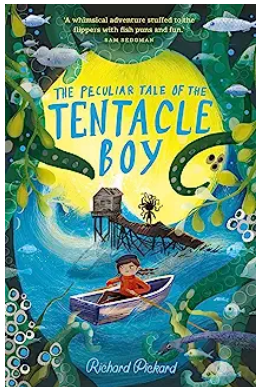
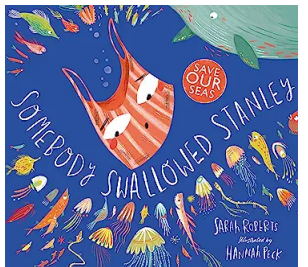
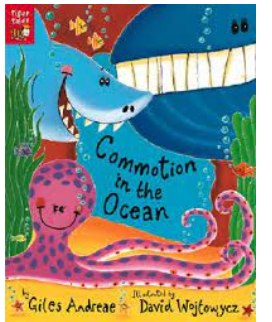
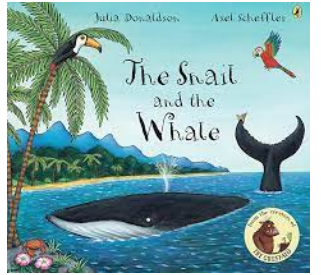
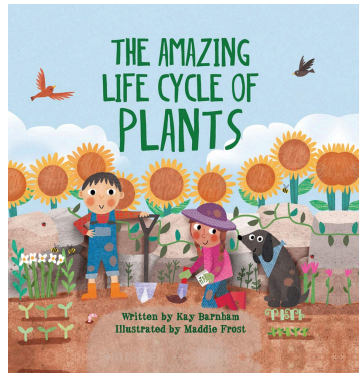
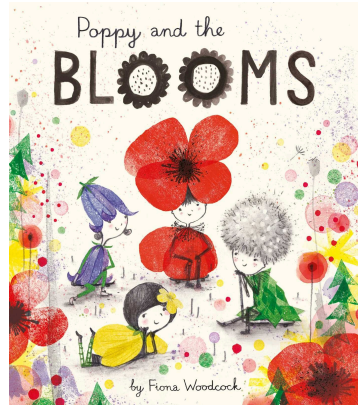
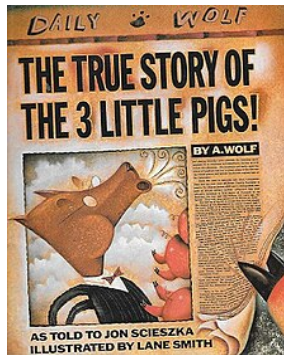
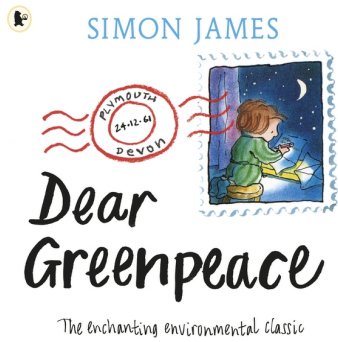
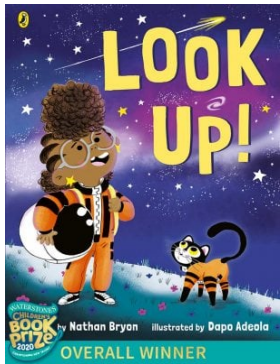
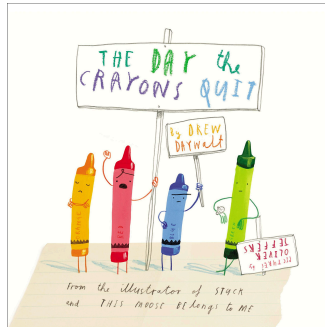
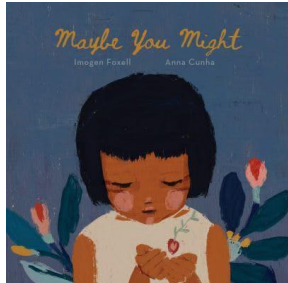
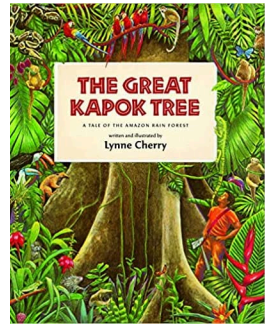
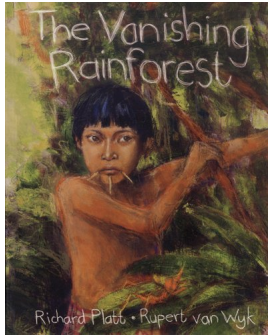
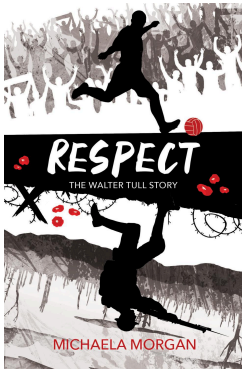
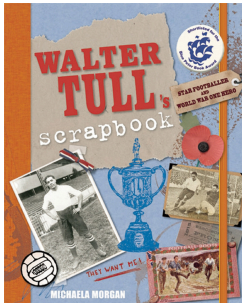
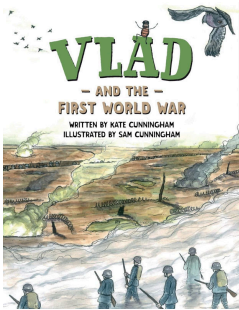
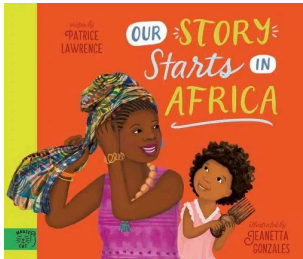
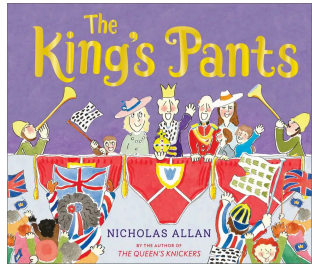
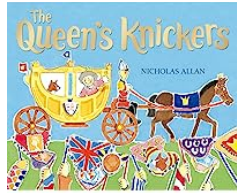


Riverside Primary School Long-Term Curriculum Coverage Planning Overview 2026 -2027 Year 2						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme:	Famous Queens	Walter Tull	Brazil	Communication Then and Now	Plants	The Journey of a Whale
Wow Start:	Meet a Queen!	Walter Tull Artefacts	Brazil Day	A Letter From a Meerkat	Magic Beanstalk	Underwater Animal Sounds
English:	Fiction Jack and the Beanstalk Fantasy Focus: Opening and ending Non-Fiction How to Defeat a Giant Instructions	Fiction Peter and The Wolf Journey Story Focus: Character and sentence structure Non-Fiction Information Report - Hullbridge Werewolf	Fiction The Snow Queen Defeating the Monster Focus: Description Non-Fiction Persuasion -Brazil	Fiction The Little Red Riding Hood Warning Story Focus: Setting Non-Fiction Local Hero Defeats Wolf Recount in the style of a news article	Fiction The Papaya That Spoke Journey Story Focus: Dialogue Non-Fiction Explanation	Fiction Kassim and the Greedy Dragon Portal Story Focus: Suspense Non-Fiction Poetry
Grammar and Punctuation:	1. Capital letters and full stops 2. Capital letters and full stops 3. Nouns 4. Adjectives 5. Time conjunctions 6. Imperative verbs - commands	1. Capital letters and full stops 2. Expanded noun phrases 3. Exclamation marks 4. Past tense 5. Co-ordinating conjunctions 6. Commas in a list	1. Capital letters and full stops 2. Question marks 3. Expanded noun phrases 4. Subordinating conjunctions 5. Past tense	1. Capital letters and full stops 2. Commas in a list 3. Exclamation sentences 4. Question marks 5. Verbs 6. Adverbs	1. Capital letters and full stops 2. Inverted commas 3. Time conjunctions 4. Exclamation marks 5. Question marks 6. Commas in a list	1. Capital letters and full stops 2. Verbs 3. Adverbs 4. Apostrophes for contraction 5. Apostrophes for possession 6. Similes
Reading:	Floppy’s Phonics <i>/ai/</i> ai -ay eigh -ey a a-e -ae -ea <i>/ee/</i> ee e -y -ey ea e-e -ie <i>/igh/</i> -igh i -y -ie i-e <i>/oa/</i> oa ow o -oe o-e -ough -eau ou <i>/s/</i> s -ss -se -ce c(e) c(i) c(y) sc -st- <i>/e/</i> e ea <i>/j/</i> j g(e) g(i) g(y) -ge -dge <i>/ul/</i> -le -el -al -il <i>/yoo/</i> -ue u ew u-e eu <i>/oo/</i> oo u-e -o -ou -ough -ue -ew -ui -u <i>/oi/</i> oi oy <i>/ou/</i> ow ou -ough <i>/or/</i> or -our aw au -al (w)ar (qu)ar <i>/ur/</i> ur ir er ear (w)or <i>/u/</i> u o ou -our <i>/ar/</i> ar a al	Talk for Reading The Building Boy Beegu	Talk for Reading The Lion Inside Overheard on a Saltmarsh	Talk for Reading Dear Greenpeace Poetry - The Sound Collector	Talk for Reading Grandad’s Island	Talk for Reading Somebody Swallowed Stanley Snail and the Whale

Class Reader:



Handwriting:

Penpals

1. Practising diagonal join to ascender: th, ch
2. Practising diagonal join, no ascender: ai, ey

Penpals

1. Introducing diagonal join to anticlockwise letters: oa
2. Practising diagonal join to anticlockwise letters: igh

Penpals

1. Building on diagonal join to ascender: ck, al, el, at, il, ill
2. Building on diagonal join, no ascender: ui, ey, aw, ur, an, ip

	3. Practising diagonal join, no ascender: ir, er 4. Practising horizontal join to ascender: wh, oh 5. Practising horizontal join, no ascender: ow, ou 6. Introducing diagonal join to e: ie, ue 7. Introducing horizontal join to e: oe, ve 8. Introducing ee 9. Practising diagonal join, no ascender: le 10. Writing numbers 1-100		3. Practising diagonal join to anticlockwise letters: dg, ng 4. Introducing horizontal join to anticlockwise letters: oo, oa 5. Practising horizontal join to anticlockwise letters: wa, wo 6. Introducing mixed join for three letters: air, ear 7. Practising mixed joins joins for three letters: oor, our 8. Practising mixed joins for three letters: ing 9. Size and spacing 10. End-of term check		3. Building on horizontal join to ascender: ok, ot, ob, ol 4. Building on horizontal join, no ascender: oi, oy, on, op, ov 5. Building on diagonal join to anticlockwise letters: ed, cc, eg, ic, ad, ug, dd, ag 6. Building on horizontal join to anticlockwise letters: oc, og, od, va, vo 7. Introducing joins to s: as, ed, is, os, ws, ns, ds, ls, ts, ks 8. Practising joining ed and ing 9. Assessment 10. Capitals	
Spelling:	Word Study Spelling The /d_3/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y The /s/ sound spelt c before e, i and y The /n/ sound spelt kn and (less often) gn at the beginning of words The /a_i/ sound spelt –y at the end of words Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it. Adding –ed, –ing, –er and –est to a root word ending in –e with a consonant before it. Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter Common Exception Words Common Exception Word Test (end of term)		Word Study Spelling To /r/ sound spelt wr at the beginning of the word. The // or /ə/ sound spelt –le at the end of words The /// sound spelt –el at the end of words The // or /ə/ sound spelt –al at the end of words /ɔ:/ spelt a before l and ll Common exception words: everybody, even, great, break, steak, pretty, class, grass, pass, plant, path Common Exception Words Common Exception Word Test (end of term)		Word Study Spelling The /i:/ sound spelt –ey The /ɒ/ sound spelt a after w and qu The /ɜ:/ sound spelt or after w The /ɔ:/ sound spelt ar after w The /ʒ/ sound spelt s Homophones and near homophones Words ending in –tion Contractions The possessive apostrophe (singular nouns) Common Exception Words Common Exception Word Test (end of term)	
Maths:	Place Value Addition and Subtraction Shape		Money Multiplication and Division Length and Height Mass, Capacity and Temperature		Fractions Time Statistics Position and Direction	
History:	Where did Kings and Queens live through time? The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods Black History Week: Floella Benjamin	Who was Walter Tull? The lives of significant individuals in the past who have contributed to national and international achievements		How has communication changed over time? Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to		

				compare aspects of life in different periods		
Geography:			Let's Go to the Jungle • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country. • Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. • Identify land use around the school.		Seas and Coasts • Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). • Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. • Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. • Use aerial images and plan perspectives to recognise landmarks and basic physical features. • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. • Name and locate the world's continents and oceans.	Map Makers Use basic geographical vocabulary to refer to: • Key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. • Key human features, including: city, town, village, factory, farm, house, office and shop. Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. • Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).
Science:	Use of Everyday Materials Pupils should be taught to: • Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses • Find out how the shapes of solid objects made from some materials can be changed by squashing,	Living Things and Their Habitats Pupils should be taught to: • 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	Animals Including Humans Pupils should be taught to: • 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		Plants Pupils should be taught to: • 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	

	bending, twisting and stretching	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.	types of food, and hygiene			
Art and Design:	Sculpture - Use a combination of shapes. - Include lines and texture. - Use rolled up paper, straws, paper, card and clay as materials. - Use techniques such as rolling, cutting, moulding and carving	Digital Art (Computing) Use a wide range of tools to create different textures, lines, tones, colours and shapes.	Textiles - Use weaving to create a pattern. - Join materials using glue and/or a stitch.	Painting - Use thick and thin brushes. - Mix primary colours to make secondary. - Add white to colours to make tints and black to colours to make tones. - Create colour wheels		Sculpture - Use a combination of shapes. - Include lines and texture. - Use rolled up paper, straws, paper, card and clay as materials. - Use techniques such as rolling, cutting, moulding and carving
D+T:		Food Preparing fruit and vegetables - Christmas cooking Designing - Design appealing products for a particular user based on simple design criteria. - Generate initial ideas and design criteria through investigating a variety of fruit and vegetables. - Communicate these ideas through talk and drawings. Making - Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely. - Select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product.	Structures Freestanding structures - Building model houses Designing - Generate ideas based on simple design criteria and their own experiences, explaining what they could make. - Develop, model and communicate their ideas through talking, mock-ups and drawings. Making - Plan by suggesting what to do next. - Select and use tools, skills and techniques, explaining their choices. - Select new and reclaimed materials and construction kits to build their structures. - Use simple finishing techniques suitable for		Mechanisms Wheels and Axles - Making a toy Designing - Generate initial ideas and simple design criteria through talking and using own experiences. - Develop and communicate ideas through drawings and mock-ups. Making - Select from and use a range of tools and equipment to perform practical tasks such as cutting and joining to allow movement and finishing. - Select from and use a range of materials and components such as paper, card, plastic and wood according to their characteristics. Evaluating	

		Evaluating - Taste and evaluate a range of fruit and vegetables to determine the intended user's preferences. - Evaluate ideas and finished products against design criteria, including intended user and purpose. Technical knowledge and understanding - Understand where a range of fruit and vegetables come from e.g. farmed or grown at home. - Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of The eatwell plate. - Know and use technical and sensory vocabulary relevant to the project.	the structure they are creating. Evaluating - Explore a range of existing freestanding structures in the school and local environment e.g. everyday products and buildings. - Evaluate their product by discussing how well it works in relation to the purpose, the user and whether it meets the original design criteria. Technical knowledge and understanding - Know how to make freestanding structures stronger, stiffer and more stable. - Know and use technical vocabulary relevant to the project.		- Explore and evaluate a range of products with wheels and axles. - Evaluate their ideas throughout and their products against original criteria. Technical knowledge and understanding - Explore and use wheels, axles and axle holders. - Distinguish between fixed and freely moving axles. - Know and use technical vocabulary relevant to the project.	
Computing:	Digital Foundations 2 ▣ Digital Foundations 2 x6 steps	Computer Systems and Networks 2 ▣ Computer Systems and Ne... x5 steps	Digital Citizenship 2 ▣ Digital Citizenship 2 X4 steps	Programming 2 ▣ Programming 2 X5 steps	Creating Media 2 ▣ Creating Media 2 X5 steps	Artificial Intelligence 1 ▣ Artificial Intelligence 1 X4 steps
Music:	Pulse, Rhythm and Pitch	Playing in an Orchestra	Inventing a Musical Story	Recognising Different Sounds	Creative Composition - Be in the Band and Take You Home	Our Big Concert
Indoor PE:	Fundamentals - Physical: balancing, sprinting, jogging, dodging, jumping, hopping, skipping - Social: taking turns, supporting and encouraging others, respect, communication - Emotions: challenging myself, perseverance, honesty - Thinking: selecting and applying, identifying strengths	Dance - Physical: travel, copying and performing actions, using dynamics, pathway, expression and speed, balance, coordination - Social: respect, consideration, sharing ideas, decision making with others - Emotional: acceptance, confidence - Thinking: selecting and applying actions, counting, observing and providing feedback, creating	Parkour - Physical: jump, balance, crawl, weight on hands, pathways, low level vault prep, rolling sideways - Social: taking turns, working safely with others, communicate - Emotional: confidence, pride, resilience, bravery, kindness - Thinking: create, copy, problem solve, select and apply	Fitness - Physical: agility, balance, co-ordination, speed, stamina, skipping - Social: taking turns, encouraging and supporting others - Emotional: determination, perseverance, challenging myself - Thinking: identifying strengths and areas for improvement, observing and providing feedback	Athletics - Physical: run, jump for distance, jump for height, throw for distance, throw for accuracy - Social: communication, work safely, support others - Emotional: determination, independence - Thinking: comprehension, observe and provide feedback, explore ideas, select and apply skills	

Outdoor PE	Ball Skills - Physical: rolling, kicking, throwing, catching, bouncing, dribbling - Social: co-operation, communication, leadership, supporting others - Emotional: honesty, perseverance, challenging myself - Thinking: using tactics, exploring actions	Net and Wall - Physical: throwing, catching, racket skills, ready position, hitting a ball - Social: support, co-operation, respect, communication - Emotional: perseverance, honesty - Thinking: decision making, reflection, comprehension, selecting and applying	Sending and Receiving - Physical: rolling, kicking, throwing, catching, tracking - Social: co-operation, communication, keeping others safe - Emotional: perseverance, transferring knowledge - Thinking: identifying how to improve, transferring skills	Target Games - Physical: Roll, overarm throw, underarm throw, strike, dodge, jump - Social: congratulate, support others, co-operation, kindness - Emotional: manage emotions, honesty, - Thinking: identify areas of strength and areas for development, select and apply, comprehension, decision making	Striking and Fielding - Physical: throwing and catching, tracking a ball, bowling, batting - Social: communication, collaboration - Emotional: honesty, acceptance, controlling emotions - Thinking: select and apply, using tactics, decision making	Swimming - Physical: float, travel, submerge, kick with legs, pull with arms, glide - Social: co-operation, supporting and encouraging others - Emotional: confidence, determination, challenging myself - Thinking: creating actions, using tactics
PSHCE	Mental Health and wellbeing - Recognising a wide range of feelings and identifying their intensity. - Practicing simple, actionable strategies to manage difficult emotions. - Navigating change, personal loss, and bereavement. No Outsiders: Amazing by Steve Antony	Keeping safe online - Recognising how online content can impact emotions. - Making safe decisions about what to watch or share. - Protecting personal information from being shared online. No Outsiders: What the Jackdaw Saw by Julia Donaldson and Nick Sharratt	Me, my body and staying safe - Understanding how people change as they grow from young to old. - Identifying private body parts, including genitalia, using accurate names. - Applying the "Talk PANTS" rules to help stay safe. No Outsiders: All are welcome by Alexandra Penfold and Suzanne Kaufman	Money and work - Identifying personal strengths and interests in relation to future job choices. - Understanding what money is and how working a job earns it. - Distinguishing between everyday needs and wants when spending. No Outsiders: Splash by Claire Cashmore	Safety outside the home - Assessing risk through the practical context of road, rail and water safety. - Understanding what constitutes an emergency. - Getting help from a trusted adult or dialling 999 independently. No Outsiders: How to be a Lion by Ed Vere	Looking back and moving on - Consolidating and extending knowledge through a long-term project. - Rehearsing and sharpening skills learned from previous units. - Celebrating achievements and preparing for the transition to Key Stage 2. No Outsiders: The Great Big Book of Families by Mary Hoffman and Ros Asquith
RE:	Theology Why is light an important symbol for Christians, Jews and Hindus?		Theology What does the nativity story teach Christians about Jesus?	Human and Social Science How do Christians belong to their faith family?	Human and Social Science How do Jewish people celebrate Passover?	Philosophy Why do people have different views about the idea of God?
Trips, visitors and experiences:	Kendal Park - land art Black History week	Walk to the Memorial Christmas Production	Brazilian Carnival Workshop	Chelmsford Museum Church Visit	Library	Local Area Walk - mapping Aquarium school visit