Hawks Class Overview -Cycle B – 2026 - 2027

Year 2- Topic Overview	Autumn 1 **'Healthy Heroes'**	Autumn 2 **'Twisted Tales'**	Spring 1 **'Lost and Found'**	Spring 2 **'The Weather'**	Summer 1 **'Robots'**	Summer 2 **'Africa'**
Hook (wow starter)	Treasure hunt for clues linking to pirates	Match the pictures to the fairy tales	Show a clip of penguins	Clips of various birds	Treasure hunt to find parts of a robot	Create a 'WANTED' poster for Mr Toad
English	**Innovated Story –** The Pirates Next Door **Integrated Non-Fiction –** Letter Writing	**Traditional Tale with a Twist –** The Great Fairytale Disaster **Integrated Recounts**- Diaries	**Fiction –** Lost and Found **Non-fiction -** Non-chronological reports – Emperor Penguins	**Non-fiction –** Persuasion Leaflets and Non-Chronological Reports **Poetry –** riddles	**Fiction –** No-Bot the Robot **Non-fiction –** Instructions on how to make a robot **Poetry** – oral retelling	**Classic Fiction – Wind in the Willows** **Integrated Recount -** Diaries **Non-Fiction –** Explanation Texts
Texts	The Pirates Next Door by Jonny Duddle	The Great Fairytale Disaster by David Conway	Lost and Found by Oliver Jeffers	The Big Book of Birds by Yuval Zommer	No-Bot the Robot by Paul Linnet and Sue Hendra	The Wind in the Willows by Kenneth Grahame

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Writing Outcomes	**<u>Fiction</u>** **Scaffolded -** Using the story plot changing characters **Independent -** Story plot changing characters **<u>Non-Fiction</u>** **Scaffolded –** Letter to the pirates **Independent –** Letter from the neighbours Diary entry throughout fiction unit.	**<u>Fiction</u>** **Scaffolded -** Using the story plot, the wolf visits different lands of fairytales. Mix up different tales e.g props, characters. **Independent -** as scaffold but change different aspects **<u>Non-Fiction</u>** **Scaffold –** Diary write in the role of the girl. **Independent –** Diary write in the role of the pirate child.	**<u>Fiction</u>** **Scaffolded -** Using the story plot changing characters and animals. **Independent -** Story plot changing characters and animals. **<u>Non-fiction</u>** **Scaffold -** Non-chronological reports – Emperor Penguins **Independent –** another animal.	**<u>Non-fiction</u>** **Scaffold** – Persuasion Leaflet on a chosen attraction **Independent** – leaflet on another attraction. **Poem-** **Scaffold -** riddles on chosen birds. **Independent –** another bird	**<u>Fiction</u>** **Scaffolded –** Innovated story – change the character and problem. **Independent -** Story plot changing characters and problem – different body part. **<u>Non-fiction</u>** **Scaffold –** Instructions on washing hands. **Independent –** Instructions on how to make a robot. .	**<u>Fiction</u>** **Scaffolded -** Using the story plot changing characters and animals **Independent -** Story plot changing characters and animals. **<u>Poetry</u>** **Scaffolded -** Write own version of poem and perform
Audience & Purpose	Letters to be shared in class.	Twisted Tales – share with another class	Act out the story	Display leaflets	Share instructions on Dojo for parents	Perform Poems and display as QR codes in books.
Enrichment	Designing and creating a structure	Nativity Performance	Sharing learning with parents	Exploring microhabitats around school	Making fruit kebabs	School Trip
MAC **(Maths across the Curriculum)**	Recording in Science Investigation 'Do our feet grow as we get older?'	Mapping skills- movement and direction	Measurement in DT – make a template.	Temperatures in Geography	Position and movement in ICT	Data handling in Science
Science	**Humans** How humans survive, grow and the importance of exercise	**Animals inc Humans** Other animals besides humans - Animal survival in habitats, offspring /growth, food chains	**Living Things and their Habitats** Where animals live and food chains.	**Living Things and their Habitats** Microhabitats and food chains	**Plants** Seeds and bulbs. Growing plants, keeping them healthy)	**Use of Everyday Materials** Compare and test suitability of materials

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History	Great Fire of London - Civilisations Causes How did 17th Century London cause the great fire?		Changes within Living Memory - Childhood Chronology What has happened in my life so far?		Local History - St Hubert's Church Worship. Similarities and Differences. How has worship changed over time?	
Geography		Where I live and play (UK) Mapping and understanding of Local Area		Seasonal and daily weather		Non-European country- Africa and oceans
DT	**Structures** – Lighthouse - freestanding structure.		**Mechanisms** Making a vehicle with wheels for the Penguin from Lost and Found.		**Food Technology –** Fruit kebabs/vegetable kebabs/fruit jelly Chopping, juicers	
Art		Fairy tales: Use Henri an artist to create a fairy tale collage.		Birds: Create a bird mask using different fabrics and materials. (Textiles)		Pop Art Printing Summer/ Wind in the Willows Create various prints using Andy Warhol's Pop Art printing techniques. Print using shapes.
Music (Kapow)	Dynamics – (Theme: Seaside) (Year 1)	Sound Patterns (Theme: Fairytales) (Year 1)	Musical Symbols (Theme: Under the Sea) (Year 1)	Call and Response (Theme: Animals) (Year 2)	Contrasting Dynamics (Theme: Space) (Year 2)	Structure (Theme: Myths and Legends) (Year 2)
PE	Piggy in the Middle (Core Task) Dance – Fire, Fire.	Overarm throw Gymnastic – Core Task 1	Bounce Ball Rolling a ball	Playground Games Gymnastics – Core Task 2	Net and Wall Games Tri – Throlf	Striking and Fielding End of KS1 Assessment

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RE	**Lighting the Path** Branch 1 Creation and Covenant	**Lighting the Path** Branch 2 Prophecy and Promise	**Lighting the Path** Branch 3 Galilee to Jerusalem	**Lighting the Path** Branch 4 Desert to garden	**Lighting the Path** Branch 5 To the end of the Earth	**Lighting the Path** Branch 6 Dialogue and encounter
PSHE (Kapow)	My healthy self: How can we look after our bodies? (Year 2)	Connecting with others: How can I help myself and others feel happy and safe? (Year 1)	The online world: How can we stay safe online? (Year 2)	Staying safe: How can I stay safe? (Year 1)	Ten:Ten RSE	Transition Activities
Computing (Kapow)	**Programming 2:** Programming Bee-Bots	**Computing Creating media:** Digital imagery	**Data handling:** Introduction to data	**Stop motion – Option 1:** Using tablets	**Data handling:** International Space Station	**Option 1: *New* Programming 2:** MakeCode
Computing Online Safety	**<u>Self-Image and Identity</u>** I can recognise that there may be people online who could make someone feel sad, embarrassed or upset. (Yr1)	**<u>Online Relationships</u>** I can give examples of how someone might use technology to communicate with others they don't also know offline and explain why this might be risky. (e.g. email, online gaming, a pen-pal in another school / country). (Yr2)	**<u>Online Reputation</u>** I can identify ways that I can put information on the internet. (Yr1)	**<u>Managing Online Information</u>** I can explain what voice activated searching is and how it might be used, and know it is not a real person. (Yr2)	**<u>Privacy and Security</u>** I can explain how passwords are used to protect information, accounts and devices. (Yr1)	**<u>Copyright and Ownership</u>** I can recognise that content on the internet may belong to other people. (Yr2)