



## Year 2 Curriculum Overview 2026 - 2027

| Ms Barnes-Weston |                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| SUBJECT          | Autumn                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Spring                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Summer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| TOPIC            | Fairytales                                                                                                                                                                                                                                                                                                                                                                                                                 | GFOL/Monach                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Wonderful World                                                                                                                                                                                                                                                                                                                                                                                                                                                 | School in the past                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | The coast                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Why do we fly                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| English          | <p><a href="#">Audience and purpose</a><br/><i>To share our first narrative with parents.</i></p> <p>Narrative – Little Red Riding Hood</p> <p>Narrative – The Gingerbread Man- oral story</p> <p>Narrative- The Runaway Pancake man-</p> <p>Narrative- Own food man story-</p> <p><a href="#">Audience and purpose</a><br/><i>To create a class poem book.</i></p> <p>Autumn poems</p>                                    | <p><a href="#">Audience and purpose</a><br/><i>To share our diary entries with Isleham society.</i></p> <p>The great fire of London episodes- BBC teach<br/><a href="https://www.youtube.com/watch?v=DSH81jl-uAk">https://www.youtube.com/watch?v=DSH81jl-uAk</a></p> <p>Diary of Samuel Peyps. - Isleham society</p> <p><a href="#">Audience and purpose</a><br/><i>To share our experience day with Year 5.</i></p> <p>History Day- write up information book- Year 4/5</p>        | <p>(Under review this year)<br/><a href="#">Audience and purpose</a><br/><i>To entertain by writing a narrative.</i></p> <p><b>Text: Lost and found</b></p> <p><a href="#">Audience and purpose</a><br/>Text: Lost and found</p> <p>To create an advert for a chosen country.</p>                                                                                                                                                                               | <p>(Under review this year)<br/><a href="#">Audience and purpose</a><br/><i>To create a dinosaur fact file for class library.</i></p> <p>SPAG</p> <p>Non-fiction- Fact finding about dinosaurs- Fact book for class library</p> <p><a href="#">Audience and purpose</a><br/><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><a href="#">Audience and purpose</a><br/><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><a href="#">Audience and purpose</a><br/><b>Purpose:</b> To inform by writing a letter.<br/><b>Audience:</b> Suzie<br/><b>Text type:</b> Letter (to ask Suzie to keep the woods)</p> <p><a href="#">Audience and purpose</a><br/><b>Purpose:</b> To describe a setting.<br/><b>Audience:</b> Year 6<br/><b>Text type:</b> Description (we're going on a bear hunt)</p> <p><a href="#">Audience and purpose</a><br/><b>Purpose:</b> To entertain by writing own narrative.<br/><b>Audience:</b> Year 6<br/><b>Text type:</b> Narrative (we're going on a beach hunt)</p> | <p><a href="#">Audience and purpose</a><br/><i>Share their narrative with a peer.</i></p> <p>Narrative - Stories with recurring literary language- The Gigantic Turnip</p> <p><a href="#">Audience and purpose</a><br/><i>Share instruction writing with a family member.</i></p> <p>Instructions – How to grow a bean plant</p> <p>Assessment 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><b>Materials</b></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><b>Habitats</b></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><b>Microhabitats</b></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><b>Animals including humans</b></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><b>Plants</b></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><b>Making connections: Plants and materials</b></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> |

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

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|           | <ul style="list-style-type: none"><li>To know that the past is represented in different ways.</li><li>To know that a monarch is a king or queen.</li><li>To begin to understand that power is exercised in different ways in different culture, times and groups e.g. monarchy.</li><li>To know that in the past monarchs had absolute power.</li></ul> <ul style="list-style-type: none"><li>To be aware of the achievements of significant individuals.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <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"><li>To be aware of the achievements of significant individuals.</li></ul>                             |
| Geography | <p><b>Autumn 1</b> Would you prefer to live in a hot or cold place?</p> <ul style="list-style-type: none"><li>To know some similarities and differences between their local area and a contrasting non European country.</li><li>To know that the Equator is an imaginary line around the middle of the Earth.</li><li>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.</li><li>To know that the North Pole is the northernmost point of the Earth and the South Pole is the southernmost point of the Earth.</li><li>To know that different parts of the world experience different weather conditions and that these are often caused by the location of the place.</li><li>To be able to name the seven continents of the world.</li><li>To know that a globe is a spherical model of the Earth.</li></ul> <p>To begin to recognise world maps as a flattened globe.</p> |                                                                                                                                                                                       | <p><b>Spring 1</b> Why is my world wonderful?</p> <ul style="list-style-type: none"><li>To be able to name the seven continents of the world.</li><li>To be able to name the five oceans of the world.</li><li>To name some characteristics of the four capital cities of the UK.</li><li>To know the four capital cities of the UK.</li><li>To know that a capital city is the city where a country’s government is located.</li><li>To know some key physical features of the UK.</li><li>To know some key human features of the UK.</li><li>To begin to recognise world maps as a flattened globe.</li><li>To know that maps need a title and purpose.</li><li>To know that maps need a key to explain what the symbols and colours represent.</li></ul> <p>To know that a tally chart is a way of collecting data quickly.</p> <ul style="list-style-type: none"><li></li></ul> | <p><b>Summer 1</b> 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><b>Kapow unit:</b><br/>Orchestral instruments</p> <p><b>Theme:</b> Traditional Western stories</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p><b>Kapow unit:</b><br/>Musical me</p>                                                                                                                                              | <p><b>Kapow unit:</b><br/>Western African call and response song</p> <p><b>Theme:</b> animals</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p><b>Kapow unit:</b><br/>Dynamics, timbre, tempo and motifs (space)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p><b>Kapow unit:</b><br/>Recorders</p>                                                                            | <p><b>Kapow unit:</b><br/>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 Rights, Rules and Responsibilities</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p>Myself and My Relationships 6 FF 1/2 Family and Friends</p> <p>Working together</p>                                                                                                | <p>Healthy &amp; Safer Lifestyles PS 1/2 Personal Safety</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p>Economic Wellbeing 1 FC 1/2 Financial Capability</p> <p>Unit ES 1/2 E-safety - Me and My Online Identity</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p>Healthy &amp; Safer Lifestyles DE 1/2 Drug Education</p>                                                        | <p>Healthy &amp; Safer Lifestyles RS2 Relationships &amp; Sex Education</p> <p>Myself and My Relationships 8 MC 1/2 Managing Change</p> |