



# Sladefield Infant School Curriculum Overview 2025 - 2026

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer
Topic	Black History 8 weeks INSET day 1 <sup>st</sup> September	Celebrations 7 weeks	Amazing Authors 6 weeks INSET day 5 <sup>th</sup> January	Transport 5 weeks	Our World and Transition Summer 1 - 6 weeks Election day (Report Writing)  Summer 2 - 7 weeks
Our Values are:	<p>Equality, Respect, Achievement, Enjoyment, Friendship and Resilience</p> <p>These values are at the heart of our curriculum</p> <p>1 value is focused on in assembly each week</p>				



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<p>English – Reading, Writing &amp; Spoken Language</p> <p>EYFS: Communication &amp; Language Literacy</p>	<p>1 week: Reading Text: <i>A letter from your teacher</i></p> <p>Writing Outcome: Instructions- I promise to...</p> <p>Grammar Focus: <i>Capital letters, finger spaces and full stops.</i></p> <p>3 Weeks: Reading Text: <i>Rosa Parks (1913-2005)</i></p> <p>Writing Outcome: Non chronological report of her life.</p> <p>Grammar Focus: <i>Capital letter, finger spaces, full, stops, question marks.</i></p> <p>3 Weeks: Reading Text: <i>Harriet Tubman (1822-1913)</i></p> <p>Writing Outcome: Newspaper article of what happened to her.</p> <p>Grammar Focus: <i>Co-ordination- and, but, or</i></p>	<p>3 Weeks Reading Text: <i>Thomas the Baker and the fire of London</i> <i>Toby and the Great Fire of London and Samuel Pepys Diary</i></p> <p>Writing Outcome: Poem as 3<sup>rd</sup> person</p> <p>Grammar Focus: <i>subordination- when, if, that, because.</i></p> <p>3 Weeks Visual Literacy: The Grinch</p> <p>Writing Outcome: Narrative of The Grinch</p> <p>Grammar Focus: <i>Adjectives, Nouns and Expanded noun phrases</i></p> <p>1 Week: Assessments and Christmas Activities</p>	<p>3 Weeks Reading Text: <i>The Twits</i></p> <p>Writing Outcome: Character Description or Mr Twit</p> <p>Grammar Focus: <i>Expanded noun phrases and commas to separate items in a list</i></p> <p>2 Weeks: Sherborne Wharf/Birmingham Speaking &amp; Listening/writing a recount</p> <p>Grammar Focus: <i>Time connectives: First, Next, Then, After that and Finally</i> <i>Past and present tense</i> <i>Apostrophes for possession</i></p> <p>1 Week – Trip to Sherborne Wharf (Grammar Week)</p>	<p>1 Week: Writing Outcome: Recount of the trip to Sherborne Wharf</p> <p>Grammar Focus: <i>Time connectives, expanded noun phrases. making simple additions, revisions and proof- reading corrections to their own writing.</i></p> <p>3 Weeks: Reading Text: Diary Fiction: Titanic I was there.... Titanic by Margi Mc Allister</p> <p>Writing Outcome: Diary entry as themselves.</p> <p>Grammar Focus: <i>Contractions</i> <i>making simple additions, revisions and proof- reading corrections to their own writing.</i></p> <p>1 Week - Assessments</p>	<p>3 Weeks: Reading Text: Creative Narrative</p> <p>Writing Outcome: Narrative of The Great Kapok Tree</p> <p>Grammar Focus: <i>Past tense, commas, suffix (-ment, ness, -ly, -ful)</i></p> <p>3 Weeks: <i>Instructions</i></p> <p>Writing Outcome: Writing instructions to make a sandwich</p> <p>Grammar Focus: <i>Commands</i></p>	<p>3 Weeks Reading Text: Neymar Rules!</p> <p>Writing Outcome: Non-Chronological Report about Neymar</p> <p>Grammar: <i>Exclamation sentences</i></p> <p>3 Weeks Visual Literacy Letter to your new teacher 'Inside Out'</p> <p>Writing Outcome: About me... Information</p> <p>Grammar Focus: <i>Present tense.</i> <i>Making simple additions, revisions and proof- reading corrections to their own writing.</i></p>
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<b>Mathematics</b>  <b>EYFS:</b> <b>Power Math</b>	<b>Number:</b> Place Value Addition & Subtraction.	<b>Number:</b> Multiplication & Division <b>Measurement:</b> Money <b>Geometry:</b> Shape	<b>Measurement:</b> Time Capacity & Temperature Weight and Mass <b>Number:</b> Place Value Addition and Subtraction	<b>Number:</b> Multiplication and Division Fractions <b>Measurement:</b> Length and Height Position and direction	<b>Revision</b> Consolidation, and problem solving	<b>Maths Investigations</b>
<b>Science</b>  <b>EYFS:</b> <b>Understanding The World</b>	<b>Everyday Materials</b>  Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.  (Eco workshop)	<b>Animals including Humans</b>  Notice that animals, including humans, 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.	<b>Animals including Humans</b>  Explore and compare the differences between things that are living, dead, and things that have never been alive. 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. 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.	<b>Everyday Materials</b>  Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. (Science Day- Investigation) (Water Assembly)	<b>Living things and their habitats</b>  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.  (Trip to the Ward End Park) (Animal Man) (Gemma Woodcock Animal show)	<b>Plants</b>  Observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.



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<p><b>History</b></p> <p><b>EYFS:</b> <b>Understanding The World</b></p>	<ul style="list-style-type: none"> <li>I can identify national and global past events.</li> <li>I can identify significant historical events and people and compare from different periods.</li> <li>Understand where people and events fit within a chronological timeline.</li> <li>Use a range of sources to find out about the past.</li> <li>○ Linked with Non Chronological writing in English.</li> <li>○ Timelines of the lives of Rosa Parks and Harriet Tubman.</li> </ul> <p>Children to look at a range of photographs and accounts from the lives of Harriet Tubman and Rosa Parks?</p>	<p>The Great Fire of London Looking at historical events and comparing two versions of the documented events.</p> <p>What was the cause of The Great Fire of London? What did Samuel Pepys observe? Link of different version in English lesson.</p> <p>Comparing London to then and now. How life was like before.</p> <ul style="list-style-type: none"> <li>Have opportunities to learn about significant historical events.</li> <li>Use a range of sources to find out about the past.</li> <li>Ask and answer historical questions.</li> <li>Learn about events beyond living memory.</li> <li>Understand where people and events fit in with in chronological timeline.</li> </ul> <p>Look at historical events and compare 2 versions of the documented events.</p> <ul style="list-style-type: none"> <li>○ Children to ask questions about the Fire from visual clues.</li> <li>○ Children then to use a range of sources to answer their own questions.</li> </ul>	<p>Significant Individuals Understand how people and events fit into a chronological timeline.</p> <p>Roald Dahl Quentin Blake</p> <p>Looking at the life of Roald Dahl Children to have a discussion about the events in Roald Dahl's life and how the release of certain stories coincided.</p>	<p>The History Transportation On Water</p> <p>The Titanic</p> <ul style="list-style-type: none"> <li>&gt;To ask and answer questions about the past.</li> <li>&gt;To learn about events beyond living memory that are significant nationally or globally.</li> <li>&gt;To begin to learn that there are different types of evidence and sources that can be used to help represent the past.</li> <li>&gt;To choose and use parts of stories and other sources to show that they know and understand key features of events.</li> <li>&gt; To understand some of the ways in which we find out about the past and identify different ways in which it is represented.</li> <li>&gt; To know where the people and events fit within a chronological frame.</li> <li>&gt; To develop an awareness of the past, using common words and phrases relating to the passing of time.</li> <li>&gt; To use a wide vocabulary of everyday historical terms.</li> <li>&gt; To discuss changes within living memory.</li> </ul> <p>(Non-Fiction Text: Titanic by Katie Daynes)</p>	
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		<ul style="list-style-type: none"><li>○ Children to complete timeline of the events of the Fire.</li></ul> <p>Children to compare the experiences of both Samuel Pepys and Thomas Farriner.</p> <p>Remembrance Day</p> <p>Why do we stay silent for 2 minutes?</p>			
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<p><b>Geography</b> <b>EYFS:</b> <b>Understanding The World</b></p>	<p><b>Human and Physical Geography</b></p> <ul style="list-style-type: none"> <li>I can understand geographical similarities and differences through studying a small area of the UK to a small area of a Non-European country.</li> <li>Identify seasonal and daily weather patterns of the UK.</li> <li>Children use a range of sources (Atlases, Google Earth, Globes) to compare Maryland and Detroit to Birmingham linked to Learning about Rosa Parks and Harriet Tubman.</li> </ul> <p>Children to track the weather in the capital cities of the 4 countries of the UK once a day for a week.</p>	<p><b>Locational Knowledge/ Place Knowledge</b></p> <p>Compare the local city/ town in the UK (The Great Fire of London) with a contrasting city/town in a different country (Notre-Dame fire in Paris) What happened? Were there any similarities or differences to both fires?</p> <ul style="list-style-type: none"> <li>Use basic geographical language to refer to key physical and human features.</li> <li>Use aerial photographs to recognise landmarks and key human and physical features.</li> <li>Devise a simple map and construct basic symbols in a key.</li> <li>To compare the local city in the UK with a contrasting city/town in a European city.</li> <li>Look at Aerial photographs of London, discuss and label the major landmarks and features on their own map.</li> <li>Create their own simple map to show how the spread of the fire affected London.</li> </ul>		<p><b>Locational Knowledge/ Place Knowledge</b></p> <ul style="list-style-type: none"> <li>Use world maps, atlases and globes to identify the 7 continents and 5 oceans.</li> </ul> <p><b>Geographical Skills and Fieldwork</b></p> <ul style="list-style-type: none"> <li>Devise a simple map and construct basic symbols in a key.</li> <li>Use aerial photographs to recognise landmarks and key human and physical features.</li> </ul> <p>Looking at the route that The Titanic could have used. Create a map of the Titanic route.</p> <p><b>Human and Physical Geography</b></p> <ul style="list-style-type: none"> <li>Use basic geographical language to refer to key physical and human features.</li> <li>Children to use maps and atlases to label the continents and oceans of the world.</li> <li>Children to use geographical sources to map the route of the Titanic.</li> </ul> <p>Children to use their experiences of the trip to create their own maps of the journey through Birmingham and label this with a simple key, making reference to physical and human geography.</p>	<p><b>Hot and Cold Climates Geography</b></p> <p>Look at geographical similarities and differences through studying the human and physical geography of Brazil, and of a small area in a contrasting non-European country.</p> <p>Can you describe which continents have significant hot or cold areas and relate these to the Poles and Equator? Compare Canada to Brazil.</p> <p>For example, comparing the culture and the cities within Canada and Brazil, comparing beaches in Canada and Brazil, rainforests, and mountains.</p> <p>Which country is this continent in? What is the weather like? What landmarks are there?</p> <ul style="list-style-type: none"> <li>Looking in depth at Brazil and Canada and comparing human and physical features.</li> <li>Use Atlases and globes to map out the hot and cold countries of the world and then explaining why the climates are as they are using geographical vocabulary.</li> </ul> <ul style="list-style-type: none"> <li>Understand geographical similarities and differences through studying the human and physical geography of a small area of Canada, and of a small area in a contrasting non-European country concentrating on islands and sea sides</li> <li>Use basic geographical vocabulary to refer to key physical &amp; key human features</li> <li>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</li> <li>Devise a simple map; and use and construct basic symbols in a key.</li> </ul> <p>Identify the location of hot and cold areas of the world in relation to the equator and the North and South Poles.</p> <p><b>Geographical Skills and Fieldwork</b></p> <p>Can you use world maps and devise a simple map for Brazil and Canada location key landmark and features?</p>
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		Children to compare London and Paris after the fire.				
Computing EYFS: Using Technology	Computing systems and network	Computing systems and networks	Programming	Programming	Creating Media	Data & information
Computational Thinking	What is a computer	word processing	Algorithms	Scratch Jr	Music Makers	Handling Data
E-Safety	Online relations	Online Bullying	Privacy & Ownership	Managing Online Information	Copyright and Ownership	
Religious Education EYFS: Understanding The World	<p><b>Choice</b> – Living by Rules Can we live without rules? Who makes the rules? What rules has God/Allah made? What influences my behaviour? What behaviour choices do I make? What does Islam, Christianity (or other religious traditions) teach about being peaceful?</p>	<p><b>Compassion</b> –Being regardful of suffering. What hurts you? How did Jesus make people better? How did Isa make people better? (Introduce how Isa (Jesus) relieved suffering using miracles given to him by Allah (God)). How do Muslims, Christians (or other RT) try to make things better?</p> <p><b>Compassion</b> – Sharing and being generous Do you like to receive presents? What can we learn from the very first Christmas presents? What can we learn from the very first Christmas presents? (To begin to consider why Christians give gifts at Christmas.) Are you rich enough to share? Explore the Islamic understanding of Isa (Jesus)</p>	<p><b>Community</b> –Creating Unity and Harmony How are you both different from and the same as everyone else? What does the Christian story of the Good Samaritan teach believers about getting on with each other? What do believers (of other RT) teach about getting on with each other? (Explore the strong message which are learnt during the Islamic pilgrimage, Hajj...)</p> <p><b>Community</b>– Participating and willing to lead What is good about taking part? What does Christianity (or other RT) teach about working together? What do Muslims (or other RT) do together? (Explore leadership (of Salah)) What do Muslims (or other RT) do together? (Explore Islamic congregation at prayer times)</p>	<p><b>Compassion</b> – Caring for Others, Animals and the Environment How wonderful is our world? What would it be like if no-one cared for our world or us? How does God care for us? (Consider how Allah (God) cares for people and the world)</p> <p><b>Commitment</b> –Being Merciful and Forgiving How big is your love? How big is God’s love? (Explore the nature of God’s mercy and forgiveness and think about the application to our lives) How big is God’s love? (Explore the responsibility of those who are forgiven (the Easter message))</p>	<p><b>Contemplation</b> – Being Silent and Attentive to, and Cultivating a Sense for, the Sacred and Transcendence What is it like when you are really quiet? What is it like to be quiet in a place of worship? Visit to a place of worship at a quiet time- what is it like?</p> <p><b>Contemplation</b>– Being Reflective and Self-Critical How could you be perfect? How did encountering Jesus change others? How did encountering Mohammed change others? How do Muslims (or other RT) help people to change for the better? How do Christians (or other RT) help people to change for the better?</p>	<p><b>Creativity</b> – Being Imaginative and Explorative What do you see in your mind? How do believers of (RT) imagine God to be? Why is this special to believers of Islam (or other RT)? How do the believers of Christianity (or other RT) learn about God?</p> <p><b>Creativity</b>–Appreciating Beauty How does ‘this’ make you feel? Why is ‘this’ (the natural world) special to the believers of Christianity (or other RT)? Why is this special to the believers of Islam (or other RT)?</p>
Design and Technology EYFS:		<p><b>Christmas cards</b> (Mechanics) Pop up Christmas cards Explore and use sliders and levers</p>		<p><b>Create a flag for the boat</b> Understand how simple 3-D textile products are made, using a template to create two identical shapes. Understand how to join fabrics</p>		<p><b>Make a healthy lunch box</b> (Cooking and Nutrition) Improve the appearance of their product, such as adding simple decorations.</p>

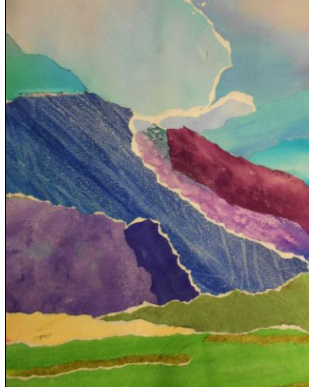


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<p>EAD</p>				<p>using different techniques e.g. running stitch, glue, over stitch, stapling.</p> <p>Explore different finishing techniques</p> <p>Explain positives and things to improve for existing products as they work</p> <p>Start to identify strengths and possible changes they might take to refine their existing design; Start to understand that the iterative process sometimes involves repeating different stages of the process</p>		<p>Cut, peel and grate ingredients, including measuring and weighing ingredients using measuring cups;</p> <p>Learn to use hand tools and kitchen equipment safely and appropriately and learn to follow hygiene procedures;</p> <p>Start to identify strengths and changes they might make to refine their existing design.</p>
<p>Music</p> <p>EYFS: EAD</p>	<p><i>West African call and response song.</i> <i>Theme: Animals</i></p>	<p><b>Year 2 Christmas Performance</b> Wintertime, festivals and Christmas time. Creating a performance using music and dance.</p>	<p><i>Orchestral instruments</i> <i>Theme: Traditional Stories</i></p> <p><i>Poetry Performance</i></p>	<p><i>Musical Me</i></p> <p><b>Year 2</b> <b>Spring Bonnet Performance</b> Creating a performance using music and dance.</p>	<p>Creative Arts Brazil and Canada</p>	<p><b>Year 2 Graduation Performance</b> Creating a performance using music and dance.</p>
<p>Art</p> <p>EYFS: EAD</p>	<p><b>Focus: Drawing</b></p> <p>Self portraits</p> <p>Black History: Experiment with the use of colour, pattern, texture, line and shape to create a portrait of your Black History person.</p>	<p><b>Focus: Work of other Artists</b></p> <p>Vincent Van Gogh Expressing our opinion on "Starry Night".</p> <p><b>Focus: Drawing</b> Experiment with the use of colour, pattern, texture, line and shape. Experiment with tools and techniques including layering, mixing media, scraping to create a Smoky Night picture based around The Great Fire of London. Experiment with a wide range of media including pencils, rubbers, crayons, pastels and chalks, felt tips, charcoal, ball point pens and other dry media.</p>	<p><b>Focus: Work of other Artists</b></p> <p>Describe the work of Quentin Blake.</p> <p>&gt;Drawing Experiment with a wide range of media including pencils, rubbers, crayons, pastels and chalks, felt tips, charcoal, ball point pens and other dry media.</p> <p>Create various characters from Roald Dahl's characters. Develop a range of tone using a pencil such as hatching scribbling, stippling</p>	<p><b>Focus 3D Sculpture</b> Manipulate clay or other malleable materials to make a model of The Titanic. Make simple coil pots in a shape of a boat.</p> <p><b>Textiles/ Collage</b> Thread a needle Stitch, knot and use other manipulative skills- Create a flag for the boat.</p>	<p><b>Focus: Work of other artists</b></p> <p>&gt;Pastel picture of Rainforest</p> <p>Use inspiration from famous, notable artists to create their own work and compare.</p> <p>Create layering different techniques (animals in different layers of the rainforest) John Dyer's rainforest.</p>	<p>Focus on Picasso's Fruit bowl linked to The Lighthouse Keeper's Picnic.</p> <p>Use shadows (creating light and dark imagery).</p> <p>Use different shades of pencils.</p> <p>Work on a range of scales.</p> <p>Mix a range of secondary colours, shades and tones.</p> <p>Mix secondary colour and shades using different types of paint e.g.</p>



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			and blending.		<p>Use fabric crayons to create a tote bag for picnic.</p> <p>Collage Create textured collages from a variety of media. Canadian artist on landscapes using collage</p> 	<p>poster paint and block water colour.</p> <p>Use a range of brushes to produce different scales of marks.</p> <p>Be spontaneously expressive with paint.</p>
P.E	Fitness	Netball	Gymnastics	Cricket	Hockey	Athletics
EYFS: PD	Football		Dance	Tennis		Orienteering
<p>P.S.H.E and Rights Respecting</p> <p>EYFS:</p> <p>PSED (Personal Social and Emotional Development)</p>	<p><b>Living In The Wider World</b></p> <p>Rules School community/ Your rights School Council People who help us</p> <p><b>Health &amp; Wellbeing</b></p> <p>Likes and Dislikes Emotions</p> <p><b>Relationships</b></p> <p>Anti- bullying</p>		<p><b>Living in the wider world</b></p> <p>Money Caring for our Environment</p> <p><b>Health and Wellbeing</b></p> <p>Feelings E-Safety Keeping safe</p> <p><b>Relationships</b></p> <p>Special people When you feel uncomfortable</p>		<p><b>Relationships</b></p> <p>Surprises! Valuing difference</p> <p><b>Health and Wellbeing</b></p> <p>The same but different Growing and changing Keeping healthy Spreading germs Moving on</p>	



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Enrichment Opportunities /Trips	Ikon Gallery Anti-Bullying Week Selly Manor Trip	Birmingham Sherbourne Wharf/ Library visit Exploring canal and river Eid celebration	Animal Man Voting Day Dudley zoo
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