



**GLENFIELD INFANT SCHOOL**  
**Topic overview**

**YEAR 2: 2024-2025**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Title</b>	Marvellous medics	Fire!	Reduce, reuse, recycle...robots	All aboard!	Dungeons & Dragons	If you go down to the woods today...
<b>Entry point</b>	Historical figures image arrives as 'email' – Who am I? Why am I remembered?	Parcel containing items linked to GFL arrives – can we decipher the clues?	Parcel containing, robot body parts a blue feather, and the text Robot and the Bluebird by David Lucas	Pile of sand, puddle of water, seaweed left on floor in classroom...follow the sand trail to discover the books: 'The Sea Monster' by Chris Wormell	Egg Box dragon story by Richard Adams and materials for building own EBD arrive.	Walk in the School woods – collect clues to outline main themes for the topic
<b>Enhancement – trips, visits, visitors</b>	Hampshire curriculum centre – artefact boxes (Florence Nightingale, Mary Seacole)	Great fire of London drama workshop Hampshire Fire and rescue visit school	Litter picking in school grounds and the community Local field trip – Hum Hole <a href="https://junkjodie.com/">https://junkjodie.com/</a> recycled art and storytelling Class wormery	RNLI visit/assembly	Theatre Box?	Minibeast hunting, woodland crafts/art  Minibeast/insect/reptiles brought in  Class butterflies/ant farm/woodlice habitat
<b>Key vocabulary</b>	past years century historical figure famous impact significant changes inspire hero heroine	London city capital diary fire flames streets lane gunpowder squirts recipe baker bakery extinguish belongings disaster event cause effect	reduce reuse recycle environment compost wormery decay litter natural manmade eco-friendly sustainable	travel journey transport sea ocean boat ship continent country tide current	knight castle medieval moat motte bailey past armour quest journey creatures recipe local area change over-time	woodland minibeast creatures habitats microhabitat food-chain carnivore herbivore omnivore producer consumer
<b>English – Reading</b>	<b>Books on a theme:</b> Other cultures	<b>Focus Author:</b> Claire Freedman	<b>Focus Author:</b> Tracey Corderoy	<b>Focus Author:</b> Chris Wormell	<b>Focus Author:</b> Roald Dahl	<b>Focus Author:</b> Roald Dahl

<p>Chapter books</p>	<p><b>Poem Anthology:</b> Stars</p> <p><b>Suggested shared texts:</b> Hospital Dog by Julia Donaldson Nurse Nancy/Doctor Daisy by Mandy Ross &amp; Emma Dodd</p> <p><a href="https://storylineonline.net/">https://storylineonline.net/</a> with a focus on prosody (reading like a story teller)</p>	<p><b>Books on a theme:</b> feeling afraid</p> <p><b>Poem Anthology:</b> If I were King</p> <p><b>Suggested Shared texts:</b> Toby and the Great Fire of London by Margaret Nash The King and the Great Fire by Lynne Benton <b>Fire cat by Pippa Goodheart</b></p> <p><a href="https://storylineonline.net/">https://storylineonline.net/</a> with a focus on prosody (reading like a story teller)</p>	<p><b>Books on a theme:</b> gardens/woods</p> <p><b>Poem Anthology:</b> Waiting at the window</p> <p><b>Suggested shared texts:</b> Superworm by Julia Donaldson The great paper caper by Oliver Jeffers <b>Willow Wildthing collection</b> by Gill Lewis</p> <p><a href="https://storylineonline.net/">https://storylineonline.net/</a> with a focus on prosody (reading like a story teller)</p>	<p><b>Books on a theme:</b> cops and robbers</p> <p><b>Poem Anthology:</b> Little Ghostie</p> <p><b>Suggested Shared texts:</b> Sinbad-monkeys and monsters, The owl and the pussy cat by Edward Lear, <b>Oliver and the Seawigs by Philip Reeve</b></p> <p><a href="https://storylineonline.net/">https://storylineonline.net/</a> with a focus on prosody (reading like a story teller)</p>	<p><b>Books on a theme:</b> Witches</p> <p><b>Poem Anthology:</b> Knight in Armour</p> <p><b>Suggested shared texts:</b> The egg' series by MP Robertson , 'The Night Dragon' Naomi Howarth, Dear Dragon by Emma Yartlet 'There was an old dragon who swallowed a knight' Penny Klostermann , 'Good Knight, Bad Knight' Elli Woodard, 'The Dragon and the Nibblesome Knight' by Elli Woolard. <a href="https://storylineonline.net/">https://storylineonline.net/</a> with a focus on prosody (reading like a story teller)</p>	<p><b>Books on a theme:</b> traditional tales</p> <p><b>Poem Anthology:</b> Recap all – select favourite to perform at leavers Assembly</p> <p><b>Suggested Shared texts:</b> Our Tower by Joseph Coelho</p> <p><a href="https://storylineonline.net/">https://storylineonline.net/</a> with a focus on prosody (reading like a story teller)</p>
<p><b>English - Writing</b></p>	<p><b>Zog/Zog and they Flying doctors:</b> Star of the week information (Zog description) Thank you letter to Flying Doctors in role as Mermaid, Lion or unicorn. Instructions to make medicine for the King. Thank you/apology letter in role as the King.</p>	<p><b>George's Dragon at the fire station:</b> Innovate own ending to the story – use story menu to aide</p> <p><b>Vlad and the Great fire of London:</b> Fact File about GFL</p> <p>Fire poem (linked to DT/History burning of 1666 houses</p>	<p><b>The Robot and the Blurbird:</b> Letter in role Own version – use of a story menu to aide</p> <p><b>Mon Ami le Robot:</b> Angler Fish information poster</p>	<p><b>The Sea Monster:</b> Character/setting description Letter from the Boy to the Old Man Retell in role from a different view point</p> <p><b>Soar:</b> Job advert Instructions for putting a star in the sky Choose from: diary entry in role, recount narrative,</p>	<p><b>The Egg box dragon:</b> Descriptive paragraph to insert into text – EBD comes to life in moonlight Letter in role</p> <p><b>Magpie's treasure</b> Poem (magpie's nest) Magpie's diary entry</p> <p><b>Hector and the big, bad, knight:</b> Own quest – innovated from story structure of Hector and BBK</p>	<p><b>The Lost Happy Endings:</b> Create own unhappy/different ending to a traditional tale Descriptive paragraph to accompany illustration of Jub meeting the Witch Write Jub's 'happy ending' for this story</p>
<p><b>Maths</b></p>	<p>Place value Number bonds Addition</p>	<p>Subtraction Position and direction</p>	<p>Multiplication Division Money</p>	<p>Fractions Time 4 operation revisit</p>	<p>2D 3D shape Inverse</p>	<p>AFTPOT <i>(away from the point of teaching)</i></p>

		Addition & subtraction revisit Statistics		Number bonds revisit	mass, capacity, length/height and temperature	
<b>Science</b>	<b>Working Scientifically</b> Sc2/1.1 asking simple questions and recognising that they can be answered in different ways      Sc2/1.2 observing closely, using simple equipment Sc2/1.3 performing simple tests      Sc2/1.4 identifying and classifying      Sc2/1.5 using their observations and ideas to suggest answers to questions Sc2/1.6 gathering and recording data to help in answering questions.					
	Animals including humans	Plants – bulbs Fire – materials and their properties	Materials Living things and their habitats	Plants - seeds	Materials	Living things their habitats
<b>Computing</b>	e-safety Generic skills	Research Generic skills	Research Data handling	Data handling Research	Computer science Research	Generic skills Data handling
<b>History</b>	<b>*Florence Nightingale and Mary Seacole</b> – impact upon nursing and healthcare <i>* changes within living memory</i> <i>* events beyond living memory that are significant nationally or globally</i> <i>* 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</i>	The causes, effects and consequences of the <b>Great Fire of London</b> ; using historical sources  <i>* events beyond living memory that are significant nationally or globally</i> <i>* 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</i>	Timeline of robots through history – their uses and impacts on our lives  <i>* changes within living memory</i> <i>* events beyond living memory that are significant nationally or globally</i>		<b>How our city has changed over time</b> – Southampton Castle, the city walls, the port & the Bargate  <i>*events beyond living memory</i> <i>*significant places in own locality</i>	
<b>Geography</b>	<b>Retrieval</b> World map – seas, oceans <b>Substantive</b> Location of Crimea	<b>4 countries and capital cities of the UK</b>  <b>Substantive</b> London: the city in 1666, rebuilding after the	<b>Looking at our local environment, and it's human and physical geography.</b> <b>Undertaking fieldwork in the local area. Hum Hole</b>	<b>Hot – Australia</b> <i>*Location knowledge</i> <i>*Human &amp; physical geography</i> <i>*Place Knowledge</i> <i>*Geographical skills and fieldwork</i>	<b>Retrieval:</b> Location of our local city – Southampton and England's capital: London  <b>Substantive</b> Location and purpose of	<b>Cold – Antarctica</b> <i>*Location knowledge</i> <i>*Human &amp; physical geography</i> <i>*Geographical skills and fieldwork</i>  <b>Substantive</b> Using maps of different

		<p>fire and the changes to the city's building and layout – historic maps</p> <p><i>*Human &amp; physical geography</i></p> <p><i>*Place Knowledge</i></p> <p><i>*Geographical skills and fieldwork</i></p>	<p>4 countries and capital cities of the UK (revisit)</p> <p><i>*Human &amp; physical geography</i></p> <p><i>*Place Knowledge</i></p> <p><i>*Geographical skills and fieldwork</i></p>		<p>Tower of London and Southampton castle</p> <p><i>*Location knowledge</i></p> <p><i>*Human &amp; physical geography</i></p> <p><i>*Place Knowledge</i></p> <p><i>*Geographical skills and fieldwork</i></p>	<p>types and different scales, of our local area and county</p> <p><i>*Human &amp; physical geography</i></p> <p><i>*Place Knowledge</i></p> <p><i>*Geographical skills and fieldwork</i></p>
<b>D&amp;T</b>		<p><u>1666 Wooden house:</u> <i>measure, mark, cut (woodwork skills, safety with bladed equipment) joining techniques, reinforcing structures</i></p> <p>Design-Make-Technical Knowledge</p>	<p><u>Reuse and repurpose:</u></p> <p><i>*Design and create a 'new' item from rubbish -</i></p> <p>Design-Make-Evaluate</p>	<p><u>Moving pictures:</u> <i>cams, followers, drivers, joining techniques</i></p> <p>Design-Make-Evaluate-Technical knowledge</p> <p><u>Food:</u> <i>Anzac biscuits recipe origins, follow a recipe, food hygiene</i></p>	<p><u>Dragon, Bargate and Castle construction:</u> <i>joining techniques construction on increasing scales</i></p> <p>Design-Make-Evaluate-Technical knowledge</p>	<p><u>Sewing:</u> <i>running stitch, zig zag stitch, cross stitch, designing, shaping materials, applique technique, safety with share equipment</i></p> <p>Design-Make-Evaluate</p>
<b>Art</b>	<p><u>Drawing:</u> <i>pencil techniques, pattern, texture, observational drawing, Florence Nightingale/Mary Seacole portrait</i></p>	<p><u>Artist:</u> GFL paintings by Jan Griffier the Elder,</p> <p><u>Painting:</u> orange hues, paint technique to convey movement, Great Fire of London firescape</p> <p><u>Printing – block print:</u> <i>layered card relief printing block, ink, rollers, 1666 skyline</i></p>	<p><u>Drawing:</u> <i>pencil techniques, pattern, texture, observational drawing, self portrait</i></p> <p><u>Artist:</u> Jason Mecier</p> <p><u>Collage:</u> <i>shape, tear, rip, place, layer, fix, fold, bend, concertina, curl</i></p>	<p><u>Artist:</u> Traditional Aboriginal artists, focus on Emily Kame Kngwarreye</p> <p><u>Painting:</u> <i>colour mixing, tools to apply paint other than brushes</i></p>	<p><u>Artist:</u> Ande Hall – birds in oil pastel artist</p> <p><a href="https://www.andehallart.com/oil-pastels">https://www.andehallart.com/oil-pastels</a></p> <p><u>Oil pastels:</u> <i>techniques – heavy blending, light pressure blending, colour mixing, stippling, scumbling, smudging, sgraffito</i></p> <p><u>Artist:</u> Picasso</p> <p><u>Printing – relief print:</u> <i>polystyrene tiles, engrave, ink, rollers,</i></p>	<p><u>Artist:</u> David Hockney – treescapes.</p> <p><u>Painting:</u> <i>watercolour, brush selection, dry vs wet, layering paint, dabbing, iPad painting packages a la current work by Hockney</i></p> <p><u>Artist:</u> Marino Marini</p> <p><u>Clay:</u> <i>clay busts, coil pots, manipulate, construct, add form and detail using slip and joining techniques</i></p>

					castle stonework print – link to DT	
<b>Music</b>	Playing and singing with an awareness of pitch	Rhythm & pulse	Tuned and untuned instruments	Note values and rhythm building	Using voices to play singing games	Timbre, tempo and patterns
<b>RE</b>	<b>Concept:</b> Celebration <b>Theme:</b> Harvest	<b>Concept:</b> Light as a symbol in religion <b>Theme:</b> Festivals of light – Diwali, Hanukkah, Advent		<b>1.Concept:</b> Celebration <b>Theme:</b> Holi <i>(celebrated March 25<sup>th</sup> 2024)</i> <b>2.Concept:</b> Festivals <b>Theme:</b> Easter	<b>Concept:</b> Belonging <b>Theme:</b> Islam -	<b>Concept:</b> Special books <b>Theme:</b> Bible & Torah
<b>RSHE</b>	Me and my relationships  <b>Safety Passport:</b> e-safety texting/messaging/gaming	Valuing difference  <b>Safety Passport:</b> 999, Fire, sharp objects	Keeping Safe  <b>Safety Passport:</b> personal space, safety in the home	Rights and respect  <b>Safety Passport:</b> Stranger danger, wellbeing	Being my best  <b>Safety Passport:</b> Dental hygiene, first aid	Growing and Changing  <b>Safety Passport:</b> water safety, sun safety
<b>PE</b>	<b>Gymnastics:</b> <i>controlling basic actions, working at different speeds and levels and creating and performing simple sequences</i>	<b>Dance:</b> <i>move with control, link and transition between movements, respond to music imaginatively, perform</i>	<b>Send and return</b> <i>hit and return a ball using hands and rackets, send a ball over a net, improve agility and coordination</i>	<b>Hit, catch, run</b> <i>develop hitting skills, field and bowl,</i>	<b>Attack, defend, shoot!</b> <i>Send and receive a ball using feet, select and use tactics, develop basic 'attacking' play</i>	<b>Run, jump, throw</b> <i>develop power, agility, coordination and balance, throw objects, negotiate obstacles</i>
<b>Exit point/celebration</b>	Invite parents to come and visit and share our work	Publish audio file of 'Read all about the Fire of London' song on, with examples of writing and paintings Yr2 page of the website – children to create a QR code so families can access easily on phones and tablets etc.	Invite parents to come and visit and share our work	Yr1 to come up and share Anzac biscuits, and listen to stories	Invite parents to come and visit and share our work	Woodland walk with parents to see artwork in-situ