

## Year 2 Curriculum Overview 2025/26

<u>Subject</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>
<u>Topic</u>	Journeys	Reduce, Reuse, Recycle	Nepal	The Great Fire of London	Habitats	Beside the seaside
<u>English POR</u>	<b>Text:</b> 'The Lonely Beast' Character descriptions Alternative endings	<b>Text:</b> '10 Ways I Can Save The World' Information writing.	<b>Text:</b> 'Where the Wild Ones Things Are'. Setting Descriptions Writing the beginning of a story.	<b>Text:</b> 'The Great Fire of London' Diary writing Recount of class trip Fire poems.	<b>Text:</b> 'Moth' Leaflet Explanation texts Insect poems - similes.	<b>Text:</b> 'Dolphin Boy' Descriptive writing - characters and setting Writing own version of the story Seaside poetry - rhyme.
<u>Phonics/ SPaG</u>	<u>Phonics</u> Recap year 1 common exception words.  Phonics Recap prior learning - phase 5  I can use year 1 prefix and suffix rules - ing, ed, s, es.  I can use common exception word mats and sound mats to support and correct my spelling.  <u>SPAG</u>	<u>Phonics</u> Phonics Adding suffixes -ing, -ed, -er, est to words.  I can spell some Year 2 common exception words.  I can use a range of spelling strategies to spell unknown words including the use of spelling patterns, syllables and early dictionary skills.- phonics tch, ture (ch),	<u>Phonics</u> Adding suffixes -less, -ment, -ful, -ly to words.  <u>SPAG</u> I can write a variety of sentences: Statements, Questions, Exclamations, Commands.  I can use the progressive form of verbs for present and past tense - she is drumming, he is	<u>Phonics</u> Using le / el / al/ and il spellings in words.  <u>SPAG</u> I can proofread and correct my own punctuation mistakes.  I can consistently use apostrophes for contraction.	<u>Phonics</u> J, dge, ge spellings 'o' as in 'or' 'ar' as in 'or' 's' as in 'zh' Spelling words using -tion spelling.  <u>SPAG</u> I can use an apostrophe for possession (singular).  I can use a variety of sentence types in my writing.	<u>Phonics</u> Homophones Possessive apostrophes Contractions  <u>SPAG</u> I can consistently

	<p>I can demarcate a sentence with a capital letter and a full stop.</p> <p>I can use commas in a list. I can use expanded noun phrases to describe.</p> <p>I can use the coordinating conjunction – 'and'</p> <p>I can understand the vocabulary of – noun, noun phrase, expanded noun phrase, adjective, comma.</p>	<p>dge (j), st, se (s) ease (z), soft c, (w) a, al, our, augh (or) a,al (ar) ear, or (ur) ere,er(ear) ere, are, ear(air)</p> <p><b><u>SPAG</u></b></p> <p>I can begin to use prefix and suffix rules in my writing (ed, ing, s, es, er, est, ly, ful, and ness, less, ment ).</p> <p>I can use past tense in my writing.</p> <p>I can demarcate a question sentence with a capital letter and a question mark.</p> <p>I can use co ordination – and, or, but I can understand the vocabulary of – past and present tense.</p>	<p>shouting.</p> <p>I can use contractions in the correct context in my writing.</p>	<p>consistently use expanded noun phrases to describe.</p> <p>I can use a sentence of 3 for description.</p>	<p>use subordination – because when, if, that.</p>	
<b><u>Maths</u></b>	<p>Place Value</p> <p>Addition and Subtraction</p>	<p>Addition and Subtraction</p> <p>Shape</p>	<p>Money</p> <p>Multiplication and division</p>	<p>Length and Height</p> <p>Mass, Capacity and Temperature</p>	<p>Fraction</p> <p>Time</p>	<p>Position and Direction</p> <p>Statistics</p>
<b><u>Science</u></b>	<u><b>Animals including humans</b></u>	<u><b>Uses of everyday materials.</b></u>	<u><b>Animals including humans</b></u>	<u><b>Plants</b></u>	<u><b>Habitats</b></u>	Compare the difference between things that are living, dead, and have never been alive as a foundation for thinking about

	<p>Describe the basic needs for survival for animals including humans (MRS GREN).</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food (5 food groups) and hygiene.</p>	<p>Children learn that objects are made from different materials and begin to recognise what those materials are.</p> <p>They compare and describe the suitability of these materials for different purposes, thinking about properties that make a material useful.</p> <p>They also carry out simple practical investigations (e.g. testing material suitability, changing shapes) and use observation and recording to support answers to questions.</p>	<p>Notice that animals, including humans, have offspring which grow into adults, recognising growth and basic life stages rather than the science of reproduction.</p> <p>Find out about and describe the basic needs of animals, including humans, for survival — specifically water, food and air.</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene, so they start to understand healthy lifestyle choices.</p>	<p>and bulbs grow into mature plants, building on earlier plant work from Year 1.</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy, including understanding basic requirements for germination, growth and survival.</p> <p>Pupils use simple observation and recording to track growth.</p> <p>They ask questions and perform basic tests (e.g., comparing plants in light vs dark) to discover what plants need.</p>	<p>life.</p> <p>Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of various animals and plants, and how these organisms depend on each other.</p> <p>Understand that habitats provide for basic needs such as food, shelter and space and that living things depend on one another.</p> <p>Build simple food chains to show feeding relationships.</p> <p>Use observation and simple classification to explore local environments and habitats.</p> <p>Investigate and compare different habitats and microhabitats, often outdoors, and discuss why particular animals or plants live there.</p>
<u>PE</u>	Netball Gymnastics	Dance Football	Tennis Gymnastics	Hockey Dance	Striking and fielding Gymnastics
<u>History</u>		<u>Significant Individuals and Events</u>  Changes Within Living Memory  Understand the meaning and		<u>The Great Fire of London</u>  Changes Within Living Memory  Understand that major fires led to long-term changes in building design	<u>Beside the Seaside</u>  Changes Within Living Memory  Understand how seaside holidays

	<p>importance of Remembrance Day and why it continues to be observed today.</p> <p><b>Events Beyond Living Memory That Are Significant Nationally or Globally</b></p> <p>Learn about the Gunpowder Plot and understand why its events are remembered annually.</p> <p>Explore the historical significance of Remembrance Day as a national and international event.</p> <p><b>The Lives of Significant Individuals in the Past Who Have Contributed to National and International Achievements</b></p> <p>Study the contributions of key historical figures, including:</p> <p>Explorers and pioneers in space and aviation: Tim Peake, Neil Armstrong, Amelia</p>		<p>and fire safety, even though the events themselves are beyond living memory.</p> <p><b>Events Beyond Living Memory That Are Significant Nationally or Globally</b></p> <p>Learn about the Great Fire of London and its national significance.</p> <p>Understand how Samuel Pepys' diary helps us understand and sequence the events of the Great Fire of London.</p> <p><b>The Lives of Significant Individuals in the Past Who Have Contributed to National and International Achievements</b></p> <p>Study Samuel Pepys and his role in recording and preserving historical evidence of the Great Fire of London.</p> <p><b>Significant Historical Events, People and Places</b></p>		<p>have changed over time, including differences between past and present holiday activities and travel.</p> <p><b>Events Beyond Living Memory That Are Significant Nationally or Globally</b></p> <p>Learn about seaside holidays 100 years ago and their importance as a national leisure activity.</p> <p><b>The Lives of Significant Individuals in the past who have contributed to National and International Achievements</b></p> <p>Understand how inventors and engineers involved in the development of transport, particularly the railway, contributed to making seaside holidays accessible.</p> <p><b>Significant Historical Events, People and</b></p>
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<u>Geography</u>	<p><u>Magical Mapping</u></p> <p><b>Locational Knowledge</b></p> <p>Use simple compass directions (North, South, East and West).</p> <p>Use locational and directional language such as near/far and left/right to describe where places are.</p> <p><b>Place Knowledge</b></p>	<p><u>Nepal</u></p> <p><b>Locational Knowledge</b></p> <p>Name and locate the world's seven continents and five oceans.</p> <p>Identify hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Locate countries and regions including the UK, Nepal, Zambia, the</p>		<p><b>Habitats</b></p> <p><b>Locational Knowledge</b></p> <p>Use geographical language to describe where features are located.</p> <p><b>Place Knowledge</b></p> <p>Recognise and describe places using their physical and human features.</p> <p><b>Human and</b></p>		

<p>Recognise familiar landmarks using aerial photographs and plan views.</p> <p><b>Human and Physical Geography</b></p> <p>Identify basic human features (such as buildings and roads) and physical features (such as rivers or fields) from aerial photographs and maps.</p> <p><b>Geographical Skills and Fieldwork</b></p> <p>Use aerial photographs and plan perspectives to recognise features.</p> <p>Devise a simple map.</p> <p>Use and create basic symbols and a key.</p> <p>Describe the location of features and routes on a map.</p>	<p>Arctic and Antarctica.</p> <p><b>Place Knowledge</b></p> <p>Study London and Kathmandu to understand similarities and differences between places.</p> <p>Compare a small area of the UK with a small area in a contrasting non-European country.</p> <p><b>Human and Physical Geography</b></p> <p>Explore human and physical geographical features of London and Kathmandu.</p> <p>Understand how geography differs between hot and cold regions of the world.</p> <p><b>Geographical Skills and Fieldwork</b></p> <p>Use maps and globes to locate continents, oceans, countries and climate zones.</p>	<p><b>Physical Geography</b></p> <p>Use basic geographical vocabulary to identify key physical features such as beaches, cliffs, rivers, mountains, seasons and weather.</p> <p>Use basic geographical vocabulary to identify key human features such as cities, towns, villages, farms, factories, ports and shops.</p> <p><b>Geographical Skills and Fieldwork</b></p> <p>Devise simple maps of familiar and imaginary places.</p> <p>Use and create basic symbols and keys on maps.</p> <p>Map locations such as the playground, school, local area and an imaginary place.</p>		
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<u>Art</u>	<u>Painting</u>  Artist focus: Kandinsky & Picasso  I can mix secondary colours and make colours lighter and darker (hues and tones).  I can paint neatly and carefully with neat edges and no missing gaps.		<u>Craft</u>  Craft:- Create fabrics by weaving - Change and modify fabrics by applying shapes, stitches and decoration  Drawing: -Draw detail through pattern, lines and textures.  Printing: - Can create patterns using print blocks.		<u>Drawing</u>  Drawing: - 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.	
<u>DT</u>		<u>Materials</u>  Designing, making and evaluating a sleigh prototype.  -Demonstrate a range of joining techniques such as gluing, taping or creating hinges. -Cut materials safely using tools provided. -Demonstrate a range of cutting and shaping techniques. -Tearing, cutting, folding and curling. -Use simple nets to make 3D shapes.		<u>Construction, Mechanics and electronics</u>  Evaluate existing models, design, make and evaluate a typical Tudor house design.  -Use a range of materials to create models with wheels and axles. Use materials to practise drilling, screwing, nailing and gluing to strengthen products.		<u>Cooking and nutrition</u>  -Group foods into five groups. -Cut, grate or peel ingredients safely. -Prepare simple dishes safely and hygienically (without using a heat source). -Measure or weigh using cups or electronic scales.
<u>PSHE</u>	<u>Heartsmart -</u>  Get Heartsmart!	<u>Heartsmart -</u>  Don't forget to let the love in!	<u>Heartsmart -</u>  Too much selfie, isn't healthy.	<u>Heartsmart -</u>  Don't hold on to what's wrong!	<u>Heartsmart -</u>  Fake is a mistake!	<u>Heartsmart -</u>  No way through.
<u>RE</u>	<u>Islam</u>	<u>Christianity</u>	<u>Christianity</u>	<u>Christianity</u>	<u>Islam</u>	<u>Islam</u>

	Who is God to Muslims?	Why do Christians believe God gave Jesus to the world?	Is it possible to be kind to everyone all of the time?	How important is it to Christians that Jesus came back to life after his crucifixion?	How important is the prophet Mohammed to Muslims?	How important is the Qur'an to muslims?
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