

Primary Curriculum Map  
Year 2 2025-2026

| <u>Subjects</u> | <u>Autumn 1</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <u>Autumn 2</u>                                                                                                                                                                                                                                                                                                                                                                                                                          | <u>Spring 1</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <u>Spring 2</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <u>Summer 1</u>                                                                                                                                                                                                                                                                                                                                          | <u>Summer 2</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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|                 | <u>The Animal Kingdom</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <u>The Great Fire of London</u>                                                                                                                                                                                                                                                                                                                                                                                                          | <u>On the Move</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <u>The circus</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <u>Growing up</u>                                                                                                                                                                                                                                                                                                                                        | <u>Beside the Seaside</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Literacy</b> | <p><b>Fiction – Traditional stories</b></p> <ul style="list-style-type: none"> <li>- Retell the story of Goldilocks and the Three Bears</li> </ul> <p><b>Fiction – Narrative stories within familiar settings</b></p> <ul style="list-style-type: none"> <li>- Story about an animal within a familiar setting in the style of ‘The Little Red Hen’ and ‘The Tiger Who Came to Tea’</li> </ul> <p><b>Non-Fiction – Information text</b></p> <ul style="list-style-type: none"> <li>- Book about how to look after a pet</li> </ul> | <p><b>Poetry – Patterns on a page</b></p> <ul style="list-style-type: none"> <li>- Fire and firework poems with patterned language</li> </ul> <p><b>Non-Fiction – Information text</b></p> <ul style="list-style-type: none"> <li>- Great Fire of London books</li> </ul> <p><b>Non-Fiction – Diary writing</b></p> <ul style="list-style-type: none"> <li>- Diary entry for eyewitness testimony of the Great Fire of London</li> </ul> | <p><b>Non -Fiction – Instructions</b></p> <ul style="list-style-type: none"> <li>- Set of instructions for making a toy/fruit vehicle</li> </ul> <p><b>Fiction – Adventure stories</b></p> <ul style="list-style-type: none"> <li>- Short narrative about the adventures of a vehicle, based on ‘The Journey’</li> <li>- Story about themselves as an explorer, based on James Mayhew’s ‘Miranda the Explorer’</li> </ul> <p><b>Poetry – Silly Stuff</b></p> <ul style="list-style-type: none"> <li>- Range of poems, to include tongue twisters, riddles and nonsense poems, based on poems shared as a class</li> </ul> | <p><b>Poetry – The circus</b></p> <ul style="list-style-type: none"> <li>- Circus poems, using patterned language and structures</li> </ul> <p><b>Fiction – Stories with familiar settings</b></p> <ul style="list-style-type: none"> <li>- Writing inspired by John Burningham’s ‘Cannonball Simp’</li> <li>- Character description of Simp</li> <li>- Sequel to ‘Cannonball Simp’ focusing on her adventures with the circus</li> </ul> <p><b>Non-Fiction – Recount</b></p> <ul style="list-style-type: none"> <li>- Recount of Circus Skills workshops, including personal response</li> </ul> | <p><b>Non-Fiction – Night-time stories</b></p> <ul style="list-style-type: none"> <li>- A sequel to ‘Eliot Jones, Midnight Superhero’</li> </ul> <p><b>Non-Fiction – Non-chronological reports</b></p> <ul style="list-style-type: none"> <li>- A report on the life-cycle of a plant</li> </ul>                                                         | <p><b>Poetry – Seaside</b></p> <ul style="list-style-type: none"> <li>- Poem about a day at the seaside</li> <li>- Descriptive poem about a creature/creatures found in a rock pool</li> </ul> <p><b>Non-Fiction – Holiday postcards</b></p> <ul style="list-style-type: none"> <li>- Postcard to a family member describing a day at the beach or seaside holiday</li> </ul> <p><b>Fiction – Seaside adventure</b></p> <ul style="list-style-type: none"> <li>- Extended adventure story about a seaside holiday</li> </ul> |
| <b>Maths</b>    | <p><b>Number – Place Value</b></p> <ul style="list-style-type: none"> <li>- Recognise the place value of each digit in a two-digit number</li> <li>- Identify, represent and estimate numbers using different representations, including the number line</li> <li>- Read and write numbers to at least 100 in numerals and in words</li> </ul> <p><b>Number – Addition and Subtraction</b></p>                                                                                                                                     | <p><b>Number – Addition and Subtraction</b></p> <ul style="list-style-type: none"> <li>- Solve problems with addition and subtraction</li> <li>- Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</li> <li>- Add three 1-digit numbers</li> </ul> <p><b>Number – Multiplication and Division</b></p>                                                                             | <p><b>Number – Multiplication and Division</b></p> <ul style="list-style-type: none"> <li>- Recall and use division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</li> </ul> <p><b>Statistics</b></p> <ul style="list-style-type: none"> <li>- Interpret and construct simple pictograms, tally charts and simple tables</li> <li>- Ask and answer simple questions by counting the</li> </ul>                                                                                                                                                                              | <p><b>Geometry – Properties of Shape</b></p> <ul style="list-style-type: none"> <li>- Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces</li> <li>- Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]</li> <li>- Compare and sort common 3-D shapes and everyday objects</li> </ul>                                                                                                                                                                                          | <p><b>Measurement – Length and Height</b></p> <ul style="list-style-type: none"> <li>- Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm using rulers)</li> <li>- Compare and order lengths and record the results using &gt;, &lt; and =</li> </ul> <p><b>Measurement – Mass, Capacity and</b></p> | <p><b>Measurement – Length and Height</b></p> <ul style="list-style-type: none"> <li>- Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm using rulers)</li> <li>- Compare and order lengths and record the results using &gt;, &lt; and =</li> </ul> <p><b>Measurement – Mass, Capacity and</b></p>                                                                                                                                                                     |

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|                | <ul style="list-style-type: none"> <li>- Solve problems with addition and subtraction</li> <li>- Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</li> <li>- Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot be done in any order</li> <li>- Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems</li> </ul> | <p>Recall and use multiplication facts for the 2 and 5 multiplication table</p> <ul style="list-style-type: none"> <li>- Calculate mathematical statements for multiplication within the multiplication tables and write them using the multiplication (x) and equals (=) signs</li> <li>- Solve problems involving multiplication using materials, arrays, repeated addition, mental methods, and multiplication facts, including problems in contexts.</li> </ul> <p><b>Geometry – Properties of Shape</b></p> <ul style="list-style-type: none"> <li>- Identify and describe the properties of 2-D shapes, including the number of sides</li> <li>- Identify and describe the properties of 3-D shapes</li> <li>- Identify and describe the properties of 2-D shapes, including line symmetry in a vertical line</li> <li>- Compare and sort common 2-D shapes and everyday objects</li> </ul> | <p>number of objects in each category and sorting the categories by quantity</p> <p><b>Geometry – Properties of Shape</b></p> <ul style="list-style-type: none"> <li>- Identify and describe the properties of 2-D shapes, including the number of sides</li> <li>- Identify and describe the properties of 3-D shapes</li> <li>- Identify and describe the properties of 2-D shapes, including line symmetry in a vertical line</li> <li>- Compare and sort common 2-D shapes and everyday objects</li> </ul> <p><b>Measurement – Money</b></p> <ul style="list-style-type: none"> <li>- Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value</li> <li>- Find different combinations of coins that equal the same amounts of money</li> </ul> | <p><b>Number – Fractions</b></p> <ul style="list-style-type: none"> <li>- Recognise, find, name and write fractions <math>\frac{1}{4}</math>, <math>\frac{1}{2}</math>, <math>\frac{3}{4}</math>, and <math>\frac{3}{2}</math> of a length, shape, set of objects or quantity</li> <li>- Write simple fractions for example, <math>\frac{1}{2}</math> of 6 = 3</li> <li>- Recognise, find, name and write fraction <math>\frac{3}{4}</math> of a length, shape, set of objects or quantity</li> <li>- Recognise the equivalence of <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math></li> </ul> <p><b>Measurement – Time</b></p> <ul style="list-style-type: none"> <li>- Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times</li> <li>- Know the number of minutes in an hour compare and sequence intervals of time</li> <li>- Know the number of hours in a day</li> </ul> | <p><b>Temperature</b></p> <ul style="list-style-type: none"> <li>- Choose and use appropriate standard units to estimate and measure mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using scales, thermometers and measuring vessels</li> <li>- Compare and order mass, volume/capacity and record the results using &gt;, &lt; and =</li> </ul> <p><b>Geometry – Position and Direction</b></p> <ul style="list-style-type: none"> <li>- Order and arrange combinations of mathematical objects in patterns and sequences</li> <li>- Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise).</li> </ul> | <p><b>Temperature</b></p> <ul style="list-style-type: none"> <li>- Choose and use appropriate standard units to estimate and measure mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using scales, thermometers and measuring vessels</li> <li>- Compare and order mass, volume/capacity and record the results using &gt;, &lt; and =</li> </ul> <p><b>Geometry – Position and Direction</b></p> <ul style="list-style-type: none"> <li>- Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise)</li> </ul> |
| <b>Science</b> | <p><b>Living Things and their habitats</b></p> <ul style="list-style-type: none"> <li>- Explore and compare the differences between living things, dead things and things that have never lived</li> <li>- Name and identify a</li> </ul>                                                                                                                                                                                                                                                                                                   | <p><b>Living Things and their habitats</b></p> <ul style="list-style-type: none"> <li>- Describe simple food chains and identify and name different sources of food</li> </ul> <p><b>Everyday Materials</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p><b>Audiology and Deafness</b></p> <ul style="list-style-type: none"> <li>- Deaf identity</li> <li>- Levels of deafness</li> <li>- Make a 3D model of an ear</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p><b>Animals including humans</b></p> <ul style="list-style-type: none"> <li>- Notice that all animals including humans have offspring which grow into adults</li> <li>- Linked to reception topic 'Chicks'</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p><b>Plants</b></p> <ul style="list-style-type: none"> <li>- Observe and describe how seeds and bulbs grow into mature plants</li> <li>- Find out more and describe how plants need water, light and a suitable temperature to grow and</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p><b>Plants</b></p> <ul style="list-style-type: none"> <li>- Observe how different plants grow in a local woodland environment throughout the year</li> <li>- Understand what all plants need to grow and thrive</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

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|                                                  | <p>variety of plants and animals in their habitats including micro habitats</p> <ul style="list-style-type: none"> <li>- Identify that most living things live in habitats to which they are suited and describe how different habitats suit different animals and plants, and that they depend on each other</li> </ul>                                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>- Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li> <li>- Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</li> </ul>                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p>stay healthy</p> <p><b>Animals including humans</b></p> <ul style="list-style-type: none"> <li>- Notice that all animals including humans have offspring which grow into adults</li> <li>- Find out about and describe the basic needs of animals, including humans for survival (water, food, air)</li> <li>- Describe the importance for humans of exercise, eating the right amounts of different kinds of foods and hygiene</li> </ul>                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Topic</b><br><b>(Geography &amp; History)</b> | <p><b>Geography</b><br/><b>Local Habitats</b></p> <ul style="list-style-type: none"> <li>- To learn about the UK</li> <li>- Name and label the countries of the UK</li> <li>- Name and label the flags of the UK</li> <li>- Name and label the capital cities of the UK</li> <li>- To label landmarks of the UK</li> </ul> <p><b>Art</b></p> <ul style="list-style-type: none"> <li>- Camouflage art</li> <li>- To explore stripes and spots</li> <li>- To use materials to create animals</li> <li>- To create a diorama of a habitat</li> </ul> | <p><b>History</b><br/><b>The Great Fire of London</b></p> <ul style="list-style-type: none"> <li>- Recognise and retell the progression of events of the Great Fire of London</li> <li>- Know that the Great Fire occurred as a result of a combination of factors (dry weather, combustible buildings, narrow streets)</li> <li>- Investigate the lives of Samuel Pepys and Thomas Farrinor</li> <li>- Understand that the Fire occurred in the Stuart Period of British history because the Stuart family occupied the throne</li> </ul> | <p><b>History</b><br/><b>History of Transport</b></p> <ul style="list-style-type: none"> <li>- Find out about transport used in the locality in the past.</li> <li>- Be able to find out about aspects of the past from a range of sources of information</li> <li>- Be able to order modes of transport through history into a sequence</li> </ul> <p><b>Geography</b><br/><b>London Transport</b></p> <ul style="list-style-type: none"> <li>- Know about the main transport features of the locality</li> <li>- Follow a simple set of directions</li> <li>- Use maps of the local area to find out routes and give directions</li> <li>- Make sketch maps of the classroom, school and routes to school</li> <li>- Understand, use and</li> </ul> | <p><b>History</b><br/><b>History of Circus</b></p> <ul style="list-style-type: none"> <li>- Learning about the history of circus.</li> </ul> <p><b>Geography</b><br/><b>Geography linked to Circus</b></p> <ul style="list-style-type: none"> <li>- Learning about the different types of Clowns in different countries</li> <li>- How circus differ in other countries</li> <li>- Local knowledge, using a map to find out the tour of a circus.</li> </ul> <p><b>Art</b></p> <ul style="list-style-type: none"> <li>- Design and create own circus.</li> <li>- Explore painting using straight lines.</li> <li>- To explore and apply Clown facepaint.</li> </ul> | <p><b>Geography</b><br/><b>Identifying physical and human features.</b></p> <p>To understand key human geographical features.<br/>To understand physical geographical features.</p> <p><b>Geography</b><br/><b>Mapping</b></p> <p>To name and locate the world's seven continents<br/>To name and locate the worlds five oceans.<br/>To use world maps, atlases and globes to identify the UK and its countries.<br/>To make a paper plate where we are in the world map.<br/>To identify the planet, continent, country, county we live in.</p> | <p><b>History</b><br/><b>Local Habitats</b></p> <ul style="list-style-type: none"> <li>- Identify different ways in which seaside holidays have been represented in the past, using a range of sources (stories, eye-witness accounts, pictures and photographs, artefacts, historic buildings and visits to museums, galleries and sites)</li> <li>- Identify differences between seaside holidays today in their own lives and those taken by people who have lived in the past</li> <li>- Name periods in British history; Tudor, Georgian, Victorian, 20<sup>th</sup> Century, 21<sup>st</sup> Century</li> <li>- Know that the 1900s was the 20<sup>th</sup> Century; the 1800s was the 19<sup>th</sup> Century and discuss why.</li> </ul> |

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|                            |                                                                                                                                                                                                                               |                                                                                                                                                                                                                                        | interpret a range of simple mapping symbols<br>- Use simple compass directions (north, south, east and west) and locational and directional language (near and far, left and right) to describe the location and features and routes on a map                                                                                             |                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                | <b>Geography</b><br><b>Westcliff-on-Sea</b><br>- Know about the main physical features seaside settings<br>- Know about the main physical features of Westcliff-on-Sea<br>- Know about the main human features of a seaside settings<br>- Know about the main human features of Westcliff-on-Sea<br>- Know about the similarities and differences between the local area and Westcliff-on-Sea |
| <b><u>BSL</u></b>          | <b>The Animal Kingdom</b><br>Nocturnal animals in the UK, Africa animals, elephant zoo/circus, describing animals and how animals survive.<br><br>Blanche Nevile history                                                      | <b>The Great Fire of London</b><br>Firework safety, BSL story, fire safety, deaf fire alarms, exploring a fire station, Christmas vocabulary, games and stories.                                                                       | <b>On the Move</b><br>Comparing old and new transport, how transport works, how water is transported, emergency transport vehicles and deaf in transport.                                                                                                                                                                                 | <b>The Circus</b><br>History of circus, animals in the circus, history of clowns, the circus set up, and the people in the circus. Roleshift games with animals.                                                                                                                                                                                        | <b>Growing Up</b><br>Cycle of life, looking at how plants, nature, and people grow. Learning vocabulary linked to growing up.                                                                                                                                                                  | <b>Beside the Seaside</b><br>Beach safety, sun safety, the seaside, food and toys at the seaside, vocabulary at the seaside. Fingerspelling games.                                                                                                                                                                                                                                            |
| <b><u>Deaf Studies</u></b> | <b>Deaf Identity</b><br>To explain about themselves – families, likes/dislikes.<br>To watch BSL poems.<br>To describe their family members.<br>To paint their families.<br>To create their own BSL poetry about their family. | <b>Christmas</b><br>To know the story of Christmas in BSL.<br>To draw a character from the story.<br>To describe their character in detail.<br>To act in the style of their character.<br>To create a short play of a Christmas story. | <b>Communication Technology</b><br>Technological Aids<br>To learn about old and new technical aids that helps us.<br>To identify some of technological aids around the school,<br>Some programmes for Deaf people on TV/<br>Subtitle on TV/sign on vision<br>To experiment with FaceTime.<br>To know the differences between old and new. | <b>Communication</b><br>To learn about the different types of communication methods that Deaf people use.<br>To discuss how deaf and hearing people communicate.<br>Identify why we have sign names.<br>Discuss seating, lighting and what could distract us.<br>To discuss what it means to be Deaf aware.<br>Create short video about Deaf Awareness. | <b>Deaf History</b><br>To create a timeline to use for this term.<br>To learn about Deaf inventors over the years.<br>To know more about A J Wilson (Arthur James) who inventor the wing mirror for motor vehicles and how does it important to us now.<br>To know about other Deaf inventors. | <b>Deaf Community and Culture</b><br>To talk about our families. Who is Deaf and hearing at home?<br>To learn about our identities. Who is Deaf and hearing at school?<br>To learn about our hearing levels. What we can and cannot hear at school.<br>To research which Deaf organisations.<br>To learn about Deaf role models and their role in the community.                              |

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|                             |                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                        | To learn about hearing aids and cochlear implants.                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                         | To meet Deaf role models within the community.                                                                                                                                                                                                                                                                                                                                                         |
| <b><u>Computing</u></b>     | <b>Seesaw</b> <ul style="list-style-type: none"> <li>- Online safety</li> <li>- To demonstrate how to log in</li> <li>- To demonstrate how to upload a picture</li> <li>- To demonstrate how to draw a picture</li> <li>- To demonstrate how to change an icon</li> <li>- To demonstrate how to log out.</li> </ul> | <b>Digital photography</b> <ul style="list-style-type: none"> <li>- To use a digital device to take a photograph</li> <li>- To make choices when taking a photograph</li> <li>- To describe what makes a good photograph</li> <li>- To decide how photographs can be improved</li> <li>- To use tools to change an image</li> <li>- To recognise that photos can be changed</li> </ul> | <b>Programming - Beebots</b> <ul style="list-style-type: none"> <li>- To explain what a given command will do.</li> <li>- To follow an instruction and give directions.</li> <li>- To plan a simple program and to find more than one solution to a problem.</li> </ul> | <b>Creating media- digital painting</b> <ul style="list-style-type: none"> <li>- To explore different freehand tools.</li> <li>- To use shape tools and the line tools.</li> <li>- To edit colours and shapes.</li> <li>- To use a computer to paint a picture.</li> </ul> | <b>Digital writing</b> <ul style="list-style-type: none"> <li>- To use a computer to write</li> <li>- To add and remove text on a computer</li> <li>- To identify the look of text can be changed on a computer</li> <li>- To make careful choices when changing text</li> <li>- To explain why I used the tools that I chose</li> <li>- To compare typing on a computer to writing on paper</li> </ul> | <b>Programming – Scratch Jr</b> <ul style="list-style-type: none"> <li>- To explain that a sequence of commands had a start</li> <li>- To explain that a sequence of commands has an outcome</li> <li>- To create a program using a given design</li> <li>- To change a given design</li> <li>- To create a program using my own design</li> <li>- To decide how my project can be improved</li> </ul> |
| <b><u>P.E</u></b>           | <b>Dance</b>                                                                                                                                                                                                                                                                                                        | <b>Invasion</b>                                                                                                                                                                                                                                                                                                                                                                        | <b>Gymnastics</b>                                                                                                                                                                                                                                                       | <b>Circus</b>                                                                                                                                                                                                                                                              | <b>Fitness</b>                                                                                                                                                                                                                                                                                                                                                                                          | <b>Yoga</b>                                                                                                                                                                                                                                                                                                                                                                                            |
|                             | <b>Ball skills</b>                                                                                                                                                                                                                                                                                                  | <b>Team building</b>                                                                                                                                                                                                                                                                                                                                                                   | <b>Invasion</b>                                                                                                                                                                                                                                                         | <b>Net and Wall</b>                                                                                                                                                                                                                                                        | <b>Athletics</b>                                                                                                                                                                                                                                                                                                                                                                                        | <b>Striking and Fielding</b>                                                                                                                                                                                                                                                                                                                                                                           |
| <b><u>School Visits</u></b> | Safari Pete<br>Hertfordshire Zoo<br>London Zoo<br>Heath Beasts                                                                                                                                                                                                                                                      | London Museum<br>Puddling Lane<br>Jacksons Lane                                                                                                                                                                                                                                                                                                                                        | BIG TRANSPORT Trip<br>Transport Museum<br>Panathlon Challenge                                                                                                                                                                                                           | Circus<br>Jacksons Lane                                                                                                                                                                                                                                                    | PE trip                                                                                                                                                                                                                                                                                                                                                                                                 | Westcliff-on-sea                                                                                                                                                                                                                                                                                                                                                                                       |
| <b><u>Texts used</u></b>    | The Tiger Who Came to Tea<br>The Little Red Hen<br>The Mog Books                                                                                                                                                                                                                                                    | The Great Fire of London                                                                                                                                                                                                                                                                                                                                                               | The Journey<br>Miranda the Explorer                                                                                                                                                                                                                                     | Cannonball Simp                                                                                                                                                                                                                                                            | Eliot Jones, Midnight Superhero                                                                                                                                                                                                                                                                                                                                                                         | The Sea Saw                                                                                                                                                                                                                                                                                                                                                                                            |

This is the projected plan that may be subject to change.