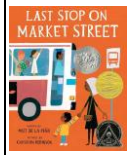
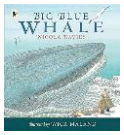
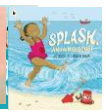
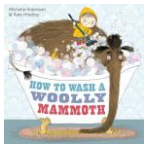
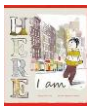
Holtsmere End Infant and Nursery School Planning overview: 2026 - 27 Year Group: Year 2

Subject	Autum 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic theme	**Our United Kingdom**	**Reach for the Skies!**	**A Journey to Japan**	**A Hero on the bus**	**Splish, Splash Seaside**	**The Space Race**
Key Questions	1. What are the four capital cities of the UK? 2. What are the surrounding seas of the UK? 3. What are some important landmarks found in the UK?	1. Who was Amelia Earhart and why is she remembered today? 2. Can you explain some differences between flight from a long time ago, in the past and now? 3. Can you put methods of flight in chronological order? 4. How do we know about Amelia Earhart's life and achievements?	1. What continent is Japan in? 2. Can you name and locate the five oceans on a map? 3. Can you name a physical and human feature of Japan? 4. Compare Japan with the United Kingdom. What are the similarities and differences?	1. Who was Rosa Parks and why is she remembered today? 2. Can you chronologically sequence the life of Rosa Parks? 3. Can you explain why Rosa Parks did not give up her seat on the bus? 4. How did Rosa Parks help make a difference to people's lives? 5. How do we know what happened to Rosa Parks?	1. What is a beach and what physical features can we find there? 2. How are beaches different from places that we live? 3. What are the surrounding seas of the UK? 4. Can you use directional language to describe a location and routes on a map? 5. Who was Grace Darling? Why was she inspirational?	1. What was the Space Race and why was it important? 2. Can you sequence the order of the Moon Landing? 3. Who were the significant people involved in the Space Race? 4. Can you recount an event from the Space Race (Moon Landing)? 5. How do you know who landed on the moon first?
Vocabulary	England, Wales, Scotland, Northern Ireland, London, Belfast, Edinburgh, Cardiff, Celtic Sea, English Channel, North Sea, Irish Sea, Big Ben (Elizabeth Tower), Titanic Museum, Giants Causeway, Blue Lagoon, Loch, Mount Snowdon, River Thames, Cardiff Castle, Edinburgh Castle	old, new, then, now, long time ago, chronological, aviator, pioneer, solo, Amelia Earhart, artefact, sequence, map, continents, oceans, achievement	Indian Ocean, Atlantic Ocean, Pacific Ocean, Arctic Ocean, Southern Ocean, atlas, globe, human, physical, feature, map, aerial, Europe, Asia, locality, continent, capital city, Tokyo, climate, mountain, volcano, Mount Fuji, Island	In the past, chronological, event, significant, inspirational, famous, bus boycott, segregation, arrest, Rosa Parks, racism, protest, equality, photographs, newspaper reports, eyewitness, source, evidence	Thorpe Bay, beach, seaside, coast, sea, aerial map, human, physical, map, key, routes, compass, direction, locality, Grace Darling, lighthouse, shipwreck, rescue, Victorian, a long time ago	Neil Armstrong, Space Race, Eagle, event, significant, artefact, sources, research, USSR, USA, mission, orbit, satellite, astronaut, moon, rocket, Sputnik, Yuri Gagarin
English texts	  	 	 	  	 	  

English **HFL Essential Writing**	**Writing Purpose** • Entertain • Inform • Poetry **Writing Outcomes** • Short narrative • Instructions • List poetry **Sentence and word level** • Use the simple present and past tense consistently • Co-ordination (using or, and, but) Subordination (using when, if, that, or because) • How the grammatical patterns in a sentence indicate its function as a statement or command • Expanded noun phrases for description and specification • Review Y1: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences • Introduction to use of commas for lists	**Writing Purpose** • Entertain • Inform **Writing Outcomes** • Narrative (journey) • Letters and postcards **Sentence and word level** • Expanded noun phrases for description and specification • Subordination (using when, if, that, or because) How the grammatical patterns in a sentence indicate its function as a statement, question or command • Use the simple present and past tense consistently • Review Y1: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences • Introduction to use of commas for lists	**Writing Purpose** • Entertain • Inform **Writing Outcomes** • Traditional tale • Non-chronological report **Sentence and word level** • Co-ordination (using or, and, or but) and subordination (using when, if, that, or because) • How the grammatical patterns in a sentence indicate its function as a statement, question, or exclamation • Use the simple present and past tense consistently • Learn how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, and commas for lists	**Writing Purpose** • Entertain • Poetry **Writing Outcomes** • Narrative (based on real experiences) • Poetry **Sentence and word level** • Expanded noun phrases for description and specification • Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting] • Co-ordination (using or, and, or but) and subordination (using when, if, that, or because) • Learn how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms	**Writing Purpose** • Entertain • Inform **Writing Outcomes** • Narrative • Instructions **Sentence and word level** • Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] • How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command • Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting] • Learn how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)	**Writing Purpose** • Recount • Entertain • Poetry **Writing Outcomes** • Recount (about a real event) • Narrative • Poetry **Sentence and word level** • Review of objectives taught in KS1 • Review use of conjunctions to combine ideas and sentences • Learn how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
Maths **HFL Essential Maths**	• Securing fluency to 20 • Place value – making tens and some more • Place value and regrouping two-digit numbers • Counting on and back in ones and tens from any number • Representing, ordering and comparing numbers to 100 and quantities for measures		• Statistics – totalling and comparing amounts in block graphs, pictograms, tables and tally charts • Written addition method • Commutativity in addition but not in subtraction • Written subtraction method • Problem solving with addition and subtraction in a range of		• Fractions – finding halves, quarters and thirds of amounts • Fractions – finding halves, quarters and thirds of shapes • Fractions – finding three quarters of shapes and amounts • Fractions – equivalence • Fractions – of continuous quantities • Time – telling the time to the nearest 5 minutes	

	• Estimation and magnitude • Numbers to 20 – mental addition and subtraction • Finding complements of 10 and 100 including measures • Add and subtract mentally using 1- and 2- digit numbers • Finding part or whole unknown • Money – making combinations and finding change • Comparison (difference, more, less, fewer) • Measures – estimation and measure using different scales		contexts • Time – telling the time: O'clock, half past, quarter past and quarter to • Time – estimating, ordering and comparing time • Double and halves one and two-digit numbers and amounts of money • Times tables – 2s, 5s and 10s. Patterns and strategy (counting in 3s) • Multiplication – multiples and repeated addition, numbers of groups, group size and product, problem solving • Division – sharing and grouping, problems including remainders		• Problem solving for all operations (including fractions) • Multiplication and division – equality and balance • Geometry – properties of 2D and 3D shape, classifying and sorting • Geometry – symmetry • Mental calculation review • Geometry – sequencing • Geometry – rotation and right angles • Place value and written calculation review	
Science **Developing Experts**	**Plants** • Develop an experiment to find out what a plant needs to grow • Know the difference between seeds and bulbs • Describe the life cycle of a plant • Describe what plants need to grow and stay healthy • Understand that different plants survive in different environments • Observe and record the growth of plants overtime **Vocabulary:** seed, bulb, seedling, germination, life cycle, conditions, energy, healthy, water, temperature, sunlight, soil	**Uses of everyday materials** • Identify different materials and their uses • Understand how to select the right materials to build a bridge • Explore and test the stretchiness of materials • Understand materials can change shape by twisting, bending, squashing or stretching • Learn about Charles Macintosh and explore how materials are suitable for different purposes • Discover which materials change shape when making a road with John McAdam **Vocabulary**: material, property, obstacle, construction, stretchy, elastic, force, bend, pull, squash, push, wood, metal, plastic, glass, brick, rock, paper	**Living Things and their habitats** • Compare the differences between things that are living, dead, and things which have never been alive • Identify and name a variety of plants and animals in a microhabitat • Design a suitable microhabitat where living things could survive • Find out what animals eat to survive in their habitat • Understand food chains • Understand the journey food makes from the farm to the supermarket **Vocabulary:** reproduce, excrete, respire, habitat, microhabitat, survive, producer, consumer, food chain, living, dead, non living, flower, log, leaf, woodland, coastal, farmland, desert, pond, mountain	**Living things and their habitats – Habitats around the world** • Learn about habitats • Appreciate that environments are constantly changing • Explore the rainforest and its problems • Describe life in the ocean Discover the Arctic and Antarctic habitat • Create a model of a habitat **Vocabulary:** organism, rainforest, endangered, biodiversity, ocean, ecosystem, desert, Arctic, desert, wetlands	**Animals including Humans - Growth** • Describe the needs of animals for survival • Describe the needs of humans for survival • Explore the importance of eating the right food • Describe what a healthy, balanced diet looks like • Investigate the impact of exercise on our bodies • Investigate hygiene **Vocabulary:** nutrition, healthy, protein, carbohydrate, dairy, fat, exercise, hygiene, pre-cooked, processed, fresh, frozen, tinned, place to live, food, water, air, sleep	**Animals including Humans – Life Cycles** • Learn how to order the stages of the human life cycle Describe the stages of life from adulthood to old age • Learn how to match offspring to their parent • Explore the life cycle of a chicken • Describe the life cycle of a butterfly • Explore the life cycle of a frog **Vocabulary:** life cycle, foetus, womb, offspring, reproduction, transformation, metamorphosis, froglet, egg, toddler, child, teenager, adult, old age, chick, hatching, tadpole, embryo, caterpillar, pupa,

History Geography	**Geography** *United Kingdom* **Geographical Enquiry** Label a diagram or photograph using some geographical words. **Physical Geography** • Describe some physical features of a locality. • Describe key features of a place, using words like, beach, coast forest, hill, mountain, ocean, and valley. **Geographical knowledge** • Name the major cities of England, Wales, Scotland and Ireland. • Name the surrounding seas of the United Kingdom • Find where they live on a map of the UK. **Fieldwork** • Name and locate the four countries and capital cities of the United Kingdom and its' surrounding seas in an atlas.	**History** *Amelia Earhart, Flight through time* **Chronological Understanding** • Sequence a set of events in chronological order and give reasons for their order – Flight through time • Sequence events about the life of a famous person – Amelia Earhart **Knowledge and Interpretation** • Recount some interesting facts from an historical event – Amelia Earhart – final flight **Historical Enquiry** • Answer questions by using a specific source, such as an information book. • Research the life of a famous person from the past using different resources to help them – Amelia Earhart	**Geography** *Japan* **Geographical Enquiry** • Find out about a locality by using different sources of evidence. • Make plausible predictions about what the weather may be like in different parts of the world. **Physical Geography** • Describe a place outside Europe using geographical words. • Find the longest and shortest route using a map. • Use a map, photographs, film or plan to describe a contrasting locality outside Europe. **Human Geography** Explain how the jobs people do may be different in different parts of the world. **Geographical Knowledge** • Name the continents of the world and find them in an atlas • Name the world's oceans and find them in an atlas	**History** *Rosa Parks – Significant Individual* **Chronological understanding** • Use a range of appropriate words and phrases to describe the past. • Sequence a set of events in chronological order and give reasons for their order. • Sequence events about the life of a famous person. • try to work out how long ago an event happened. **Knowledge and interpretation** • Recount the life of someone famous from the past. • Explain why someone in the past acted the way they did. **Historical Enquiry** • **A**nswer questions by using a specific source, such as an information book. • Research the life of a famous person from the past using different resources to help them. • Explain why eye-witness accounts may vary.	**Geography/History** *Seaside/Grace Darling* **Geographical Enquiry** • Say what they like and don't like about their locality and another locality like the seaside. • Find out about a locality by using different sources of evidence. • Label a diagram or photograph using some geographical words. **Physical Geography** • Describe some physical features of a locality. • Describe key features of a place, using words like, beach, coast forest, hill, mountain, ocean, and valley. **Human Geography** • Describe human and physical features of a locality **Geographical knowledge** • Name the major cities of England, Wales, Scotland and Ireland. • Name the surrounding seas of the United Kingdom • Name a few towns in the south and north of the UK **Knowledge and interpretation – Grace Darling** • Recount the life of someone famous from the past. • Explain why someone in the past acted the way they did.	**History** *The Space Race – Event beyond living memory* **Chronological Understanding** • Sequence a set of events in chronological order and give reasons for their order. **Knowledge and Interpretation** • Recount some interesting facts from an historical event – The Space Race **Historical Enquiry** • Answer questions by using a specific source, such as an information book. • Research the life of a famous person from the past using different resources to help them – Neil Armstrong

Art/DT	Art **Painting** · to use a range of materials creatively to design and make products · to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination · to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space · about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. **Artist Focus:** Monet	Art **Collage** • Overlap and overlay materials • Show awareness of contrasts in textures and colours • Cut and shape fabric using scissors • Select and arrange materials for a striking effect • Use a range of manmade and natural materials **DT** **Cooking and Nutrition** *Design a healthy wrap based on food combinations which work well together* • Slice food safely using the bridge or claw grip • Construct a wrap that meets a design brief • Describe the taste, texture and smell of fruits and vegetables • Taste testing food combinations and final products • To know that 'diet' means the food and drink that a person usually eats • To understand what makes a balanced diet • To know the five main food groups • To know that ingredients means the items in a mixture or recipe • To know that I should only have a maximum of five teaspoons of sugar a day to stay healthy • Explain what it means to be hygienic	Art **Painting** • Describe colours • Make as many tints as possible using white paint • Darken colours using black paint to create shades. • Can they mix their own brown? • Collect, sort and match colours to create an image. • Use colour on a large scale • Experience painting with smaller brushes, developing brush control **Artist Focus:** Mondrian	Art **Sculpture** Explore sculpture of malleable materials and manipulate malleable materials for purpose – mod rock and pipe cleaner sculptures and clay pots **DT** **Mechanisms** • Design a vehicle that includes wheels, axles and axle holders • Create clearly labelled diagrams • Test wheel and axle mechanisms – identify what stops wheels from turning and recognise that a wheel needs an axle in order to move. • Know that wheels need to be round to rotate and move • Know that an axle moves within an axle holder which is fixed to the vehicle. • Know that the frame of a vehicle (chassis) needs to be balanced. • Know some real life items that uses wheels such as wheelbarrows, hamster wheels and vehicle	Art **Drawing** • Experiment with tools and surfaces – oil pastels, chalks, pencil, colouring pencils, poster paint – on the playground, fabric, pastel, paper and wood (look at texture and pattern) • Draw lines from observations • Draw the gaps (draw shapes in between objects) • Can they use three different grades of pencil in their drawing (4B, 8B, HB)? **Artist Focus:** L.S Lowry **DT** **Textiles – Sewing** • Can they measure textile? • Can they join textiles together to make something? • Can they cut textiles? • Can they explain why they chose a certain textile?	Art **Printing** • Print with a wide range of objects, man-made and natural. • Discuss regular and irregular shapes • Experiment with over printing and colour

Computing Purple Mash	**Purple Mash – Route Explorers (4 Lessons)** • To use the direction keys in 2Go to move the turtle along a route. • To use units of distance along with the direction keys in 2Go to move along a route. • To write instructions to complete more than one step of a route at once. • To build up instructions for a longer route. **Purple Mash Presenting Ideas (4 Lessons)** • To understand that ideas can be organised and presented using a concept map. • To add information to a concept map. • To organise ideas clearly in a concept map. • To use a concept map to present ideas to others.	**Purple Mash – Creating Pictures (5 Lessons)** • To create a digital art piece in an Impressionist style. • To create a digital art piece in a Pointillism style. • To create a digital art piece that is in the style of Piet Mondrian's work. • To create digital art patterns in the style of the Arts and Crafts movement. • To create a portfolio of digital art.	**Purple Mash – Questioning (4 Lessons)** • To understand how data can be used to help answer a question. • To ask an appropriate question, gather data using a tally chart and present it using digital tools. • To begin to explore how yes or no questions can be used to sort data. • To understand how branching databases work and practise navigating them to find answers.	**Purple Mash – The Internet (4 Lessons)** • To understand how the internet, the World Wide Web and a browser work together. • To understand the different types of hardware used to access the internet and their functions. • To understand the difference between a website and a webpage and use a school website to find information. • To understand the difference between a browser and a search engine, and to practise searching for information safely. **Purple Mash – Making Music (3 Lessons)** • To explore, edit and combine sounds using 2Sequence. • To improve a tune and make music based around a feeling. • To compose background music for a video.	**Purple Mash – Coding (6 Lessons)** • To create a computer program using an algorithm. • To understand ways that the collision detection event can be used in a program. • To design a program that follows a timed sequence. • To understand that different objects have different attributes (properties). • To understand the function of button objects in a program. • To understand the importance of testing and debugging.	**Purple Mash Spreadsheets (4 Lessons)** • To understand what a spreadsheet is and how to navigate one using 2Calculate. • To edit and improve a spreadsheet so that information is organised clearly and displayed correctly. • To explore how spreadsheets can complete calculations automatically. • To explore the range of tools available in 2Calculate and understand how they can change the way data is used. • To create and interpret block diagrams from data. • To use our learning about spreadsheets to help us complete a project.

RE/PSHE	RE – HFL Agreed Syllabus *Judaism, Christianity* **What makes some people important to us?** • Who has authority over me? • Who is a Rabbi and why is he (or she) important in Judaism? • Who is a vicar, and what does she or he do? • Why do we need leaders? **PSHE – Jigsaw** • Hopes and fears for the year • Rights and responsibilities • Rewards and consequences • Rewards and consequences • Our learning charter • Owning our learning charter • Healthy choices linked to harvest • sharing	RE – HFL Agreed Syllabus *Judaism, Christianity* **Who or what is God, if anything?** • What do I believe about God? Why? How can I be sure? • What do Jews believe about God? • What do Christians believe about God? Is Jesus God Incarnate? • How can anyone know for sure whether or not 'God' exists? **PSHE – Jigsaw** • Accept that everyone is different • Include others when working and playing • Know how to help someone if someone is being bullied • Try to solve problems • Try to use kind words • Know how to give and receive compliments	RE – HFL Agreed Syllabus *Judaism, Christianity* **How do we know what is right and wrong?** • Where do we get our ideas of right and wrong from? • Why are the Ten Commandments important to Jews and Christians? • What does the Bible say about the importance of love? • Are there any rules that you think everyone should follow/obey? **PSHE – Jigsaw** • Choosing a realistic goal • Persevering • Learning with others • Working co-operatively • Continuing our group challenge • Celebrating our achievements	RE – HFL Agreed Syllabus *Judaism, Christianity* **Why is Passover important to Jews and Easter to Christians?** • Are there any special celebration days or times in my life? • What happens during Pesach and why is it important to Jews? • What happens during Holy Week and why is it important to Christians? • Why do people share celebrations? **PSHE – Jigsaw** • Keeping my body healthy • Feeling relaxed • Medicine safety • Healthy eating • Healthy eating • Making healthy snacks	RE – HFL Agreed Syllabus *Islam, Christianity* **Why should we care for other people?** • Who cares for me? Whom and what do I care for? Why? • What does Jesus say about caring for others? • What is Zakah and why is it important to Muslims? • How can we show that we care for other people whom we don't know? **PSHE – Jigsaw** • Know how to make friends • Try to solve friendship problems when they occur • Help others feel part of a group • Shoe respect in how they treat others • Know how to help themselves and others when they feel upset or hurt • Know and show what makes a good relationship.	RE – HFL Agreed Syllabus *Judaism, Christianity* **What is important to Christians and Jews and how do they show this?** • What things and beliefs are important to me? How do I show this? • Why are the Torah Scrolls important to Jews and how do they show this? • Why are the Gospels important to Christians and how do they show this? • How do the things that are important to us affect how we behave? **PSHE – Jigsaw** • Understand that everyone is unique and special • Can express how they feel when change happens • Understand and respect the changes they see in themselves • Understand and respect the changes that they see in other people • Know who to ask for help if they are worried about change • Looking forward to change

Music **Get Set 4 Music**	**Folksongs** • To identify pulse, playing on beat 1 to accompany singing. • To embed pulse and explore key features of folk songs. • To use texture and dynamics in a class performance. • To understand the difference between pulse and rhythm.	**Toys** • To explore pulse through listening and performing. • To recognise the relationship between dot notation and movement of pitch. • To use dot notation to compose a simple melody. • To perform as a class following dot notation.	**Great Fire of London** • To explore dynamics through listening and performing. • To explore dynamics through composition and performance. • To perform a steady pulse. • To identify beat groupings. • To create and perform rhythms using notations.	**Four Seasons** • To identify contrasts in dynamics, tempo and beat groupings. • To listen, sing and perform with an awareness of dynamics. • To create music with changes for effect. • To create and perform rhythm patterns and melodies. • To create, perform and notate a melody independently within a group performance.	**Oceans** • To understand the difference between a verse and a chorus. • To sing and perform rhythmic patterns on instruments to show mood or character. • To recognise and perform rhythmic patterns using notation. • To be able to sing and perform rhythmic patterns using notation. • To read, perform and notate rhythmic patterns.	**Jupiter** • To perform a fanfare inspired by the music of Richard Strauss. • To create a class performance inspired by the music of Gustav Holst. • To recognise changes in tempo and perform in time with the pulse. • To refine, rehearse and perform our Jupiter piece as a group.
PE **Get Set 4 PE**	**Team Building** • To follow instructions and work with others • To co-operate and communicate in small groups to solve challenges • To create a plan with a group to solve challenges • To communicate effectively and develop trust • To work with a group to copy and create a basic map. **Dance** • To remember, repeat and link actions to tell the story of my dance • Use counts of 8 to help stay in time with the music • To explore pathways and levels • To create and perform using unison, mirroring and matching	**Gymnastics** • To perform gymnastic shapes and link them together • To use shapes to create balances • To develop travelling actions and balances using apparatus • To refine rolling and sequence building To create a sequence using apparatus **Yoga** • To copy and repeat yoga poses. • To develop an awareness of strength and flexibility when completing yoga poses. • To copy and remember actions, linking them into a flow	**Target Games** • To develop throwing for accuracy • To develop underarm and overarm throwing at a target • To develop throwing for accuracy and distance **Sending and Receiving** • To roll a ball towards a target • To track and receive a rolling ball • To send and receive a ball with your feet • To send and receive a ball with a racket	**Ball skills** • To develop rolling to hit a target • To develop stopping a rolling ball • To develop dribbling a ball with your feet • To develop kicking a ball • To develop throwing and catching • To develop dribbling with your hands	**Striking and Fielding** • To track a rolling ball and collect it • To develop underarm throwing and catching to field a ball • To develop overarm throwing • To develop hitting for distance to score more points • To get a batter out • To understand the rules of the game and use these to play fairly	**Athletics** • To develop the sprinting action • To develop jumping for distance • To develop jumping for height • To develop throwing for distance • To develop throwing for accuracy
Trips/Visits/ Experiences	**Experience:** WOW Day - United Kingdom Day	**Experience:** WOW Afternoon – Amelia Earhart Year 2 Carol Concert	**Experience:** Wow Day – Konnichiwa Japan!	**Experience:** Wow Afternoon – Be the Change! Role Play a 1950s bus journey	**Trip:** Thorpe Bay Seaside Trip **Experience:** Wow Day – Victorian Seaside	**Visit:** Space Dome **Experience:** Wow Day – Astronaut Academy Year 2 Play