

# Cayley Primary Curriculum: Long Term Plan 2025-26

YEAR 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>History/ Geography alternating</b>	<b>H: Great Fire of London</b> Pupils will be taught about events beyond living memory that are significant nationally or globally. This study looks at the cause and effect of the Great Fire of London	<b>G: Human and Physical Geography in our Local Area</b> Pupil will be taught to: use world maps, atlases and globes to identify the United Kingdom and its countries, use simple compass directions and locational and directional language. They will 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.	<b>H: The History of Flight</b> Pupils will be taught about events beyond living memory that are significant nationally or globally. This study looks at early attempts to fly, the development of flight, and how flight has changed.	<b>G: Comparing our locality to the Amazon Rainforest</b>	<b>H: Local History Study</b> Pupils will be taught about significant historical events, people and places in their own locality.	<b>G: Comparing UK to Bangladesh</b> Pupil will be taught to understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country (Bangladesh).
<b>English</b>	<b>Key Texts:</b> The Great Fire of London The Disgusting Sandwich	<b>Key Texts:</b> Spider Sandwiches Traction Man Rapunzel	<b>Key Texts:</b> The Crow's Tail Oceans and Seas	<b>Key Texts:</b> Billy and the Beast The Day the Crayons Quit	<b>Key Texts:</b> The Diary of a Killer Cat	<b>Key Texts:</b> Man on the Moon How to be an Astronaut A Dinosaur at the Bus Stop
<b>Maths</b>	Number: Place Value Addition and Subtraction	Geometry: Shape	Measurement: Money Multiplication and Division	Measurement: Length and Height Mass, capacity and temperature	Fractions Measurement: Time	Statistics Geometry: Position and Direction
<b>Science</b>	Living Things and Their Habitats	Animals Including Humans	Uses of Everyday Materials	Revisit Living Things and Their Habitats/Everyday Materials	Plants	Revisit Living Things and their Habitats/Animals Including Humans
<b>Art</b>	<b>Drawing</b> In this unit, applying previously acquired skills, pupils will use a range of marks to represent mood and movement. They will start to explore shape and texture through expressive mark making in response to a piece of music and descriptive language. Pupils will use a picture book or piece of art as a starting point for their own artwork.		<b>Printmaking</b> In this unit, pupils build on previously acquired printing skills. They make prints using natural objects and learn how to make a collagraph printing block. Printing techniques are then combined to create repeated patterns, inspired by the work of William Morris.		<b>Textiles and Collage</b> In this block, pupils will create abstract collage and textile images using a range of materials. They will also make a reconstructed picture using selected images from magazines and prepared papers.	<b>3D Art</b> In this block, pupils will take inspiration from the art of the indigenous people of Australia. They will combine these ideas with sculpture, creating three-dimensional forms decorated with dot patterns.
<b>D.T</b>		<b>Understanding Materials: How Can you Waterproof a Hat?</b> In this block, pupils will investigate materials to discover whether they absorb or resist water. Pupils will also use wax or oil crayons to create a waterproof coating for a paper hat which they have made by creasing and folding a sheet of paper		<b>Food and Nutrition: What does Healthy Mean?</b> In this unit, pupils will consider what being healthy means. They will learn that eating a variety of vegetables provides the body with the nutrients it needs. They will make products that use a range of vegetables and minimally processed foods.	<b>Mechanisms</b> In this block, pupils will learn how wheels and axles work together. They will build simple wheel mechanisms. They will explore how the size of the wheel and position of the axles affects the movement of simple vehicles.	<b>Structures: How Strong is a Piece of Paper?</b> In this unit, pupils will discover that they can increase the strength and stability of paper by folding. They will test and record their paper structures and design a paper tower that is at least 50cm tall and can bear a 1kg weight.

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<b>R.E</b>	What makes some places sacred? (Unit 1.5)	How and why do we celebrate special and sacred times? (Unit 1.6)	What does it mean to belong to a faith community? (Unit 1.7)		How should we care for others and the world, and why does it matter? (Unit 1.8)	
<b>PSHE</b>	<p style="text-align: center;"><b>Being me in my world</b></p> <p>Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings</p>	<p style="text-align: center;"><b>Celebrating differences</b></p> <p>Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Diversity Celebrating difference and remaining friends</p>	<p style="text-align: center;"><b>Dreams and goals</b></p> <p>Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success</p>	<p style="text-align: center;"><b>Healthy me</b></p> <p>Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food</p>	<p style="text-align: center;"><b>Relationships</b></p> <p>Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships</p>	<p style="text-align: center;"><b>Transitions</b></p> <p>Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition</p>
<b>PE</b>	<p><b>Ball Skills:</b> Hands 1</p> <p><b>Health and Wellbeing</b></p>	<p><b>Ball Skills:</b> Feet 1</p> <p><b>Gymnastics:</b> Linking</p>	<p><b>Gymnastics:</b> Pathways</p> <p><b>Dance:</b> Explorers</p>	<p><b>Ball Skills:</b> Sticks</p> <p><b>Locomotion:</b> Jumping</p>	<p><b>Rackets, Bats &amp; Balls Games for Understanding</b></p>	<p><b>Ball Skills:</b> Hands 2</p> <p><b>Play:</b> Playing Games</p>
<b>Music</b>	Start with singing: learning through singing games	Singing together: how singing helps us work together	Compose and create: recording our musical ideas using a graphic score	Music and movement: using symbols to represent pitch	Compose and create: improvising with four notes	Singing for performance: adding a simple vocal accompaniment
<b>Computing</b>	<p><b>Information technology around us:</b></p> <p>Identifying IT and how its responsible use improves our world in school and beyond.</p>	<p><b>Digital photography:</b></p> <p>Capturing and changing digital photographs for different purposes</p>	<p><b>Robot algorithms:</b></p> <p>Creating and debugging programs, and using logical reasoning to make predictions</p>	<p><b>Pictograms:</b></p> <p>Collecting data in tally charts and using attributes to organise and present data on a computer</p>	<p><b>Digital music:</b></p> <p>Using a computer as a tool to explore rhythms and melodies, before creating a musical composition.</p>	<p><b>Programming quizzes:</b></p> <p>Designing algorithms and programs that use events to trigger sequences of code to make an interactive quiz.</p>