham</p>  <p>Crackle, Spit poem Marie Thom</p>	 <p>The Lighthouse Keeper's Lunch – David Armitage</p>  <p>The Pirates Next Door – Jonny Duddle</p>	 <p>The Mousehole Cat – Antonia Barber</p>
<p>Writing learning journey 1</p>	<p>Outcome: Character description of the wolf Purpose: To entertain Audience: Peers Form: Narrative/descriptive writing Viewpoint: 3rd person</p>	<p>Outcome: William's diary – description of how the setting has changed Purpose: To entertain Audience: William Form: Descriptive Diary Viewpoint: 1st person</p>	<p>Outcome: Letter to Mr Flaky's customers explaining how to look after a lion Purpose: To inform Audience: Children Form: Letter/instructions Viewpoint: 2nd person</p>	<p>Outcome: Fact file of GFOL Purpose: To inform Audience: Children/their parents Form: Non-fiction Viewpoint: 3rd person</p>	<p>Outcome: Character description of Mr Grinling Purpose: To entertain Audience: Young readers and peers Form: Narrative/descriptive writing Viewpoint: 3rd person</p>	<p>Outcome: Fact file about pirates Purpose: To inform Audience: Children/their parents Form: Non-fiction Viewpoint: 3rd person</p>
<p>Writing learning journey 2</p>	<p>Outcome: Instructional letter for</p>	<p>Outcome: Innovation of The</p>	<p>Outcome: To write the story to accompany a</p>	<p>Outcome: To write a fire poem Purpose: To entertain</p>	<p>Outcome: Innovation of The Lighthouse Keeper's Lunch</p>	<p>Outcome: Character description of Mowzer</p>

	looking after Outdoor Learning Purpose: To persuade Audience: The local community, school Form: A persuasive letter Viewpoint: 2 nd person	Night Gardener narrative Purpose: To entertain Audience: Peers Form: narrative Viewpoint: 3 rd person	wordless picture book Purpose: To entertain Audience: Young readers and peers Form: Narrative (fable) Viewpoint: 3 rd person	Audience: Young readers and peers Form: Poetry: Descriptive writing Viewpoint: 3 rd person	Purpose: To entertain Audience: Young readers Form: Narrative/descriptive writing Viewpoint: 3 rd person	Purpose: To entertain Audience: Young readers and peers Form: Narrative/descriptive writing Viewpoint: 3 rd person
Sight of application writing	Imitation of Little Red Riding Hood Character description of Pete	Instructions for how to be a Night Gardener	Diary entry of the lions trashing the park Instructions on how to look after a mouse	Narrative about TGFoL – Vlad’s story	Fact file of a seagull Information report about chicks	Complaint letter from the neighbours Recount about The Natural History Museum Narrative of The Mousehole Cat
RE	Is it possible to be kind to everyone all of the time? Christianity	Why do Christians believe God gave Jesus to the world? Christianity	Who is God to the Jews? Judaism	How important is it to Christians that Jesus came back to life after his crucifixion? Christianity	Is Shabbat important to Jewish children? Judaism	What do Humanists believe? Humanism
PSHE	Being me in my world	Celebrating difference	Dreams and Goals	Healthy me	Relationships	Changing me
Science	Living things and their habitats	Animals including humans	Scientists and inventors	Plants	Uses of everyday materials Life cycles	Ocean habitats
Humanities	Woodland habitats Local area study – Woosehill Compare local woodland to jungle Seasons Map reading Compass directions		Great Fire of London Florence Nightingale Mary Seacole Looking at historical events London and compare to Wokingham		Seaside and ocean habitat Seaside holidays in the past Beaches around the world Titanic Human and physical features	

Design and Technology	Clay woodland animals Shoebox habitats		Making bread Fire Engines Tudor houses		Puppets Pizzas	
Art and Design	Andy Goldsworthy art work Red Kite and Cuckoo art work Seasonal artwork – trees in different seasons Christmas cards Explore and draw (access art)		London skyline fire pictures Easter cards Mother's Day cards Expressive painting (access art)		Father's Day cards Music and art (access art)	
PE	Fundamentals Fitness	Yoga Ball skills	Gymnastics Sending and Receiving	Team Building Target Games	Dance Striking and Fielding	Athletics Sports Day Maypole
Music	<u>Tony Chestnut</u> Beat, rhythm, melody, echo, call-and-response, tuned and untuned percussion, progression snapshot 1. <u>Carnival of the Animals</u> Timbre, tempo, dynamics, pitch, classical music <u>Composing music – inspired by Birdsong</u> Composing using a non-musical stimulus, creating music inspired by birds and birdsong, improvising and playing a solo on instruments.		<u>Grandma Rap</u> Duration (crotchet, quavers, crotchet rest), unison, round, progression snapshot 2 <u>Orawa</u> Beat, rhythm, repetition, structure, 20th century classical music. <u>Trains</u> To create music inspired by train travel, volume/dynamics (crescendo, diminuendo), speed/ tempo (accelerando, ritenuto)		<u>Swing-a-long with Shostakovich</u> 2- and 3-time, beat, beat groupings, 20th century classical music. <u>Charlie Chaplain</u> To create music to accompany a short film featuring Charlie Chaplin, pitch (high and low), duration (long and short), dynamics/volume (loud and soft). <u>Tanczomy labada</u> Singing games, traditional Polish dances, follow a changing beat and tempo, playing a percussion accompaniment, body percussion patterns, progression snapshot 3.	
Computing	Online safety Self-image and identity Effective searching	Online safety Online bullying Creating pictures	Online safety Managing information online Spreadsheets	Online safety Copyright and ownership Coding	Online safety Health, well-being and lifestyle Making music	Online safety Online relationships Questioning