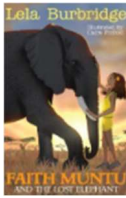


Class: Heron			Year Group: 2		Academic Year: 2026-2027	
Theme	Ourselves and Humankind	Culture and Diversity	Community and Citizenship	Exploration and Discovery	Expression and creativity	Ourselves and Humankind
	Inquiry into the laws governing the natural world, the dynamic interplay between the natural realm (encompassing physical and biological aspects)	Inquiry into understanding human connections spanning communities.	Inquiry into the ethical considerations surrounding rights and obligations in the endeavours to equitably distribute limited resources among humans and other living entities.	Inquiry into our sense of location within space and time and the journeys we embark upon.	Inquiry into the methods by which we uncover and convey the natural world.	Inquiry into one's-self, examining beliefs and values, assessing personal well-being encompassing mental aspects.
Inquiry Title	What makes the UK special?	Comparing ritual, identity and celebration	How did inventions in the Victorian era improve life today?	Exploration and its impact	How does caring for the environment protect our future?	What do humans and animals need to survive?
Key Concepts	Form – What is it like? Change – How is it changing? Connection – How is it connected to other things?	Function – how does it work? Causation – Why is it like it is? Reflection – How do we know?	Function – How does it work? Causation – Why is it like it is? Change – How is it changing?	Reflection – How do we know? Connection – How is it connected to other things?	Perspective – What are the points of view? Responsibility – What is our responsibility? Form – What is it like?	Change – How is it changing? Reflection – How do we know? Form – What is it like?
Lines of Inquiry	How are the countries of the UK unique and interesting? What different habitats do we find in the UK?	What do carnivals look like in different cultures? Where would you find carnivals celebrated across the world?	What did Brunel invent and what impact did it have on our community? How has travel changed since the Victorian era?	What makes an explorer and what impact do they have? Who were significant people in the exploration of space?	How do plants grow and adapt to a changing climate? Has our locality been affected by climate change?	What are the basic needs of humans and animals? Why is a healthy lifestyle important for survival?

Inquiry Through	Science – Living things and their habitats- <i>habitats</i> Geography – capital cities and countries of the UK	History – local history DT – Wheels and axles <i>Geography – comparative study – Somerset and Rio.</i> Art – Romero Britto and Brazilian art	History – significant individual – Brunel Science – materials DT – design and build a freestanding structure. Computing – programming	Geography – global maps History – significant individual (2) Computing – retrieval of content	Science – Plants Art – clay work Geography – local study and compass work	Science – animals including humans. Computing – create and store digital content DT- design a healthy meal
Key Texts						
Key figures (explored through inquiry and/or Guided Reading)	Beatrix Potter (Ecology) Steve Backshall (Ecology)	Guy Fawkes (H) Romero Britto (Art)	IK Brunel (STEM) George Stephenson (STEM)	Katherine Johnson (STEM) Mae Jemison (STEM)	Henri Matisse (Art) Sir Joseph Banks Lady Tankerville	David Attenborough (Ecology) Queen Elizabeth II (H) Paul Stephenson (H)
Class novel	The Christmasaurus by Tom Fletcher 		Pinocchio by Michael Morpurgo 		Faith Muntu by Lela Burbridge 	
Oracy	Paddington puppet show.	Nativity Living museum	News report – Brunel completing the London to Bristol trainline.	Drama Living museum	Poetry recital	Living museum
Visit and Hooks	Animal explorer box Paddington – clues in outdoor classroom (hat, coat etc.), map	Church visit Brazilian Dance Workshop	SS Great Britain Group challenge – design and build a ship that floats	Author visit – World Book Week		Bristol Zoo Project

	of London and underground. Carymoor outreach – minibeasts and microhabitats Haynes Motor Museum					
Actions	Create a 3D map of UK highlighting key features of each country and capital city.	Carnival float with wheels and axles.	Create a freestanding structure – construct a bridge. Write a letter to the Brunel Network following visit to SS Great Britain	Create a “class book” to share with reading buddies.	Grow a sunflower – measure height. Create a mixed media vase of flowers (card/metal)	Computing – digital literacy (weather report)
Interleaving Subjects	Art, Music, History – timeline of the motor car	Art, Music, Science	Art, Geography, DT (food tech.)	Science	History	Geography
Discrete Subjects	PSHE RE Maths Computing	PSHE RE Maths Computing	PSHE RE Maths	PSHE RE Maths	PSHE RE Maths Computing	PSHE RE Maths

Science	Working scientifically Plan- - ask simple questions and recognise that they can be answered in different ways Do - observe closely, using simple equipment - perform simple tests - identify and classify Record- - gather and record data to help in answering questions Review - use their observations and ideas to suggest answers to questions					
	Living things and their habitats	Everyday Materials Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic,	Plants Observe and describe how seeds and bulbs	Animals inc. Humans Notice that animals, including humans,		

	•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 habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. •Identify and name a variety of plants and animals in their habitats, including microhabitats. •Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. •Notice that animals, including humans, have offspring which grow into adults. (Y2- Animals including humans)	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.	grow into mature plants. •Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. •Identify and name a variety of plants and animals in their habitats, including microhabitats. (Y2- Living things and their habitats)	have offspring which grow into adults. •Find out about and describe 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. •Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. (Y2- Living things and their habit
Vocab	iving,dead,never been,alive, move, grow, Feed, Have offspring/young/babies, name, local habitats,name, microhabitats,damp/wet/dry,dark/light,hot/warm/cool/old, suited/suitable, basic needs, food, food chain,shelter	suitable/unsuitable, use/useful, object, material, property, hard, soft, stretchy, rigid, flexible, waterproof, absorbent, strong/weak, rough, smooth, reflective, non-reflective, transparent, opaque, translucent, shape, changed, push, pull, twist, squash, bend, stretch, pinch, poke, roll, squeeze	Seeds, bulbs fully grown, water, light, damp, wet/dry/dark/light, hot/warm/cool/cold, grow/growth, healthy, shoot, seedling, wither/limp, die, dry/crips, soil, earth	•Offspring, babies,young, grow,change,adults, older/ younger, baby/toddler/ child/teenager,basic needs, water, food air,breathing, survival, exercise,food types, fruit and vegetables, bread, rice, potato, pasta, milk, dairy, meat, fish, eggs, beans, hygiene, medicine, drugs

Geography	Asking and Answering Questions •Ask and respond to geographical questions. Collecting and Interpreting •Observe and collect information and data from fieldwork, photos and aerial images, diagrams, globes, atlases and simple maps and charts. •Understand that geographers learn about the world by observing and collecting data and information. Analysing and Communicating •Analyse and communicate geographical information by constructing simple maps, labelled diagrams, age-appropriate graphs and through writing, using appropriate geographical vocabulary. Evaluating and Debating •Express their own views about the people, places and environments studied.				
	Cities of the UK and maps of the world •Locate the 4 nations of the UK on an outline map and label the capital cities. •Name and locate some of their key features of the four countries of the UK, their capital cities and other major cities and the surrounding seas using simple locational/directional language and the four main compass directions. •use world maps, atlases and globes to identify the United Kingdom and its countries,	Comparative study – Bridgwater/Somerset and Rio di Janeiro linked to carnival/DT. <u>Place Knowledge</u> •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. •Make predictions about where the hottest places in the world are? •Identify the equator and locate the places on the Equator which are the hottest. Name and locate the country, continent and surrounding seas of a		use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.	The Local Area •Name, locate and describe key landmarks in the local area, using simple locational/directional language and the four main compass directions. Weather and Climate •Identify and describe weather associated with the four seasons, including understanding a basic weather forecast. Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles, and make comparisons with local weather.

		contrasting non-European locality, and use this to describe aspects of this locality Use simple locational/ directional language, the four main compass directions and the terms 'poles' and 'equator'.			
Vocab		Use basic geographical vocabulary to refer to key physical features of the local area, the UK and a contrasting non-European locality, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.			
History	Be aware of the past, using common words and phrases relating to time • Fit people and events into a chronological framework • Identify similarities and differences between periods • Use wide vocabulary of everyday historical terms • Ask and answer questions • Choose and use from stories and other sources to show understanding • Understand some ways we find out about the past • Identify different ways in which past is represented Skills -Compare events in the past using pictures or photos. Consider how reliable these pictures/stories are. - Describe memories of key events in their lives. Sequence artefacts closer in time and give reasons for their order.				

	- Use a source (an older person, book) to answer questions about the past.					
	Changes within living memory – how home life has changed since grandparents were children.	Local history- History of Carnival. •Significant historical events, people and places in their own locality Label timelines with words like past, present. Use dates where appropriate.	Events: Events beyond living memory that are significant nationally Sig. Individuals Brunel The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. Application Compare the lives of some significant people from the past. Describe historical events (local, national, global) Describe why we might remember/celebrate these events today. Label timelines with words like past, present. Use dates where appropriate.	Events: Events beyond living memory that are significant globally Sig. Individuals Dorothy Vaughan, Mary Jackson, Katherine Johnson, Christine Darden and Mae Jemison. Impact these women had on the space race. The lives of significant individuals in the past who have contributed to international achievements. Some should be used to compare aspects of life in different periods. Application Compare the lives of some significant people from the past. Describe historical events (local, national, global) Describe why we might remember/celebrate these events today. Label timelines with words like past, present. Use dates where appropriate.		Changes within living memory – life in Britain since WW2 (reign of Elizabeth II) •Changes within living memory – where appropriate, these should be used to reveal aspects of change in national life Label timelines with words like past, present. Use dates where appropriate.

Vocab	artefacts, civilisation, monarchy, parliament, democracy, war, peace, chronology, century, decade, global					
DT	Understanding contexts and users and purposes • Work within a small range of familiar contexts, such as imaginary, story-based, home, school, gardens, playgrounds and the local community. State what products they are designing and making, who they are for, how they work, and how they will make them suitable. Develop design criteria with support. Investigating • Explore: •what products are •who products are for •what products are for •how products work •where products are used •what materials products are made from •what they like and dislike about products Designing: Generating, developing, modelling and communicating ideas • Generate ideas by drawing on their own experiences and knowledge of existing products. Develop and communicate ideas by talking and drawing, including labelling parts. Model ideas by exploring materials, components & construction kits. With support, use ICT to develop and communicate ideas. Designing: Planning Select from a range of tools and equipment. Select from a range of materials and components according to their characteristics. Making Follow procedures for safety and hygiene. Follow a simple plan to make a product, following design criteria with support. Evaluating: Own products Evaluate a finished product against design criteria, explaining likes and dislikes.					
	Carnival floats -A rotary mechanism moves an object in a curved way. Wheels need to be round to rotate and move. • For a wheel to move it must be attached to a rotating axle. • An axle moves within an axle holder which is fixed to the vehicle or toy	Build a structure* • Structures need to be strong and stable. • Roofs need to be waterproof. ** -Windows need to be transparent Structures with a wide base are stable. • Cylinders and corrugated shapes make strong structures. • Hinges allow parts of a structure to open and close. Assemble, join and combine materials to make strong and stable structures. Assemble, join and combine materials to make simple hinge	With support, know how to prepare simple dishes safely and hygienically, without using a heat source. Taste test food combinations. Develop food vocabulary using taste, smell, texture and feel. Mix/Stir • Combine ingredients with increasing thoroughness. • Spoon • Spoon ingredients into different containers with increasing accuracy and minimal	Move up project – binka badge – sewing A running stitch can be used to join two pieces of fabric together. Measure, mark out, cut and shape materials/components, including cutting fabric from a template. Assemble, join and combine materials and		

		Assemble, join and combine materials/ to make simple wheels and axles and pulleys.		spillage. Measure • Measure and weigh food items, using non-standard measures e.g. spoons, cups, and standard measures, in accordance with the KS1 NC for Maths. • Grating • Grate soft foods- e.g. cheese, cucumber Tearing and Snipping • Snip fresh herbs or spring onion. Cutting • Cut low resistance foods with a table knife into equal size pieces/slices- e.g. canned pineapple slices, sticks of pepper, mushrooms. Use a fork to secure foods. Following • Follow a simple recipe supported by an adult.	component using running stitch. With support, decorate fabrics with attached items- e.g. buttons, beads, sequins, braids, ribbons
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Art	All •Use a sketchbook for practising skills and recording knowledge					
	Sketching •Experiment with line, shape, pattern and colour •Observe and draw patterns and anatomy •Use a sketchbook to gather and develop ideas Painting layering, scraping through,	•Use a sketchbook for practising skills and planning a design South American artist - Romero Britto •Reflect upon the artists' work, and share your response verbally ("I liked...")	Painting •Begin to work on different scales; begin to represent a time, season, place or mood using colour and painting techniques Painting	Painting •Understand artists take their inspiration from around them, collecting and transforming •Know that different forms of creative works are made by artists, craftspeople	Mixed Media •Begin to use and explore different techniques – e.g. embroidery, applique, fabric crayons •Begin to experiment with different joining techniques – e.g.	3D (clay animals-fired) •Manipulate and explore shape and form of clay using basic techniques – e.g. rolling, kneading and shaping; construct a simple form such as a pinch pot or coil pot.

	• Name colours, mix and match colours to objects; • Use a sketchbook for practising skills and planning a design		layering, scraping through, • Name colours, mix and match colours to objects; • Use a sketchbook for practising skills and planning a design	and designers, from all cultures and times Use and layer a variety of media – pencils, rubbers, crayons, pastels, felts, charcoal, chalk	thread a needle, cut, stitch and knot MM Matisse – plant inspired collage	• Use a sketchbook for practising skills and planning a design MM • Experiment with printing techniques- e.g. monoprint, block, relief, rubbings, carbon printing • Design and build repeated patterns • Use a sketchbook for practising skills and recording knowledge