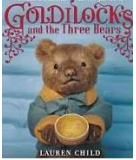
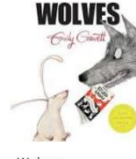


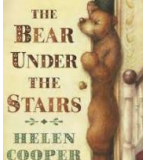

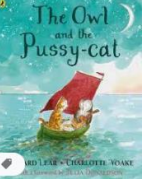




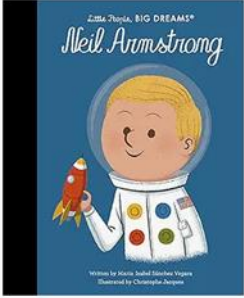

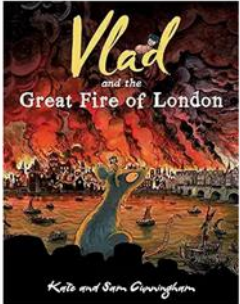








## Lawrence View Primary and Nursery School Curriculum overview 2025/2026 Year 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Quality Text	 <p>Goldilocks and the Three Bears</p> <p>Wolves</p>  <p>Wolves</p>	<p>The Journey Home</p>  <p>We are Water Protectors</p> 	<p>The Bear Under the Stairs</p>  <p>The Minpins</p> 	 <p>The Owl and the Pussycat</p>  <p>promise</p> <p>Tadpole's</p>	<p>The Dragon Machine</p>  <p>Ocean Meets Sky</p>	 <p>The Great Fire</p>  <p>A Walk in London</p>
Wow Starter	Walk around Eastwood using digi-maps	Artefacts/ clues around Neil Armstrong		Africa day	Planting vegetables outdoor, children growing own plants	Seaside themed day
Enrichment	Forest schools	Visit Wollaton Park	Trip to the Synagogue	Africa day- African workshop led by an African, including dance, art, music Mrs Dean to come in and share experiences/ photos/ clothes/ food	Trip to Southwell Minster/ Time travelling Walk to Colliers wood/ picnic	Trip to Cleethorpes Build a sandcastle Make a fruit kebab/ salad
Community links	Grandparents day	Create bird feeders for the local woods	How Eastwood has changed DH Lawrence- Famous local people	Black history- African assembly from visitor	Visiting an allotment	Visit a care home and share poems
School values	Aspiration	Respect	Resilience	Kindness	Curiosity	Curiosity

British values	Mutual Respect	Individual Liberty Respecting beliefs- Linked to RE	Democracy Rule of Law	Mutual respect- Blue jumper green jumper. Challenging discrimination- Black history	Individual Liberty	Mutual respect
Personal Development	Families Responsibility	Caring Friendships	Respectful relationships Personal safety.	Safety in and around the home	Democracy Community First aid	Changing and growing Economic wellbeing
History Key Question and Theme	<b>Who was Neil Armstrong and why was he so significant?</b> Significant individual <b>History Themes: Significance</b>			<b>What happened on the night of 2nd September 1666?</b> Events beyond living memory that are significant nationally or globally <b>History Themes: Settlement and buildings, Home-life</b>		
History	<p><b>Plan questions and produce answers about Neil Armstrong using Historical vocabulary</b></p> <p><b>Know about a famous person from outside the UK and explain why they are famous</b></p> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>-Sequence artefacts closer together in time</li> <li>-Sequence events</li> <li>-Sequence photos etc from different periods of life</li> <li>-Describe memories of key events in lives</li> <li>-Compare pictures or photographs of people or events in the past</li> <li>-Able to identify different ways to represent the past</li> <li>-Uses a source-observe or handle, to answer simple questions about the past</li> <li>-Uses a source to ask questions e.g why, what, who, how, why, where?</li> <li>-Begin to assess the effectiveness of sources</li> <li>-Communicate knowledge and understanding in a variety of ways- discussions, pictures, writing, discussions, pictures, writing, annotations, drama, mode</li> <li>-Know what we use today instead of a number of older given artefacts</li> </ul> <p><b>Recap from Y1</b></p> <ul style="list-style-type: none"> <li>- Know the name of a famous place, close to where they live.</li> <li>- Organise a number of artefacts by age</li> <li>- Know that the toys their grandparents played with were different to their own</li> <li>- Organise a number of artefacts by age</li> <li>- Know what a number of older objects were used for</li> <li>- Know the main differences between their school days and that of their grandparents</li> </ul>			<p><b>Know about an event or events that happened long ago, even before their grandparents were born</b></p> <ul style="list-style-type: none"> <li>- To retell the story of the Great Fire of London using time terms (see vocabulary)</li> <li>- identify similarities and differences between houses in the past and houses nowadays</li> <li>- identify some of the causes and effects of the fire</li> <li>- To use sources to answer Historical questions</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>-Sequence artefacts closer together in time</li> <li>-Sequence events</li> <li>-Sequence photos etc from different periods of life</li> <li>-Describe memories of key events in lives</li> <li>-Compare pictures or photographs of people or events in the past</li> <li>-Able to identify different ways to represent the past</li> <li>-Uses a source-observe or handle, to answer simple questions about the past</li> <li>-Uses a source to ask questions e.g why, what, who, how, why, where?</li> <li>-Begin to assess the effectiveness of sources</li> <li>-Communicate knowledge and understanding in a variety of ways- discussions, pictures, writing, discussions, pictures, writing, annotations, drama, mode</li> </ul> <p><b>Recap from Y1</b></p> <ul style="list-style-type: none"> <li>-Begin to identify different ways to represent the past (e.g photos, stories, adults talking about the past)</li> <li>-Ask questions related to objects and historical sources</li> <li>Finds answers to simple questions about the past using information sources</li> <li>-Class display/ museum annotated photographs ICT</li> </ul>		

History Enrichment	Think Tank Birmingham?	Bringing History to life- Great Fire of London visitor		
History Texts				
Geography Key Question and Theme	<b>What are the human and physical features of Eastwood?</b> <b>Geography Key Concepts: Place, space, scale, physical and human processes.</b>		<b>Is Africa a country or a continent?</b> <b>Geography Key Concepts: Place, space, scale, cultural understanding and diversity, physical and human processes</b>	<b>How is Cleethorpes different to Eastwood?</b> <b>Geography Key Concepts: Physical and human processes, place, space, scale, environmental interaction and sustainable development.</b>
Key Knowledge	<p>Know the difference between human and physical features in the world.  Identify human and physical features in the school grounds.  Identify human and physical features on a map of Eastwood and through aerial photographs.  Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</p> <p><b>Geography Skills</b>  Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.  Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features on maps and in their surrounding environment/school grounds.  Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment</p> <p><b>Recap from Y1</b>  Know the points N, E, S and W on a compass and be able to use and follow simple compass directions.</p>		<p>Know the names of and locate the seven continents of the world and locate these in an atlas <b>and on a globe.</b>  Know the names of and locate the five oceans of the world in an atlas <b>and on a globe.</b>  Locate Kenya on a map of the world and on a map of Africa.  Locate the UK on a map of the world.  Know and identify the human and physical features of Kenya as a whole country – Nairobi, Lake Victoria, Mt Kenya.  <b>Label these on a map of Africa using an atlas and a key.</b>  Know the main differences between a place in England (Eastwood) and that of a small place in a non</p>	<p>Know the names of the four countries that make up the UK and name the four main seas that surround the UK: the North Sea, the English Channel, the Irish Sea, the Celtic Sea.  Know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland.  Identify the following physical features on a map of the UK: mountain, lake, island, valley, river, cliff, forest and beach and know the definition of these.  Know the human and physical differences between our town (Eastwood) and a seaside town (Cleethorpes).  Know how humans are impacting upon the oceans through plastic consumption and waste.  Know about sustainable development of how we can help.</p> <p><b>Geography Skills</b>  -Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features on maps and in their surrounding environment  -Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.  - Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment</p>

			<p>European country – <b>study three places in Kenya: Nairobi, the Massia Mara and Mombasa.</b></p> <p><b>Geography Skills</b>          Devise a simple map and construct a key for the map, using basic symbols. (Lila's journey).          Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features on maps.          Find where they live on a map of the UK.</p> <p><b>Recovery from Y1</b>          Locate Eastwood, Nottingham and London on a map.</p>	<p><b>Recovery from Y1</b> Know the names of the four countries that make up the UK and name the three main seas that surround the UK          Know the main differences between city, town and village          Know the capital city of England is London.          Locate Eastwood, Nottingham and London on a map.</p>	
<p><b>Geography</b>  <b>Fieldwork and geography enrichment.</b></p>	<p><b>What are the human and physical features of Eastwood?</b>          Plotting a route of a walk around Eastwood on digimaps.          Follow the route on the map using compass directions and directional language.          Labelling map with human and physical features whilst out on the walk.          Present information using a tally chart of the number of human and physical features seen, once back at school.</p>		<p>African culture day.          African drumming workshop.          Interview Miss Robinson about her trip to a country in Africa.</p>	<p><b>How is Cleethorpes different to Eastwood?</b>          Walk into Eastwood town centre and trip to Cleethorpes.          Fieldwork sketches of human and physical features.          Fieldwork glasses comparing human and physical features of Eastwood and Cleethorpes.          Take part in a beach clean-up.</p>	
<p><b>Science</b></p>	<p>-Know why exercise, a balanced diet and good hygiene are important for humans</p>	<p>-Classify things by living, dead or never lived          -Know how a specific habitat provides for the basic needs of things living there (plants and animals)          -Match living things to their habitat          -Name some different sources of food for animals          -Know about and explain a simple food chain  <b>Recovery yr1</b>          -Know how to respect and handle living things in their environment          -Use their own observations to describe the changes that take</p>	<p>Know why a material might or might not be used for a specific job          Know how materials can be changed by squashing, bending, twisting and stretching</p>	<p>-Know and explain how seeds and bulbs grow into plants          -Know what plants need in order to grow and stay healthy (water, light &amp; suitable temperature)  <b>Recovery yr1</b>  <u>Plants - to be covered before moving on to year 2 topic on plants, seeds and bulbs</u>          -identify and name a variety of common wild and garden plants, including deciduous and evergreen trees          -identify and describe the basic structure of a variety of common flowering plants, including trees</p>	<p>-Know the basic stages in a life cycle for animals, (including humans)          -notice that animals, including humans, have offspring which grow into adults</p>

		place in vegetation and animal life across the year -Use everyday terms to describe simple features living things or events they observe				
	Recovery year 1 Seasons – Observe changes across the four seasons – Observe and describe the weather associated with the seasons and how the day length varies.					
Art	<b>The flower Garden.</b> <b>Drawing</b> Using different drawing tools to create different effects of flowers. Use a view finder. Artists - Georgia O'Keeffe, Van Gough. <ul style="list-style-type: none"> <li>Choose and use three grades of sketching pencil when drawing 2B, 8B and 2H</li> <li>Begin to control marks made with different media.</li> <li>Draw experiences and feelings. Sketch to make records.</li> <li>Know how to use a view finder to focus on a specific part of a photo for drawing.</li> </ul> <i>Pencil/s Crayon/s Thick/ness Thin Line Grade Thin line grades pastel tone/s light dark texture</i> 		<b>Animals</b> <b>Describe a range of colours.</b> <b>Mix a range of secondary colours and tertiary colour</b> Artists – Everett Duarte, Graeme Stevenson, Prehistoric animals Thick and thin brushes, water colour, poster paint, acrylic. <ul style="list-style-type: none"> <li>Describe a range of colours.</li> <li>Mix a range of secondary colours and tertiary colour</li> <li>Discuss why they have selected certain colours.</li> <li>Discuss why some art is more suited to painting styles.</li> </ul> <i>Painting primary secondary thick thin brush/es colour Mix match tertiary</i>		<b>Layers of the face.</b> <b>Picasso - mixed media artist.</b> <b>Collage - Drawing, photos,</b> Develop a range of cutting, tearing and fixing techniques to create a specific picture. Use scissors to cut with accuracy. Fold, crumple, tear and overlap paper to create an image. 	<b>Under the sea</b> <b>Drawing and Sculpture</b> Sculptors- Noriko Kuresumi and Eliane Monnin. Know how to make a clay pot and know how to join and apply decorative techniques. Show an awareness that natural and human made materials can be used to create sculpture. Discuss the work of other sculptors and relate these to their own ideas and designs. Make clay join line shape 
	<b>Artist</b> – Suggest how artists have used colour, pattern, and shape.					
DT	<b>Textiles – pouches</b>		<b>Structures – Baby Bear's Chair</b>		<b>Mechanisms – ferries wheels</b>	
RE	2.1 <b>Leaders</b> <i>What makes some people inspiring to others? Moses and Saint Peter</i> <a href="#">Christians and Jewish people</a>	<b>RE day- Focus on Christmas</b> <i>Invite visitor Focus- drama and art</i>	2.2 <b>Believing</b> <i>What do Jewish people believe about God, creation, humanity and the natural world?</i>	2.3 <b>Belonging</b> <i>What does it mean to belong? What is it like to be a Christian in Nottingham today?</i> <a href="#">Christians</a>	2.4 <b>Story- Jewish and Christian</b> <i>How and why are some stories important in religions? What can we learn from these stories and from the Torah and the Bible?</i>	<b>RE day- Focus- Express yourself spiritually through the arts</b> <i>Music, drama, art</i>

	Humanism		What are some ways that show their beliefs and how they belong? Jewish people Visit to a synagogue		Christians and Jewish people Humanism	
PE	<b>Invasion games</b> Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities		<b>Dance</b> Perform dances using simple movement patterns.		<b>Team games</b> Participate in team games, developing simple tactics for attacking and defending	
French	<b>Basics 1</b> Greetings Numbers to 10 Colours	<b>Basics 2</b> Numbers to 20 Family Parts of the body Christmas	<b>Ma surprise du zoo</b> Animals Days of the week	<b>Habile-toi Robbie</b> Clothes	<b>Qu'est-ce qu'on mange ce soir?</b> Food	<b>La chenille qui fait des trous</b> Fruit I like/dislike
Music	<b>Hands, feet heart Learning to play the recorder</b> Begin to recognise styles, find the pulse, recognise instruments, listen, discuss other dimensions of music	<b>Ho, Ho, Ho Learning to play the recorder</b> Creating a performance using music and dance. Listen with concentration and understanding to a range of high-quality live and recorded music.	<b>I wanna play in the band Learning to play the recorder</b> Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.	<b>Zoo time Learning to play the recorder</b> Try to recognise/identify very simple style indicators and different instruments used. March, clap, tap your knees, move to find and internalise the pulse. Continue to understand what it means to find the pulse	<b>Friendship song Learning to play the recorder</b> Begin to listen, with respect, to other people's ideas and feelings towards the music you have listened to. Discuss simple dimensions of music (pulse, rhythm, pitch, and perhaps tempo and dynamics) and how they fit into the music you are listening to.	<b>Reflect, rewind and replay Learn to play the recorder</b> Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence.
ICT	<b>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about material on the internet or other online technologies</b>  <b>E safety</b> To understand that personal information is unique to themselves To understand that personal information should only be given to trusted adults	<b>Recognise common uses of information technology beyond school</b>  <b>Online searching</b> To understand that the world wide web contains large amounts of information To use links to navigate a website To know that the world wide web can be used to answer questions To navigate a website user hyperlinks To locate specific information using a website	<b>Create and debug simple programs</b>  <b>Animation and making music</b> To understand what an animation is To understand the premise of a stop frame animation To understand that an animation consists of characters, a stage, props, sound, text and a story To understand the importance of a	<b>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</b>  <b>Coding</b> To understand that an algorithm is a process that consists of a series of steps that achieves a specific goal	<b>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</b>  <b>Questioning</b> To understand that messages can be sent electronically over distances To understand that messages can be sent electronically over distances and that people can reply to them To understand that communication can be images, sound and text	<b>Use logical reasoning to predict the behaviour of simple programs</b>  <b>Creating pictures</b> To understand the world wide web and how it has developed throughout time To consider how technology changes with time To share knowledge through multi media presentations To plan/produce a presentation of research findings To create an interactive eBook text

	<p>To begin to identify the characteristics of people who are worthy of trust and who can help them make choices that keep them safe</p> <p>To understand that emotions can be a tool to help judge unsafe situations</p> <p>To understand the importance of checking with an adult before participating in an online environment available on the internet</p>	<p>To collect information from a number of different online sources and check they are the same</p>	<p>storyboard in the story planning process</p> <p>To create a storyboard</p> <p>To understand that animations need to be scripted</p> <p>To understand that stop frame animations involve physical characters, settings and props</p> <p>To work collaboratively in a group to achieve a common goal</p> <p>To create a stop frame animation</p>	<p>To understand algorithms can describe everyday activities and can be followed by humans and computers</p> <p>To understand that algorithms are made up of steps</p> <p>To know that steps can be repeated</p> <p>To understand that computers need more precise instructions than humans do</p> <p>To use digital drawing tools (Scratch) to create images</p> <p>To program a simple animation involving movement</p> <p>To write a simple program that produces an output (text)</p> <p>To combine images and text to create a simple animation</p>		
<p><b>Curriculum links with Mathematics</b></p>	<p><b>Science</b> Balanced healthy food plate <i>Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity</i></p> <p><b>History</b> <i>Identify, represent and estimate numbers using different representations, including the number line</i> Putting key events of Neil Armstrong's life onto a timeline</p>	<p><b>Science</b> <i>Interpret and construct simple pictograms, tally charts, block diagrams and tables</i> Make table to sort objects into living, dead, never been alive <i>Ask and answer questions about totalling and comparing categorical data.</i> Look at information about food chains and answer questions</p>	<p><b>Science</b> <b>Materials-</b> <i>Ask and answer questions about totalling and comparing categorical data-</i> Investigation- how far does the car go on different surfaces- compare results <i>Choose and use appropriate standard units to estimate and measure length/height in any direction, using rulers-</i> how far has the car travelled?</p> <p><b>History</b></p>	<p><b>Geography</b> <i>Ask and answer questions about totalling and comparing categorical data.</i> Compare information from both Kenya and London <b>DT</b> <i>Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm)</i> Measure fabric using a ruler and create a template.</p>	<p><b>Science</b> <i>Interpret and construct simple pictograms, tally charts, block diagrams and tables</i> Science investigation- what do plants need to grow- record information gathered in tables and block diagrams <i>Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm)</i> Measuring how tall their plant is <b>Art</b> <i>Order and arrange combinations of mathematical objects in patterns and sequences</i></p>	<p><b>Geography</b> <i>Use mathematical vocabulary to describe position, direction and movement including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).</i> Use correct terminology to describe physical features: mountain, lake, island, valley, river, cliff, forest and beach in relation to each other. <b>History</b> <i>Compare and sequence intervals of time</i></p>

			<p>Compare and order numbers from 0 up to 100; use &lt;, &gt; and = signs Looking at things from 100 years ago. Sorting artefacts into things that were from 100 years ago and things that were not- use symbols to compare</p> <p><b>DT</b> <i>Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm)</i> Measuring for movable monsters.</p>		<p><i>Portraits art projects- Picasso – Suggest how artists have used colour pattern and shape.</i></p>	<p>Putting key time events of the 'Great fire of London' in order.</p>
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