

# Hadley Wood Primary School Yearly Overview: Year 2 2025-2026



Seacole Class	Great Fire of London	Around the World	Hot and Cold	Look After Me	Space Race	Mugaremo
Topic						
Enrichment, Trips or Visits	Forest School	Carol Concert	Recorders	National History Museum Chick Hatching Recorders	Barnet Environmental Centre Recorders	Synagogue visit Outdoor Learning Week Recorders
Reading Spine	The Twits by Roald Dahl	Flat Stanley by Jeff Brown	Diary of a Killer Cat Anne Fine	Ellie and the Cat by Malorie Blackman	Space Detectives by Mark Powers and Dapo Adelo	An Alien in the Jam Factory by Chrissie Sains
English Key text • genres • grammar	<p><b>Handwriting</b> – letter formation</p> <p><b>Back to Basics -Core writing skills:</b></p> <ul style="list-style-type: none"> <li>&gt;Capital letters, finger spaces, full stops</li> <li>&gt;Writing simple sentences</li> <li>&gt;Using conjunctions to join clauses (and, but, because so)</li> <li>&gt;Adverbs of time</li> </ul> <p><b>Short Burst Writing:I'll Take You to Mrs Cole</b></p> <p><b>Diary Writing (The Great Fire)</b></p>	<p><b>Poetry - Haiku and Spine Poem</b></p> <p><b>Adventure (Rags to riches) Story based on The Pirate Next Door</b></p> <ul style="list-style-type: none"> <li>&gt;Capital letters and full stops secure</li> <li>&gt;expanded noun phrases to describe and specify (for example the blue butterfly)</li> <li>&gt;Use of exclamation to demarcate sentences</li> </ul> <p><b>Letters based on The Pirate Next Door:</b></p>	<p><b>Non-Chronological Reports:</b></p> <ul style="list-style-type: none"> <li>- <b>Animal Adaptations</b></li> <li>- <b>Create your own mystery animal with adaptations</b></li> </ul> <ul style="list-style-type: none"> <li>&gt;commas in a list</li> <li>&gt;present tense</li> <li>&gt; subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> <li>&gt;suffixes er and est</li> </ul> <p><b>Setting Description</b></p>	<p><b>Florence Nightingale and Soldiers Letters Home</b></p> <ul style="list-style-type: none"> <li>&gt; subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> <li>&gt;apostrophes for possession and contractions</li> <li>&gt; sentences with different forms: statement, question, exclamation, command</li> </ul> <p><b>Writing about Real life experiences:</b></p> <p><b>Chick Diary</b></p> <ul style="list-style-type: none"> <li>&gt;Children to write a much more detailed version of the one in their science books</li> </ul>	<p><b>Information Text on The Space Race</b></p> <ul style="list-style-type: none"> <li>&gt; use of possessive apostrophe (singular) [for example, Neil's adventure</li> <li>&gt; subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> </ul> <p><b>Narrative: Albie in Space including short burst descriptive writing</b></p> <ul style="list-style-type: none"> <li>&gt; apostrophes for contraction and possession</li> </ul>	<p><b>Twisted Fairy Tales or Traditional Tale – Three Billy Goats Gruff</b></p> <ul style="list-style-type: none"> <li>&gt; apostrophes for contraction and possession</li> <li>&gt;sentences with different forms: statement, question, exclamation, command</li> <li>&gt; subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> </ul> <p><b>Recipe for Friendship</b></p> <ul style="list-style-type: none"> <li>&gt;add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</li> </ul>

	<p>&gt;Past tense</p> <p>&gt;Simple sentence structure</p> <p>&gt; Adjectives</p> <p>&gt; Use of the suffix –ly in standard English to turn adjectives into adverbs</p>	<p>&gt; subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</p> <p>&gt; Use of question marks to demarcate sentences</p> <p>&gt; Add suffixes using –ing where no change is needed to the root word e.g. help - helping</p> <p><b>Handwriting</b> – letter formation</p>	<p>&gt; expanded noun phrases to describe and specify [for example, the blue butterfly]</p> <p>&gt;Commas in a list</p> <p>&gt;Suffixes – ly and ness (e.g. scarily, kindness)</p> <p>&gt;Conjunctions</p> <p><b>Handwriting:</b> Beginning to use cursive script</p>	<p>&gt;Present tense</p> <p>&gt;Commas in a list</p> <p><b>Acrostic Poems based on Chicks</b></p> <p><b>Handwriting:</b> Beginning cursive script</p>	<p>&gt; expanded noun phrases to describe and specify [for example, the blue butterfly]</p> <p>&gt;?! ,</p> <p>&gt;homophones</p> <p><b>Recount – Barnet Countryside Center</b></p> <p>&gt; subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</p> <p><b>Handwriting:</b> Using cursive script</p> <p>Throughout this term we will be reviewing all skills previously taught within the year with increasing complexity</p>	<p><b>Tinga Tinga Tales Narrative</b></p> <p><b>Handwriting:</b> Using cursive script</p> <p>Throughout this term we will be reviewing all skills previously taught within the year with increasing complexity</p>
<p><b>Maths</b></p> <ul style="list-style-type: none"> <li>• number</li> <li>• concept</li> </ul>	<p>Numbers to 100 including reading and writing numbers in words and numerals</p> <p>Addition and Subtraction using manipulatives and mental and written methods</p> <p>Money</p>	<p>Numbers to 100</p> <p>Multiplication –using repeated addition and arrays for the 2,5 and 10 timetables</p> <p>Division - using grouping and sharing</p>	<p>Consolidate Multiplication and Division</p> <p>Statistics</p> <p>Length and Height</p> <p>Properties of 2D and 3D Shapes</p>	<p>Fractions - half, quarters, thirds and equivalence of <math>\frac{1}{2}</math> and <math>\frac{2}{4}</math></p> <p>Calculate simple fractions of amounts e.g., <math>\frac{1}{2}</math> of 10</p> <p>Addition and Subtraction using efficient methods</p>	<p>Position and Direction</p> <p>Problem Solving and Efficient Methods for the four operations, money, fractions and measures</p>	<p>Time - tell time on the analogue clock to o'clock, half past, quarter past, quarter to and 5-minute intervals</p> <p>Weight, Volume and Temperature</p>
<p><b>Science</b></p> <ul style="list-style-type: none"> <li>• knowledge</li> <li>• skills</li> </ul>	<p><b>What materials are suitable for covering a tent?</b></p> <p>Describe objects, including naming the material from which they are made.</p>	<p><b>What materials would be suitable for making a catapult?</b></p> <p>Understand and correctly use scientific words related to changing shape</p>	<p><b>How do animals survive in the harsh conditions of the Polar Regions?</b></p> <p>Recognise and compare the main components of some different habitats.</p>	<p><b>How do animals (including humans) change throughout their lives?</b></p> <p>Recognise the needs of a human baby for survival.</p>	<p><b>How do different elements of a habitat depend on each other?</b></p> <p>Observe and identify what plants and animals live in different habitats.</p>	<p><b>What do plants need to grow?</b></p> <p>Identify which seeds will grow into which types of plants.</p>

	<p>Identify objects made of particular material.</p> <p>Explain if a material is a good choice for an object.</p> <p>Test different fabrics to decide which is the best to use for each of the briefs given.</p>	<p>Recognise that different objects made from the same material can have different properties, and to sort objects according to how their shapes can be changed</p> <p>Test whether materials are flexible, rigid, stretchy, squashy, elastic or stiff.</p> <p>Make links between materials and how they are used.</p>	<p>Construct examples of food chains for a selection of habitats.</p> <p>Identify ways in which living things are suited to their habitat.</p>	<p>Compare features of a baby and a child.</p> <p>Classify and describe changes that happen as people grow older.</p> <p>Investigate whether older children have bigger heads.</p>	<p>Construct examples of food chains for a selection of habitats.</p> <p>Identify ways in which living things are suited to their habitat.</p>	<p>Plan and set up an investigation into how seeds should be planted.</p> <p>Decide how to improve the condition of an unhealthy plant.</p> <p>Describe the different stages of germination.</p> <p>Identify what plants need for healthy growth.</p>
<p><b>Computing</b></p> <ul style="list-style-type: none"> <li>• knowledge</li> <li>• skills</li> </ul>	<p><b>How can I make safe choices can I make when using the internet?</b></p> <p>Understand the impact of sharing photos and videos online</p> <p>Use technology safely when communicating in the online world.</p> <p>Understand the importance of protecting private information and passwords online.</p> <p>Describe positive behaviour on the internet.</p> <p>Describe the rules for staying safe online</p> <p>Make safe choices when using the internet.</p>	<p><b>How can I use a digital device to take and edit photographs?</b></p> <p>Use a digital device to take a photograph</p> <p>Make choices when taking a photograph</p> <p>Describe what makes a good photograph</p> <p>Decide how photographs can be improved</p> <p>Use tools to change an image</p> <p>Recognise that photos can be changed</p>	<p><b>How can I present and analyse data on a computer?</b></p> <p>Recognise that we can count and compare objects using tally charts</p> <p>Recognise that objects can be represented as pictures</p> <p>Create a pictogram</p> <p>Select objects by attribute and make comparisons</p> <p>Recognise that people can be described by attributes</p> <p>Explain that we can present information using a computer</p>	<p><b>What is information technology and how is it used to help us?</b></p> <p>Recognise the uses and features of information technology</p> <p>Identify the uses of information technology in the school</p> <p>Identify information technology beyond school</p> <p>Explain how information technology helps us</p> <p>Explain how to use information technology safely</p> <p>Recognise that choices are made when using information technology</p>	<p><b>How can I design and create a program, test it and debug it?</b></p> <p>Describe a series of instructions as a sequence</p> <p>Explain what happens when we change the order of instructions</p> <p>Use logical reasoning to predict the outcome of a program</p> <p>Explain that programming projects can have code and artwork</p> <p>Design an algorithm</p> <p>Create and debug a program that I have written</p>	<p><b>How can I make improvements to my own programming projects?</b></p> <p>Explain that a sequence of commands has a start</p> <p>Explain that a sequence of commands has an outcome</p> <p>Create a program using a given design</p> <p>Change a given design</p> <p>Create a program using my own design</p> <p>Decide how own project can be improved</p>

<b>History</b> <ul style="list-style-type: none"> <li>• knowledge</li> <li>• skills</li> </ul>	<b>Why did The Great Fire of London spread so quickly?</b> <p>Explore the events leading up to the Great Fire of London</p> <p>Explain how the fire started and why it spread so quickly.</p> <p>Place the events of The Great Fire in a chronological sequence</p> <p>Know some of the key historical figures of the time</p> <p>Identify the changes made on future building materials used in London.</p> <p>Compare daily life before and after the fire</p>			<b>Did women play an important role in the Crimean War?</b> <p>Understand the lives and role of significant individuals: Florence Nightingale, Mary Seacole and Elizabeth Garrett Anderson</p> <p>Place events on a timeline and describe key events in the life of a significant person</p> <p>Identify the challenges these individuals faced.</p> <p>Know how gender and class attitudes at the time limited the roles women were expected to undertake</p>	<b>Why was the moon landing such a significant event?</b> <p>Know that Neil Armstrong was the first man to walk on the moon, and that this was a significant event which had global impact</p> <p>Compare the national and international achievements of Tim Peake and Neil Armstrong</p> <p>Use artefacts, pictures, stories, online sources and databases to find out about the past and discuss reliable sources</p>	
<b>Geography</b> <ul style="list-style-type: none"> <li>• knowledge</li> <li>• skills</li> </ul>		<b>What does Alice Leghorn need to know so that she can sail her pirate ship around the world?</b> <p>Mapwork to identify hot and cold</p> <p>Physical features of a hot and cold place</p> <p>Adaptation of animals</p> <p>Consider what humans need for different climates</p>	<b>How do hot and cold places affect life?</b> <p>Mapwork to identify hot and cold</p> <p>Physical features of a hot and cold place</p> <p>Adaptation of animals</p> <p>Consider what humans need for different climates</p>			<b>How is life different in Mugurameno compared to the UK?</b> <p>Map work to locate Zambia and the village of Mugurameno and identify physical and human features</p> <p>Importance of the Zambezi River to life</p> <p>Compare food</p>

						Protection from wild animals Shopping and recycling habits
<b>Art</b> <ul style="list-style-type: none"> <li>• knowledge</li> <li>• skills</li> </ul>		<b>Impressionism: Mary Cassatt 'Children playing on the beach' (1884)</b>  Self portrait  Drawing – experiment with mark making; draw from observation including scale and proportion.  Painting – create tonal and tint cards; mix and match different techniques; create texture.			<b>Abstract art: Peter Thorpe 'Rocket' paintings (mid 1980s)</b>  Painting – use primary and secondary colours and a range of tools and techniques to create texture.  Collage – collect, sort, match and combine materials to create a three-dimensional image.  Printmaking – simple marbling technique.	<b>Animal Sculpture: Nick Mackman</b>  Use a range of mediums including clay and paint.  Develop an understanding of form within sculpture  Sculpt an animal from Zambia, using techniques inspired by Nick Mackman
<b>Design and Technology</b> <ul style="list-style-type: none"> <li>• knowledge</li> <li>• skills</li> </ul>	<b>Food: Understand the history behind bread.</b>  Product: Speciality bread to be served to children in the dining hall at lunchtime.  Select and use appropriate utensils to measure and combine ingredients.  Evaluate ideas and final product taking into account the views of others when making improvements.		<b>Sewing: Puppet of an animal for a hot or cold climate.</b>  Purpose: Puppet for a puppet show to perform to their peers.  Understand the purpose, structure and functions of joins.  Cut and join fabrics with simple techniques.	<b>Mechanisms: Wheels and axles</b>  Product: Toy ambulance for a 6-year-old.  Assemble fixed and free axles; mark out, hold, cut and join materials and components correctly.  Evaluate ideas and final product taking into account the views of		

			<p>Follow a design to make a product, joining fabrics with simple stitches.</p> <p>Evaluate the products against the design criteria.</p>	<p>others when making improvements.</p>		
<p><b>PE</b></p> <ul style="list-style-type: none"> <li>• knowledge</li> <li>• skills</li> </ul>	<p><b>What skills do I need to work well in a team?</b></p> <p>Follow instructions carefully.</p> <p>Share when successful at solving challenges.</p> <p>Share ideas and help to solve tasks.</p> <p>Work co-operatively with a partner and a small group.</p> <p>Show honesty and can play fairly.</p> <p>Understand how to use, follow and create a simple diagram/map.</p> <p><b>How can I develop confidence with a range of fundamental skills?</b></p> <p>Begin to provide feedback using key words.</p> <p>Begin to turn and jump in an individual skipping rope.</p>	<p><b>Gymnastics</b></p> <p>Begin to provide feedback using key words.</p> <p>Be proud of own work and confident to perform in front of others.</p> <p>Perform the basic gymnastic actions with some control and balance.</p> <p>Plan and repeat simple sequences of actions.</p> <p>Use directions and levels to make my work look interesting.</p> <p>Use shapes when performing other skills.</p> <p>Work safely with others and apparatus.</p> <p><b>Invasion Games</b></p> <p>Describe how the body feels during exercise.</p> <p>Dodge and find space away from the other team.</p> <p>Move with a ball towards the goal.</p>	<p><b>Net and Wall Skills</b></p> <p>Defend space on my court using the ready position.</p> <p>Describe how my body feels during exercise.</p> <p>Hit a ball over the net and into the court area.</p> <p>Throw accurately to a partner.</p> <p>Use simple tactics to make it difficult for an opponent.</p> <p>Know how to score points and can remember the score.</p> <p>Show good sportsmanship when playing against an opponent.</p> <p><b>Ball Skills</b></p> <p>Begin to provide feedback using key words.</p> <p>Begin to understand and use simple tactics.</p> <p>Dribble a ball with my hands and feet with some control.</p> <p>Roll and throw a ball to hit a target.</p>	<p><b>Fitness</b></p> <p>Describe how the body feels during exercise.</p> <p>Show hopping and jumping movements with some balance and control.</p> <p>Persevere with new challenges.</p> <p>Show determination to continue working over a longer period of time.</p> <p>Understand that running at a slower speed will allow me to run for a longer period of time.</p> <p>Work with others to turn a rope and encourage others to jump at the right time.</p> <p><b>Sending and receiving</b></p> <p>Begin to provide feedback using key words.</p> <p>Begin to trap and cushion a ball that is coming towards self</p> <p>Accurately throw and kick a ball to a partner.</p> <p>Catch a ball passed to me, with and without a bounce.</p>	<p><b>Dance</b></p> <p>Begin to provide feedback using key words.</p> <p>Copy, remember, repeat and create dance phrases.</p> <p>Describe how the body feels during exercise.</p> <p>Show a character and idea through the actions and dynamics chosen.</p> <p>Use counts to stay in time with the music.</p> <p>Work with a partner using mirroring and unison in our actions.</p> <p>Confidence to perform.</p> <p><b>Athletics (Sports Day Preparation)</b></p> <p>Develop skills required in athletic activities such as running at different speeds, jumping and throwing.</p> <p>In athletic activities, pupils will perform skills and measure performance, competing to improve on</p>	<p><b>Striking and Fielding</b></p> <p>Begin to provide feedback using key words.</p> <p>Develop underarm and overarm throwing skills.</p> <p>Hit a ball using equipment with some consistency.</p> <p>Track a ball and collect it.</p> <p>Use simple tactics.</p> <p>Know how to score points and can remember the score.</p> <p>Understand the rules of the game and can use these to play fairly in a small group.</p> <p><b>Target Games</b></p> <p>Select the appropriate skill for the situation.</p> <p>Throw, roll or strike a ball to a target with some success.</p>

	<p>Describe how my body feels during exercise.</p> <p>Show balance when changing direction.</p> <p>Show hopping, skipping and jumping movements with some balance and control.</p> <p>Work co-operatively with a partner and a small group.</p> <p>Show balance and co-ordination when running at different speeds.</p>	<p>Sometimes dribble a ball with hands and feet.</p> <p>Stay with another player to try and win the ball.</p> <p>Know how to score points and can remember the score.</p> <p>Know who is on my team and I can attempt to send the ball to them.</p>	<p>Send and receive a ball using kicking, throwing and catching skills.</p> <p>Track a ball and collect it.</p> <p>Work co-operatively with a partner and a small group.</p>	<p>Roll a ball to hit a target.</p> <p>Track a ball and stop it using my hands and feet.</p> <p>Work co-operatively with a partner and a small group.</p> <p>Work safely to send a ball towards a partner using a piece of equipment.</p>	<p>their own score and against others.</p> <p>Learn how to improve by identifying areas of strength and areas to develop.</p>	<p>Work co-operatively with a partner and a small group.</p> <p>Understand the principles of a target game and can use different scoring systems when playing games.</p> <p>Understand what good technique looks like and can use key words in the feedback I provide.</p>
<p><b>Music</b></p> <ul style="list-style-type: none"> <li>• knowledge</li> <li>• skills</li> </ul>	<p><b>How can we use music to portray different characters in a story?</b></p> <p>Listen to and analyse an orchestral version of a traditional story</p> <p>Listen to and analyse a film musical version of a traditional story</p> <p>Select appropriate sounds to match events, characters and feelings in a story</p> <p>Write a play script and select appropriate musical sounds to accompany it</p>	<p><b>How does rap music differ from other genres of music?</b></p> <p>Listen and appraise – Ho! Ho! Ho!</p> <p>Sing and perform the song</p> <p>Create a rap based on the themes from Ho! Ho! Ho!</p>	<p><b>Recorders</b> – Lessons from Enfield Music Service</p> <p>Learn how to hold the recorder with the left hand on top and the right hand on the bottom, and how to form the correct lip shape to make a good sound</p> <p>Learn to play notes by covering holes on the recorder with their fingers</p> <p>Learn to play well-known tunes in different musical styles</p> <p>Introduced to musical notation as they learn to play different tunes</p> <p>Learn to make music with others, which can help improve teamwork</p> <p>Learn to apply criteria to evaluate artistic work, such as musical performances</p> <p>Improving fine motor skills</p>			

	Perform a story script with accompanying music					
<b>RE</b> <ul style="list-style-type: none"> <li>• knowledge</li> <li>• skills</li> </ul>	<b>Believing: Who is a Christian and what do they believe?</b>  Understand who is a Christian and what do they believe about God  Explore why Jesus is important to Christians  Discuss what the miracles of Jesus teach us about what is important to Christians  Understand why Christians pray	<b>Believing: Who is a Muslim and what do they believe?</b>  Learn about how and why Muslims pray and worship at the mosque  Explore Mosques near where we live and what we can find out about them  Consider what we can learn from Muslim holy words  Explore what happens at the celebration of Eid-ul-Fitr, and why	<b>Living: What does it mean to belong to a faith community?</b>  Consider what is belonging  Understand how Christians, Jews and Muslim people show they belong to their community  Understand how Christians and Muslims show belonging towards babies within the religious community	<b>Expressing: How and why do we celebrate special and sacred times?</b>  Explore the significance of Jewish people retelling the story of Passover (Pesach) every year  Understand Pesach important to Jewish people  Explain how Muslims celebrate at Eid-ul-Fitr  Discuss similarities or differences between Ramadan and Pesach  Explore the Easter story and the significance of the death and resurrection of Jesus	<b>Believing: What can we learn from sacred books?</b>  Explore the holy book for Jews is the torah and its stories  Understand the message behind the story of Jonah and the whale from a Christian, Jewish and Muslim perspective  Understand the importance of stories told by the Prophet Muhammad as written in the Qur'an  Consider what people can learn from the messages held within sacred books	<b>Living: How should we care for others and the world, and why does it matter?</b>  Understand why we should show caring for everyone  Explore the Christian approach towards caring for other people  Consider the opinions of what some religions say about caring for other people  Understand how religious and non-religious people show the Golden rule  Listen to stories that Christians and Jewish people share about the beginning of the world and how to treat it
<b>PSHE/ Citizenship</b> <ul style="list-style-type: none"> <li>• knowledge</li> <li>• Skills</li> </ul>	<b>Physical Health and Wellbeing</b>  What keeps me healthy?  Healthy diet, exercise.  Physical and mental wellbeing.	<b>Mental Health and Emotional Wellbeing.</b>  Friendship  Special People  Making Friends  Resolving Conflicts within Friendships	<b>Relationships and Health Education.</b>  Boys and girls, families  Human Life Cycle  Biological differences between male and female  Caring for others	<b>Keeping Safe and Managing Risk</b>  Indoors and Outdoors  Keeping Safe at Home  Fire Safety  Staying Safe online  Staying Safe outside	<b>Drug, Alcohol and Tobacco Education</b>  Medicines and Me  Reasons for Using Medicines  Safety around Medicines	

		Online Safety				
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