

2024/2025 Year 2 Curriculum Overview

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Journeys	Reduce, Reuse, Recycle	The Great Fire of London	Nepal	Habitats	Beside the Seaside
English POR	<p>Text: 'The Lonely Beast'</p> <p>Character descriptions</p> <p>Alternative endings</p>	<p>Text: '10 Ways I Can Save The World'</p> <p>Information writing</p>	<p>Text: 'The Great Fire of London'</p> <p>Diary writing</p> <p>Recount of class trip</p> <p>Fire poems</p>	<p>Text: 'Jack and Betty, the Yak and Yetty'</p> <p>Setting Descriptions</p> <p>Writing the beginning of a story</p>	<p>Text: 'Moth'</p> <p>Leaflet</p> <p>Explanation texts</p> <p>Insect poems - similies</p>	<p>Text: 'Dolphin Boy'</p> <p>Descriptive writing - characters and setting</p> <p>Writing own version of the story</p> <p>Seaside poetry - rhyme</p>
Phonics/SPAG	<p>Phonics</p> <p>Recap prior learning - phase 5</p> <p>Change y to an i and add es</p> <p>Adding suffixes -ing, -ed, -er, -</p>	<p>Phonics</p> <p>Adding suffixes -ing, -ed, -er, -est to words</p>	<p>Adding suffixes -less, -ment, -ful, -ly to words</p>	<p>using le / el / al/ and il spellings in words</p>	<p>J, dge, ge spellings</p> <p>'a' as in 'or'</p> <p>'ar' as in 'or'</p> <p>'s' as in 'zh'</p> <p>Spelling words using -tion spelling</p>	<p>Homophones</p> <p>Possessive apostrophes</p> <p>Contractions</p>

	est to words		<u>SPAG</u>	<u>SPAG</u>	<u>SPAG</u>	<u>SPAG</u>
	<u>SPAG</u>	<u>SPAG</u>	I can write a variety of sentences Statements Questions Exclamations Commands.	I can proof read and correct my own punctuation mistakes.	I can use a apostrophe for possession (singular).	I can consistently use a comma after an -ly opener e.g. Fortunately,
	I can demarcate a sentence with a capital letter and a full stop.	I can use past tense in my writing	I can use the progressive form of verbs for present and past tense - she is drumming, he was shouting	I can consistently use apostrophes for contraction	I can use a variety of sentence types in my writing.	I can use a range of co-ordination and subordination
	I can use commas in a list.	I can demarcate a question sentence with a capital letter and a question mark.		I can consistently use subordination - because when, if, that,	I can consistently use subordination - because when, if, that,	
	I can use expanded noun phrases to describe.	I can use co-ordination - and, or, but	I can use contractions in the correct context in my writing	I can consistently use expanded noun phrases to describe.		
	I can use co-ordination - 'and'	I can understand the vocabulary of - past and present tense		I can use a sentence of 3 for description.		
I can understand the vocabulary of - noun, noun phrase, expanded noun phrase, adjective, comma						

Maths	Place Value	Addition and Subtraction	Money	Length and Height	Fraction	Position and Direction
	Addition and Subtraction	Shape	Multiplication and division	Mass, Capacity and Temperature	Time	Statistics
Science	Animals including Humans		Materials	Plants	Habitats	
PE	exercise	move	practise	communicate	think	Swimming
	Pilates	Gymnastics	Dance	create	Tennis	
History	Significant Individuals and Events: Understand the achievements of explorers including Ibn Batutta. To understand and why Moina Michaels achievements are significant today.	Significant Individuals and Events: Understand how and why the Gunpowder Plot events are remembered each year. To understand the significance of Remembrance Day To understand	Significant Individuals and Events: Great Fire of London To learn the significance of Samuel Pepy's diary in understanding and ordering the events of the Great Fire of London. To learn about the changes that were made			Local History: Seaside holidays: To understand what Weymouth was like 100 years ago as a seaside resort. To understand why people went on seaside holidays To learn about seaside

		<p>the important contributions made by significant individuals David Attenborough and Greta Thunberg.</p>	<p>to both house building and fire fighting after the Great Fire of London. (Local History)</p> <p>Local History: To understand the events of the Great Fire of Dorchester (local area) Significant historical events, people and places in their own locality</p>			<p>holidays and activities 100 years ago.</p> <p>To know how seaside holidays have changed over time.</p> <p>To know and understand how transport including the invention of the railway enabled travel to seaside destinations.</p>
<p>Geography</p>	<p>Magical Mapping</p> <p>How do we know where we're going?</p> <p>To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical</p>	<p>Magical Mapping</p> <p>Locate local towns including Dorchester, Weymouth and Portland using a simple map.</p> <p>To name, locate and identify characteristics of the four countries and</p>	<p>The Great Fire of London</p> <p>To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>To use world</p>	<p>Nepal</p> <p>To name and locate the world's seven continents and five oceans.</p> <p>To understand geographical similarities and differences through studying the human and</p>	<p>Habitats</p> <p>To use the basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley,</p>	<p>Beside the seaside</p> <p>To identify and record information about daily weather patterns in the UK.</p> <p>To use the basic geographical vocabulary to refer to: key</p>

	<p>features.</p> <p>To devise a simple map; and use and construct basic symbols in a key.</p> <p>To use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right)</p> <p>To describe the location of features and routes on a map</p>	<p>capital cities of the United Kingdom and its surrounding seas (Introduction).</p>	<p>maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</p>	<p>physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country Focus on London/ Kathmandu</p> <p>Identify the location of hot and cold areas of the world in relation to the equator and North and South poles Including Nepal, Zambia, Antarctica, Arctic, UK.</p>	<p>vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>To devise a simple map; and use and construct basic symbols in a key (map of playground. School areas, where they live, map of an imaginary place incorporating necessary facilities etc).</p>	<p>physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop (Weymouth Study).</p>
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<p>Art</p>	<p>Painting:</p> <p>Can mix secondary colours and make colours lighter and darker - Can paint neatly and carefully with neat edges and no missing gaps</p> <p>Artists: Kandinsky & Picasso self portraits</p>	<p>Arts & Craftspeople:</p> <p>Can use elements of artists' work influence their own work (Michelle Reader junk sculpture)</p> <p>Craft:</p> <p>Create fabrics by weaving - Change and modify fabrics by applying shapes, stitches and decoration</p>	<p>Craft:</p> <p>Make simple plans for making, based on designs invented or seen.</p>	<p>Arts & Craftspeople:</p> <p>Can use elements of artists' work and different cultures to influence their own work.</p> <p>Artists: Cezanne</p>	<p>Drawing:</p> <p>Can control pressure to create lighter or darker tones and marks. - Draw detail through pattern, lines and textures. - Able to shade areas neatly without spaces & gaps.</p>	<p>Arts & Craftspeople:</p> <p>Can use elements of artists' work and different cultures to influence their own work. (local arts and crafts people)</p>
<p>DT</p>						
<p>Music</p>	<p>Developing Musicianship</p> <p>Focus: Pulse, rhythm and pitch</p>		<p>West African Performance</p> <p>Focus: call and response</p>	<p>British Isles Soundscapes</p> <p>Focus: Rhythm from words, singing in time</p>	<p>I can play!</p> <p>Focus: basic glockenspiel</p>	<p>Hansel and Gretel</p> <p>Focus: understand how drama and emotion add to the impact of a musical</p>

						performance
PSHCE	Get Heart Smart!	Don't forget to let love in!	Too much selfie isn't healthy	Don't hold on to what's wrong!	Fake is a mistake!	No way Through
RE	Christianity Who made the world? Creation	Christianity Why does Christmas matter to Christians?	Christianity What is the good news that good is bringing?	Christianity What is it like for Christians who follow God?	Islam Does praying at regular intervals help muslims in their daily life?	Islam Does going to the mosque give muslims a sense of belonging?
French						