



Year 2 Curriculum Overview 2025 - 2026

Year 2 2025-2026						
SUBJECT	Autumn		Spring		Summer	
TOPIC	Fairytales	GFOL/Monach	Wonderful World	School in the past	The coast	Why do we fly
English	<p>Audience and purpose <i>To share our first narrative with parents.</i></p> <p>Narrative – Little Red Riding Hood (3 weeks)</p> <p>Narrative – The Gingerbread Man- oral story (1 week)</p> <p>Narrative- The Runaway Pancake man- (1 week)</p> <p>Narrative- Own food man story- (1 week)</p> <p>Audience and purpose <i>To create a class poem book.</i></p> <p>Autumn poems- (1 week)</p>	<p>Audience and purpose <i>To share our diary entries with Isleham society.</i></p> <p>The great fire of London episodes- BBC teach https://www.youtube.com/watch?v=DSH81jluAk</p> <p>Diary of Samuel Peyps. (2-3 weeks)- Isleham society</p> <p>Audience and purpose <i>To share our experience day with Year 5.</i></p> <p>History Day- write up information book (1 week)- Year 4/5</p>	<p>Audience and purpose <i>To create a class poetry book.</i></p> <p>Poetry – Kennings – African safari animals (1.5 weeks)- create a class poetry book.</p> <p>Audience and purpose <i>To read our own version of Handa Surprise to Reception.</i></p> <p>Recount – Stories from other cultures- Handa’s surprise diary (2 weeks)- Reception</p> <p>Narrative – Alternative version of Handa’s Surprise based in UK (1 week)- share with another class in the school.</p>	<p>Audience and purpose <i>To create a dinosaur fact file for class library.</i></p> <p>SPAG (1 week)</p> <p>Non-fiction- Fact finding about dinosaurs. (2 weeks)- Fact book for class library</p> <p>Audience and purpose <i>To inform by writing a letter about Mary Annings life. Year 3</i></p> <p>Recount – Letter writing- Facts about Mary Anning</p> <p>Assessment week</p> <p>Audience and purpose <i>To inform by writing a set of instructions.</i></p> <p>Instructional writing- how to create a dinosaur craft</p> <p>Audience: parents</p>	<p>Audience and purpose <i>Purpose: To inform by writing a letter.</i> Audience: Suzie Text type: Letter (to ask Suzie to keep the woods)</p> <p>Audience and purpose <i>Purpose: To describe a setting.</i> Audience: Year 6 Text type: Description (we’re going on a bear hunt)</p> <p>Audience and purpose <i>Purpose: To entertain by writing own narrative.</i> Audience: Year 6 Text type: Narrative (we’re going on a beach hunt)</p>	<p>Audience and purpose <i>Share their narrative with a peer.</i></p> <p>SPAG week (1 week)</p> <p>Narrative - Stories with recurring literary language- The Gigantic Turnip (2 weeks)</p> <p>Audience and purpose <i>Share instruction writing with a family member.</i></p> <p>Instructions – How to grow a bean plant (2 weeks)</p> <p>Assessment week (1 week)</p>
Maths	<p>Place Value (4 weeks)</p> <p>Addition and subtraction (5 weeks)</p> <p>Shape (1 week)</p>		<p>Money (2 weeks)</p> <p>Multiplication and division (5 weeks)</p> <p>Length and height (2 weeks)</p> <p>Mass, capacity and temperature (1 week)</p>		<p>Fractions (3 weeks)</p> <p>Time (3 weeks)</p> <p>Statistics (2 weeks)</p> <p>Position and direction (1 week)</p> <p>Consolidation</p>	
Science	<p>Materials</p> <p>Name objects with the same use that are made from different materials and uses o materials.</p> <p>Recognise that stretching, twisting, bending and squashing can cause some solid objects to change shape.</p> <p>Name properties that make materials suitable for their use.</p> <p><i>Working Scientifically:</i> Measure using non-standard units.</p> <p>Recording results in a table.</p>	<p>Habitats</p> <p>Recall some life processes, giving examples of how they apply to plants and animals.</p> <p>Look at different plants, animals and habitats.</p> <p>Name living things that are producers and place a producer at the beginning of a food chain.</p> <p>Use arrows to show the order in a food chain.</p> <p><i>Working Scientifically:</i> Classify objects, giving reasons for their choices.</p> <p>Carry out research to find answers to questions.</p>	<p>Microhabitats</p> <p>Identify and name a variety of plants and animals.</p> <p>Recall that minibeasts live in microhabitats, describe microhabitats and how they provide for the basic needs of animals and plants.</p> <p>Describe the job role of a botanist.</p> <p><i>Working Scientifically:</i> Group and classify minibeasts and use identification charts</p> <p>Ask questions and recognise that they can be answered in different ways.</p>	<p>Animals including humans</p> <p>Identify stages in the life cycles of different animals, including humans.</p> <p>Describe the basic survival needs of animals.</p> <p>Explain how to take care of personal hygiene.</p> <p>Describe some positive effects of exercise.</p> <p>Identify foods in different food groups.</p> <p><i>Working Scientifically:</i> Measure using simple equipment.</p> <p>Record results in a table. Use data to answer a simple question.</p>	<p>Plants</p> <p>Identify the parts inside for plants and what they need for healthy growth.</p> <p>Sequence the stages of a plant’s life cycle.</p> <p>Describe the influences humans have on plants in the environment.</p> <p><i>Working Scientifically:</i> Set up comparative tests. Plan observations and measurements.</p> <p>Use rulers to measure and record stem height.</p> <p>Record plant growth data in a table.</p> <p>Compare plant growth in different test conditions.</p>	<p>Making connections: Plants and materials</p> <p>Explain the terms reduce, reuse and recycle.</p> <p>Learn how paper is made.</p> <p>Describe good growth conditions for seeds.</p> <p>Identify non-living materials to decorate a plant pot.</p> <p>Make a plant pot from eco-friendly materials and select suitable materials</p> <p><i>Working Scientifically:</i> Classify natural and human-made materials.</p> <p>Carry out tests to assess the properties of different materials.</p>

	Use data to answer a simple question. Record results in a block graph.		Gather and record data and use it to answer questions. Plan what observations to make in an experiment and order the steps of a method.	Research using secondary sources.	Use a magnifying glass to observe and compare plants. Draw diagrams to represent stages of a plant's life cycle.	Draw conclusions about the suitability of materials.
Art and Design	Autumn 1 <u>Painting and mixing media: Life in colour</u> Pupils who are secure will be able to: Name the primary and secondary colours. Talk about the colour changes they notice and make predictions about what will happen when two colours mix. Describe the colours and textures they see. Try different tools to recreate a texture and decide which tool works best. Show they can identify different textures in a collaged artwork. Apply their knowledge of colour mixing to match colours effectively. Choose collage materials based on colour and texture. Talk about their ideas for an overall collage. Try different arrangements of materials, including overlapping shapes. Give likes and dislikes about their work and others'. Describe ideas for developing their collages. Choose materials and tools after trying them out		Spring 1 <u>Drawing: tone and texture</u> Pupils who are secure will be able to: Experiment with a range of materials to create marks and tones. Use different pressures and control to make different marks. Describe the texture of objects. Identify how artists use tone. Control shading to show tone. Sketch simple shapes lightly so that changes can be made. Refine a drawing by building up the outline of an object. Pose to show a clear expression and head position to create a photograph.		Summer 1 <u>Sculpture and 3D: clay houses</u> Pupils who are secure will be able to: Flatten and smooth their clay, rolling shapes successfully and making a range of marks in their clay. Make a basic pinch pot and join at least one clay shape onto the side using the scoring and slipping technique. Roll a smooth tile surface. Join clay shapes and make marks in the tile surface to create a pattern. Draw a house design and plan how to create the key features in clay. Create a clay house tile that has recognisable features made by both impressing objects into the surface and by joining simple shapes.	
Design and Technology	Autumn 2 <u>Structures of a chair</u> Pupils who are secure will be able to: Identify man-made and natural structures. Identify stable and unstable structural shapes. Contribute to discussions. Identify features that make a chair stable. Work independently to make a stable structure, following a demonstration. Explain how their ideas would be suitable for Baby Bear. Produce a model that supports a teddy, using the appropriate materials and construction techniques. Explain how they made their model strong, stiff and stable.		Spring 2 <u>Mechanisms- Fairground wheel</u> Pupils who are secure will be able to: Describe how axles help wheels move a vehicle and design and label a working fairground wheel. Evaluate different designs. Describe the properties of different materials and select appropriate materials for the wheel. Build a stable structure, test elements of the design and adapt the design as necessary. Make the wheel rotate, evaluate a wheel mechanism and adapt it as necessary. Recall that a survey is used to find out what people like, tally results and use the results to inform the design. Add pods for the correct number of people and ensure that the pods stay upright when rotating around a fixed point. Explain the decisions for the pod design.		Summer 2 <u>Pouches (1 lesson)</u> Pupils who are secure will be able to: Sew a running stitch with regular-sized stitches and understand that both ends must be knotted. Prepare and cut fabric to make a pouch from a template. Use a running stitch to join the two pieces of fabric together. Decorate their pouch using the materials provided.	Summer 2 <u>Mechanisms- Making a monster</u> Pupils who are secure will be able to: Identify the correct terms for levers, linkages and pivots. Analyse popular toys with the correct terminology. Create functional linkages that produce the desired input and output motions. Design monsters suitable for children, which satisfy most of the design criteria. Evaluate their two designs against the design criteria, using this information and the feedback of their peers to choose their best design. Select and assemble materials to create their planned monster features. Assemble the monster to their linkages without affecting their functionality.
ICT	Unit 2.6 Creating Pictures Weeks – 5 Programs – 2PaintAPicture	Unit 2.2 Online Safety Weeks – 3 Programs – Various Unit 2.3 Spreadsheets Weeks – 4 Programs – 2Calculate	Unit 2.4 Questioning Weeks – 5 Programs – 2Question, 2Investigate	Unit 2.5 Effective Searching Weeks – 3 Programs – Browser	Unit 2.1 Coding Weeks – 5 Programs – 2Code Unit 2.7 Making Music Weeks – 3 Programs – 2Sequence	Unit 2.8 Presenting Ideas Weeks – 4 Programs – Various
History	Autumn 2 <u>What is a Monach?</u> <ul style="list-style-type: none"> To know that beyond living memory is more than 100 years ago. To know that events in history may last different amounts of time. To know that some events are more significant than others. To know the impact of a historical event on society. To know that 'historically significant' people are those who changed many people's lives. 		Spring 2 <u>How was school different in the past?</u> To know a decade is ten years. To know that beyond living memory is more than 100 years ago. To know that daily life has changed over time but that there are some similarities to life today. To know that changes may come about because of improvements in technology. To know that there are explanations for similarities and differences between children's lives now and in the past.		Summer 2 <u>How did we learn to fly</u> To know that a timeline shows the order events in the past happened. To know that we start by looking at 'now' on a timeline then look back. To know that 'the past' is events that have already happened. To know that 'the present' is time happening now. To know that within living memory is 100 years. To know that beyond living memory is more than 100 years ago.	

	<ul style="list-style-type: none"> To know that historians use evidence from sources to find out more about the past. To know that the past is represented in different ways. To know that a monarch is a king or queen. To begin to understand that power is exercised in different ways in different culture, times and groups e.g. monarchy. To know that in the past monarchs had absolute power. <ul style="list-style-type: none"> To be aware of the achievements of significant individuals. 	<p>To know that we can find out about how places have changed by looking at maps.</p> <ul style="list-style-type: none"> To know that historians use evidence from sources to find out more about the past. 	<p>To know that changes may come about because of improvements in technology.</p> <p>To know that some events are more significant than others.</p> <p>To know the impact of a historical event on society.</p> <p>To know that 'historically significant' people are those who changed many people's lives.</p> <p>To know that historians use evidence from sources to find out more about the past.</p> <p>To know that the past is represented in different ways.</p> <p>To begin to identify achievements and inventions that still influence their own lives today.</p> <p>To know some achievements and discoveries of significant individuals.</p> <p>To know the achievements and inventions that still influence their own lives today.</p> <p>To know the legacy and contribution of the inventions.</p> <ul style="list-style-type: none"> To be aware of the achievements of significant individuals. 			
Geography	<p>Autumn 1 Why is my world wonderful?</p> <ul style="list-style-type: none"> To be able to name the seven continents of the world. To be able to name the five oceans of the world. To name some characteristics of the four capital cities of the UK. To know the four capital cities of the UK. To know that a capital city is the city where a country's government is located. To know some key physical features of the UK. To know some key human features of the UK. To begin to recognise world maps as a flattened globe. To know that maps need a title and purpose. To know that maps need a key to explain what the symbols and colours represent. <p>To know that a tally chart is a way of collecting data quickly.</p> <ul style="list-style-type: none"> 	<p>Spring 1 Would you prefer to live in a hot or cold place?</p> <ul style="list-style-type: none"> To know some similarities and differences between their local area and a contrasting non European country. To know that the Equator is an imaginary line around the middle of the Earth. To know that, because it is the widest part of the Earth, the Equator is much closer to the sun than the North and South poles. To know that the North Pole is the northernmost point of the Earth and the South Pole is the southernmost point of the Earth. To know that different parts of the world experience different weather conditions and that these are often caused by the location of the place. To be able to name the seven continents of the world. To know that a globe is a spherical model of the Earth. <ul style="list-style-type: none"> To begin to recognise world maps as a flattened globe. 	<p>Summer 1 What is it like to live by the coast?</p> <p>To know that a sea is a body of water that is smaller than an ocean.</p> <p>To know that there are four bodies of water surrounding the UK and to be able to name them.</p> <p>To know that coasts (and other physical features) change over time.</p> <p>To know some key physical features of the UK.</p> <p>To know that a sea is a body of water that is smaller than an ocean.</p> <p>To know some key human features of the UK.</p> <p>To know that maps need a title and purpose.</p> <p>To know that maps need a key to explain what the symbols and colours represent.</p> <p>To know that a tally chart is a way of collecting data quickly.</p> <p>To know that a pictogram is a chart that uses pictures to show data.</p>			
Music	<p>Kapow unit: Orchestral instruments</p> <p>Theme: Traditional Western stories</p>	<p>Kapow unit: Musical me</p>	<p>Kapow unit: Western African call and response song</p> <p>Theme: animals</p>	<p>Kapow unit: Dynamics, timbre, tempo and motifs (space)</p>	<p>Kapow unit: Recorders</p>	<p>Kapow unit: Myths and legends</p>
PE	<p>RealPE: Personal</p> <p>Fundamentals</p>	<p>RealPE: Social</p> <p>Invasion Games</p>	<p>RealPE: Cognitive</p> <p>Gymnastics</p>	<p>RealPE: Creative</p> <p>Target Games</p>	<p>RealPE: Physical</p> <p>Striking and Ball Games</p>	<p>RealPE: Health and Fitness</p> <p>Athletics</p>
RE	<p>Understanding Christianity</p> <p>Creation: Who made the world?</p>	<p>Understanding Christianity</p> <p>God - What do Christians believe God is like?</p> <p>Understanding Christianity</p> <p>Incarnation: Why does Christmas matter to Christians?</p>	<p>Emmanuel Project</p> <p>Judaism - Why is the Torah such a joy for the Jewish community?</p>	<p>Understanding Christianity</p> <p>Salvation - Why does Easter matter to Christians?</p>	<p>Emmanuel Project</p> <p>Judaism</p> <p>Teshuvah – Why do Jewish families talk about repentance at new year?</p>	<p>Emmanuel Project</p> <p>Islam: Submission – How does a Muslim show their submission to Allah?</p>
PSHE	<p>Citizenship 5 RR 1/2</p> <p>Rights, Rules and Responsibilities</p>	<p>Myself and My Relationships 6 FF 1/2</p> <p>Family and Friends</p> <p>Working together</p>	<p>Healthy & Safer Lifestyles PS 1/2</p> <p>Personal Safety</p>	<p>Economic Wellbeing 1</p> <p>FC 1/2 Financial Capability</p> <p>Unit ES 1/2 E-safety - Me and My Online Identity</p>	<p>Healthy & Safer Lifestyles DE 1/2 Drug Education</p>	<p>Healthy & Safer Lifestyles RS2</p> <p>Relationships & Sex Education</p> <p>Myself and My Relationships 8 MC 1/2</p> <p>Managing Change</p>