



Year 2 Curriculum Overview

	Autumn 1 Animal Kingdom	Autumn 2 Coastal Living	Spring 1 Day and Night around the World	Spring 2 Inspirational Women	Summer 1 Nature Detectives	Summer 2 Journeys through time a place
Enrichment	Meet the Teacher National Poetry Day (Thursday 1st October)	Priest Visit NSPCC's 'Speak Out Stay Safe' workshop	Place of Worship: Synagogue Trip	Florence Nightingale Museum World Book Day (Thursday 4th March)	London Boat Trip	Sports Day
English	Text: The Bog Baby by Jeanne Willis Theme: Genres/ Writing Focus: Finding Narrative Writing Genres: Instructions for Building a Habitat Assessed Piece	Text: Grandad's Island Theme: Develop pupils' understanding of life in other places in the world and explore resilience - What is it like to live by the coast? (Kapow) Writing Genres: retell Information Fact File - Assessed piece	Text: The King Who Banned the Dark by Emily Haworth-Booth Theme: Develop pupils' knowledge and understanding about power, fear, and standing up for what's right. Writing Genres: Persuasive Letter Assessed piece Retell OR Letter	Text: Rosie Revere, Engineer by Andrea Beaty Theme: Develop pupils' knowledge and raise the profile about perseverance, creativity, and the importance of embracing failure. Writing Genres: Narrative Explanation: How a machine works - Assessed piece	Text: The Night Gardener Theme: Pupils will explore the themes of transformation and Hope. How beauty, nature, and art can transform a dull, grey world into something joyful and alive. Writing Genres: Setting Description Assessed piece Diary Entry	Text: A River by Marc Martin Theme: The theme is about imagination, exploration, and the connection between people and nature. Why is our world wonderful? (Kapow) Writing Genres: Narrative Letter- Assessed piece

Maths	Place value- WR (4) Numbers to 20 Count to 100 in 10s Recognise tens and ones Using a place value chart Partition numbers to 100 Write numbers to 100 Flexibly partition numbers to 100 Write numbers to 100 in the expanded form 10s on the number line to 100 10s and 1s on the number line to 100 Estimating numbers on number line Compare objects Compare numbers Order objects and numbers Count in 2,5,10s Count in 3s Addition & subtraction - WR (4) Bonds to 10 Fact families - addition and subtraction Bonds within 20 Related facts Bonds to 100 (tens) Add and subtract 1s Add by making 10 Add three 1-digit numbers Add to the next 10	Addition & subtraction- WR (3) Add across a 10 Subtract across 10 Subtract from a 10 Subtract a 1-digit number from a 2-digit number (across a 10) 10 more, 10 less Add and subtract 10s Add two 2-digit numbers (not across a 10) Add two 2-digit numbers (across a 10) Subtract two 2-digit numbers (not across a 10) Subtract two 2-digit numbers (across a 10) Mixed addition and subtraction Compare number sentences Missing number problems Shape - WR (2) Recognise 2-D and 3-D shapes Count sides and vertices on 2-D shapes Lines of symmetry on shapes Sort 2-D shapes Count faces, edges and vertices on 3-D shapes Sort 3-D Shapes	Multiplication and Division - NCETM (5) Count fluently in steps of 2, 5, and 10 out loud from zero, recognising repeating number patterns. Distinguish between sets of equal groups and unequal groups using real objects. Define the component parts: the number of groups vs. the size of each individual group. Represent equal groups as repeated addition calculations introduce the multiplication symbol (x) to transition to a multiplicative expression (e.g., 3 groups of 5 is written as 3x5) Form arrays using counters to visually display the rows and columns of multiplication sentences. Execute 'grouping' division by taking a total and sorting it into sub-sets of a known quantity (e.g., "Here are 10 apples. Put them into groups	Multiplication and Division-NCETM (3) memorise and recall multiplication facts for the 2 times-table and apply matching division facts Connect dividing by 2 directly to the physical action of halving a quantity. Identify odd and even numbers by testing if a number can be split evenly into pairs with zero remainders. Memorize and recall multiplication facts for the 10 times-table and matching division structures Memorize and recall multiplication facts for the 5 times-table and matching division structures Track the structural link between the 5 and 10 times-tables (e.g., noting that multiplying by 5 yields half the product of multiplying by 10). Fractions- NCETM (2) Understand that a 'whole' represents an entire singular	Fractions -NCETM (2) $\frac{1}{4}$ and $\frac{1}{2}$ - Recognize and construct a quarter by dividing a whole entity into exactly four equal portions. Recognize and construct a third by dividing a whole entity into exactly three equal portions. Establish that a unit fraction contains a numerator of 1, representing exactly one single part of the broken whole. Introduce non-unit fractions where the numerator is greater than 1, tracking multiple parts of a whole. Demonstrate visually using folded paper or aligned bar models that two quarters takes up the exact same physical space as one half Identify, name, and find three-quarters $\frac{3}{4}$ of a given shape or collection. Count sequentially upwards in fraction increments, resolving back to a single complete whole	Time -WR (2) O'clock and half past Quarter past and quarter to Tell the time past the hour Tell the time to the hour Tell the time to 5 minutes Minutes in an hour Hours in a day Statistics- WR (2) Make tally charts Tables Block diagrams Draw pictograms (1–1) Interpret pictograms (1–1) Draw pictograms (2, 5 and 10) Interpret pictograms (2, 5 and 10) Consolidation
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		Make patterns with 2-D and 3-D shapes Money - WR (2) Count money – pence Count money – pounds (notes and coins) Count money – pounds and pence Choose notes and coins Make the same amount Compare amounts of money Calculate with money Make a pound Find change using practical activities Two-step problems	of 2. How many groups are there?”). Execute 'sharing' division by distributing a total equally into a fixed number of known buckets (e.g., “Here are 10 apples. Share them equally between 2 children. How many does each child get?”). Length and Height - WR (1) Measure in centimetres Measure in metres Compare lengths and heights Order lengths and heights Four operations with lengths and heights	entity (a shape, an object, or a singular path of length) before it is altered. Distinguish between arbitrary parts and strictly equal sub-divisions. Define a 'half' as one of exactly two equal parts of a split whole. recognise the symbol for fractions and find a half of varied geometric shapes, physical items, and simple lengths.	(e.g., $\frac{1}{2}$, $\frac{2}{4}$, $\frac{3}{4}$, 1 whole). Mass, Capacity & temperature -WR (3) Compare mass Measure in grams Measure in kilograms Four operations with mass Compare volume and capacity Measure in millilitres Measure in litres Four operations with volume and capacity Temperature Position and direction -WR (1) Language of position Describe Movement Describe turns Describe movement and turns Shape patterns with turns Consolidation	
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Science	Animals and Me Big Question: How do animals survive, grow and change? Notice that animals, including humans, have offspring which grow into adults. Find out about the basic needs of animals, including humans, for Survival. Main Investigation: Which habitat helps a woodlouse survive best? (light/dark, damp/dry using observation trays) Enquiry Type: Comparative Test/Observing over time	Materials Around Us Big Question: What are things made from? Identify and compare the suitability of a variety of everyday materials. Main Investigation: Which material is best for an umbrella? (waterproof test) Enquiry Type: Comparative Test	Changing Materials Big Question: How can we change materials to make them useful? Find out how the shapes of solid objects can be changed by squashing, bending, twisting and stretching. Main Investigation: Which material changes shape the most? Enquiry Type: Comparative Test	Plants Big Question: What helps plants grow well? Observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. Main Investigation: What does a seed need to germinate? (water/no water, light/no light once germinated) Enquiry Type: Observation Over Time/Comparative Test	Living Things and Their Habitats Big Question: Why do different living things live in different places? Explore and compare living things, habitats and simple food chains. Main Investigation: Mini-beast habitat survey Enquiry Type: Identifying & Classifying/Pattern Seeking	Healthy Me Big Question: How can we keep our bodies healthy? Describe the importance of healthy eating, exercise and hygiene. Main Investigation: How does exercise affect our heart rate? Enquiry Type: Pattern Seeking
Computing	Online Safety (Unplugged) Pupils review the rules of their learning from Year 1 to establish how to remain safe online. There is a greater focus on the term anti-bullying.	We are Astronauts Pupils will learn how to plan a sequence of instructions to move sprites in Scratch Jr on an iPad. They will create, test and debug programs from sprites in Scratch Jr. Pupils will work with input and output, use repetition in	We are Researchers Pupils will learn to safely and effectively use search engines to research information on a chosen topic. They will focus on filtering necessary information in order to select that of which is relevant.	We are Animators Pupils will work in small groups to plan, film and add audio to a short 'stop-motion' animation using Stop Motion Studio (on an iPad).	We are Game Testers Pupils will play Scratch games to understand how algorithms work and how they link to everyday instructions. The Pupils will learn to make sensible predictions about what is going to happen next in a game and will be able to	We are Photographers Pupils will be taught how to use technology purposefully to create, organise, store, manipulate and retrieve digital content. The Pupils will learn the features that make a good photo and then

	Pupils learn to research responsibility and how to protect personal information. Pupils learn about how technology impacts those around them and also about the age-related suitability of different games and why they are given.	their programs and design costumes for sprites.	The Pupils will learn how to use Popplet (on an iPad) to prepare information in the form of a mind map and present the information collected in the form of a multimedia presentation using Apple Keynote on an iPad.		recognise simple improvements needed. They will solve problems and will learn to accurately follow the rules of a game.	will work to take some using cameras. The Pupils will then sort these and edit/ enhance them to improve and change their quality.
Geography / History	History: How was school different in the past? Key Question: What did a classroom look like in the past and how has this changed? Focus: children explore what school was like in the past and make comparisons. They look at how classrooms and learning was different.	Geography: Would you prefer to live in a hot or cold place? Key Question: How can we adapt to extreme hot and cold environments? Focus: children identify hot and cold places on Earth, explore the Equator and who lives in these areas. They explore preferences of where to live and how people and animals adapt.	Geography: What is it like to live by the coast? Key Question: What is it like in settlements that are next to the sea? Focus: Identify and label oceans and seas around UK. Explain physical and human features of coasts, exploring towns along the coast.	History: What is a monarch? Key Question: What is a monarch? Focus: Understanding the role of a monarch and how it has changed over time as well as identifying the purpose, structure and evolution of castles.	Geography: Why is our world wonderful? Key Question: What key features and landmarks can explore about the world that we live in? Focus: children will use maps and atlases to name and locate the world's seven continents and five oceans. They will understand human and physical features of each continent. Learn how the Earth spins, creating day and night in different countries.	History: How did we learn to fly? Key Question: How did we learn to fly? Focus: Learning about the history of flight by placing significant events on a timeline and discovering the individuals who helped shape aviation.
R.E.	Christianity Key Question: <i>Is it possible to be kind to everyone all of the time?</i>	Christianity Key Question: <i>Why do Christians believe God gave Jesus to the world?</i> Do I know how to live a good life? Are people	Judaism Key Question: <i>How important is food in Jewish festivals?</i>	Christianity Key Question: Why and how do Christians have Lent?	Islam Key Question: <i>Does prayer help Muslims in their daily life?</i> Do I pray and how does it help me?	Comparison Topic Key Question: <i>How do different religions pray?</i> Do I pray and how does it help me?

	What can I learn from stories of religious traditions? Do I have stories about kindness in my religion? WALT re-tell Bible stories that show kindness, and to explore how this makes Christians behave towards other people.	who believe in God kind to other people? WALT understand that Jesus was a gift to Christians to help them know how to live a good life.	What food do I eat on my festivals? Does the food remind me of anything? WALT understand how different food helps Jewish people remember the meaning of the different festivals.	What would I give up for Lent? How could I have a fresh start? WALT understand that Lent is a time for Christians to think about their lives and to prepare for a fresh start.	Does it feel special to belong to a community? WALT explain what commitment means to us and to Muslims by knowing that Muslims pray 5 times a day.	Does it feel special to belong to a community? WALT explore the similarities and differences in how different religions pray. (Hinduism, Christianity, Islam)
Art / DT	DT (Mechanism): Moving Monster Focus: Pupils will be able to identify the correct terms for levers, linkages and pivots. They will design monsters suitable for children, which satisfy most of the design criteria and assemble the monster to their linkages.	DT (Cooking and nutrition) - Balanced diet Focus: Pupils will be discovering the importance of a balanced diet and creating a tasty, balanced wrap to meet a design brief.	Art: Drawing: Understanding tone and texture Focus: 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.	Art: Female Artist focus -Sonia Delaunay Focus: The children will create their own abstract art piece using strong colours and geometric shapes	Art: Sculptures Focus: The children will create sculptures using a range of mediums based on London landmarks which will be displayed in a year group exhibition.	DT (Textiles): Puppet Making Focus: Pupils will be able to join fabrics together using pins, staples or glue. They will be able to design and decorate a puppet and use a template and join their two puppets' faces together as one.

Music	Duration Producing vocal and instrumental sounds. Playing rhythmic accompaniments and melodies. Following rhythmic notation (semibreve, minim, crotchet, paired quavers). Singing with increasing vocal control. Instrumental playing techniques. Improving ensemble playing skills.	Christmas Carols Singing with pitch accuracy and increasing vocal control. Following dynamic indications. Responding to visual directions. Performing in time with the music. Singing from memory.	Pulse and Rhythm Singing with pitch accuracy. Following rhythmic notation (semibreve, minim, crotchet, paired quavers). Accompanying songs with a combination of beat, rhythm and rhythmic ostinati (repeated patterns). Rhythmic composition using dot and stick notation.	Pitch Playing simple tunes on tuned percussion instruments. Accompanying songs combining melody and drone. Following dot notation. Melodic improvisation with three notes. Improving ensemble skills.	Timbre, Tempo, Dynamics Singing with confidence. Creating music in response to a non-musical stimulus. Improvising vocally and on untuned percussion instruments within a given structure. Combining vocal and instrumental descriptive sounds. Improving ensemble skills.	
Indoor P.E.	Team Building Pupils develop their communication and problem-solving skills. They work individually, in pairs and in small groups. Throughout, there is an emphasis on teamwork. They learn to discuss, plan and reflect on ideas and strategies. They lead a partner whilst considering safety. Pupils have the opportunity to show honesty and fair play.	Gymnastics Pupils learn to explore and develop basic gymnastic actions on the floor and using apparatus. They develop gymnastic skills of jumping, rolling, balancing and travelling individually and in combination to create short sequences and movement phrases. Pupils develop an awareness of compositional devices when creating	Movement Pupils will explore space and how their body can move to express and idea, mood, character or feeling. They will expand their knowledge of travelling actions and use them in relation to a stimulus. They will build on their understanding of dynamics and expression. They will use counts of 8 consistently to keep in time with the music and a partner. Pupils will	Forest School Milder weather supports younger pupils as they develop confidence, curiosity and independence outdoors.	Striking and Fielding Pupils develop their understanding of the principles of striking and fielding games. They develop the skills of throwing and catching, tracking and retrieving a ball and striking a ball. They begin to self-manage small sided games. Pupils learn how to score points and play to the rules. Pupils will begin to think about how to use skills, strategies and tactics to outwit the	Fitness Pupils will take part in a range of fitness activities to develop components of fitness. Pupils will begin to explore and develop agility, balance, co-ordination, speed and stamina. Pupils will be given the opportunity to work independently and with others. Pupils will develop perseverance and show determination to work for longer periods of time.

		sequences to include the use of shapes, levels and directions. They learn to work safely with and around others and whilst using apparatus. Pupils are given opportunities to provide feedback to others and recognise elements of high-quality performance.	also explore pathways, levels, shapes, directions, speeds and timing. They will be given the opportunity to work independently and with others to perform and provide feedback beginning to use key terminology.		opposition appropriate to the situation.	
Outdoor P.E.	Ball Skills Pupils will develop their fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball. Pupils will have the opportunity to work independently, in pairs and small groups.	Sending and Receiving Pupils will develop their sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball. They will also use equipment to send and receive a ball. Pupils will be given opportunities to work with a range of different sized balls. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by rules to keep themselves and others safe.	Target Games Pupils develop their understanding of the principles of target games. Pupils learn how to score points and play to the rules. They develop the skills of throwing, rolling, kicking and striking targets. They begin to self-manage their own games selecting and applying the skills they have learnt appropriate to the situation.	Invasion Games Pupils develop their understanding of invasion games and the principles of defending and attacking. They use and develop skills such as sending and receiving with both feet and hands, as well as dribbling with both feet and hands. They have the opportunity to play uneven and even sided games. They learn how to score points in these types of games and learn to play to the rules.	Athletics pupils will develop skills required in athletic activities such as running at different speeds, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently. They learn how to improve by identifying areas of strength as well as areas to develop.	Striking and Fielding Pupils develop their understanding of the principles of striking and fielding games. They develop the skills of throwing and catching, tracking and retrieving a ball and striking a ball. They begin to self-manage small sided games. Pupils learn how to score points and play to the rules. Pupils will begin to think about how to use skills, strategies and tactics to outwit the opposition appropriate to the situation.

PSHE	Being me in my World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
	Hopes and fears for the year	Assumptions and stereotypes about gender	Achieving realistic goals	Motivation	Different types of family	PANTS rule
	Rights and responsibilities (class charter)	Understanding bullying	Perseverance	Healthier choices	Physical contact boundaries	Life cycles in nature
	Rewards and consequences	Standing up for self and others	Learning strengths	Relaxation	Friendship and conflict	Growing from young to old
	Safe and fair learning environment Valuing contributions	Making new friends	Learning with others	Healthy eating and nutrition	Secrets	Increasing independence
	Choices Recognising feelings	Gender diversity	Group co-operation	Healthier snacks and sharing foo	Trust and appreciation	Differences in female and male bodies (correct terminology)
		Celebrating difference and remaining friends	Contributing to and sharing success		Expressing appreciation for special relationships	Assertiveness
						Preparing for transition