

Autumn Term : Year 2 2025/2026

	Autumn 1 st half						Autumn 2 nd half					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
English	Text: The Tiger Who Came for Tea by Judith Kerr Writing outcomes: A wanted poster, invitation, narrative Grammar: expanded noun phrases and simple conjunctions Spelling: Phase 5 GPCs and homophones			Text: The Tin Forest by Helen Ward Writing outcomes: Description, diary entry, instructions Grammar: Expanded noun phrases, commas in a list, sentence types (commands) Spelling: Homophones and common exception words			Text: Poetry- Little Goose’s Autumn by Elli Woollard Writing outcomes: Poetry, descriptive writing, narratives Grammar: Adverbs, past tense Spelling: Common exception words and homophones			Text: The Great Fire of London by Emma Adams Writing outcomes: Diaries, non-chronological reports, instruction texts Grammar: Conjunctions, present and past tense, different sentence types Spelling: ge’ and ‘dge’ at the end of words, /s/sound spelt ‘c’ before ‘e’, ‘i’ and ‘y’, homophones		
Guided Reading	Journey by Aaron Becker		Good Little Wolf by Nadia Shireen		After the Fall by Dan Santat		The Great Fire of London by Emma Adams			The Baker’s Boy and the Great Fire of London by Tom and Tony Bradman		
Maths (White Rose Scheme)	Number: Place Value Numbers to 20 Count objects to 100 by making 10s Recognise tens and ones Use a place value chart Partition and write numbers to 100 Use 10s and 1s on a number line Estimate numbers on a number line Compare and order objects and numbers Count in 2s, 5s, 10s and 3s				Number: Addition and Subtraction Addition and subtraction bonds up to 20 Bonds to 100 Related number facts Add and subtract 1s and by making 10 Add three 1-digit numbers Add to the next 10 and across a 10		Number: Addition and Subtraction Subtract across 10 and from a 10 Subtract a 1-digit number from a 2 digit number 10 more, 10 less Add and subtract 10s and two 2-digit numbers Compare number sentences Missing number problems			Geometry: Shape Recognise 2D and 3D shapes Count sides and vertices on 2D shapes Draw 2D shapes Find and use lines of symmetry on shapes Sort 2D shapes Count faces, edges and vertices on 3D shapes Sort 3D shapes Make patterns with 2D and 3D shapes		
Science	Materials Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching						Plants (Part 1) 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					
History / Geography	Geography: Why does it matter where our food comes from?						History: Was London better before or after The Great Fire?					
Computing	Computing Systems and Networks - Information Technology around us Look at information technology at school and beyond. Investigate how information technology improves our world. Use information technology responsibly						Creating Media - Digital Photography Recognise that different devices can be used to capture photographs and gain experience capturing, editing, and improving photos. Recognise that images they see may not be real.					
Religions and Worldviews	Why do we need to give thanks?						What do candles mean to people?					
PSHE	Safety Circles & Internet Safety activities Rights, Rules & Responsibilities Citizenship: <ul style="list-style-type: none">Understanding rulesDecision making and responsibilities						Anti-bullying week activities. Anti-bullying Myself and My Relationships: <ul style="list-style-type: none">Defining and understanding what bullying isBuilding positive and safe relationships Diversity and Communities					

			Citizenship: <ul style="list-style-type: none">• Personal and family identities• Understanding communities	
E-Safety (Project Evolve)	Privacy and security Explain how passwords can be used to protect information, accounts and devices. Explain and give examples of what is meant by ‘private’ and ‘keeping things private’ Describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords). Explain how some people may have devices in their homes connected to the internet and give examples (e.g. lights, fridges, toys, televisions).		Online Reputation Explain how information put online about someone can last for a long time. Describe how anyone’s online information could be seen by others Know who to talk to if something has been put online without consent or if it is incorrect. Online Bullying – Address these during anti bullying fortnight. Explain what bullying is, how people may bully others and how bullying can make someone feel Explain why anyone who experiences bullying is not to blame Talk about how anyone experiencing bullying can get help	
Art / DT	Art: Concentric circle paintings inspired by Wassily Kandinsky		DT: Mechanical systems (wheels and axles): Fire engines Art: Sketching Skills (Y2.1)	
PE (indoor)	Gym – Points of Contact		Gym – Points of Contact	Dance – Great Fire of London
PE (outdoor)	Multi-Skills - Fundamental 1		Multi-Skills - Fundamental 1	Multi-Skills - Fundamental 2
Music	<i>Ourselves</i> Musical focus: Exploring sounds	<i>Number</i> Musical Focus: Beat	<i>Class Choir:</i> Rehearsing Productions Songs	<i>Out and About</i> Musical Focus: Pitch and Structure
Visits/experiences			Visit to Cambridge Fire Station Christmas Y1/2 Production Performance	

Spring Term : Year 2 2025/2026

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	Spring 1 st half						Spring 2 nd half						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	
English	Text: Gorilla by Anthony Browne Writing outcomes: Letters, retellings, narratives Grammar: Noun phrases, conjunctions, apostrophes, suffixes, comparatives and superlatives Spelling: ai/sound spelt ‘y’, Common exception words could, should, would, contractions, adding suffixes			Text: The Tunnel by Anthony Browne Writing outcomes: Letters, descriptions, narratives Grammar: Suffixes, adverbs, tense Spelling: /i:/ sound spelt ‘ey’ Near homophones, Adding ‘-ing’, ‘-ed’, ‘-er’, ‘-est’ and ‘-y’ to words of one syllable ending in a single consonant after a single vowel, Common exception words			Text: A range of food poetry, including, ‘Fruits: A Caribbean Counting Poem’ by Valerie Bloom Writing outcomes: A range of poems about food Grammar: Adding suffixes -ful and –less, adverbs Spelling: /p/ spelt ‘a’ after ‘w’ and ‘qu’, /3/ spelt ‘s’, segmentation ,and syllable clapping. Homophones			Text: The Bear and the Piano by David Lichfield Writing outcomes: Letters, adverts, recounts, narratives Grammar: Apostrophes, sentence types, tenses Spelling: Adding ‘-es’ to nouns and verbs ending in ‘y’, the possessive apostrophe, adding suffixes ‘-ful’, ‘-less’ and ‘-ly			
Guided Reading	Voices in the Park by Anthony Browne			Hansel and Gretel by Anthony Browne			First Stories for Thinking by Robert Fisher			Fantastically Great Women Who Changed the World by Kate Pankhurst			
Maths (White Rose Scheme)	Measurement: Money Count money – pounds and pence (notes and coins) Make the same amount Compare and calculate money Make a pound Find change Two-step problem		Number: Multiplication and Division Recognise make and add equal groups Introduce multiplication symbol Multiplication sentences Use arrays Make equal groups – grouping, sharing The two times-table, dividing by 2 Doubling and halving Odd and even numbers				Number: Multiplication and Division The ten times-table and diving by 10 The five times-table and diving by 5	Measurement: Length and Height Measure in centimetres and metres Compare and order lengths and heights Using the four operations with lengths and heights		Measurement: Mass, Capacity and Temperature Compare mass Measure in grams and kilograms Compare volume and capacity Measure in millimetres and litres Use the four operations with mass, volume and capacity Temperature			
Science	Animals including Humans (Part 1 - Animal based) Notice that animals, including humans, have offspring which grow into adults Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene						Animals including Humans (Part 2 - Human based) Notice that animals, including humans, have offspring which grow into adults Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene						
History / Geography	History: Educating Cambridge						Geography: How does the geography of Kampong Ayer compare with the geography of where I live?						
Computing	Programming A - Robot Algorithms Use given commands in different orders to investigate how the order affects the outcome. Learn about design in programming. Develop artwork and test it for use in a program. Design algorithms and then test those algorithms as programs and debug them.						Data and Information - Pictograms Learn how data can be collected in the form of a tally chart. Learn the term ‘attribute’ and use this to help organise data. Present data in the form of pictograms and finally block diagrams. Use the data presented to answer questions.						
Religions and Worldviews	How do we know some people feel a special connection to a god?						What is a prophet?						
PSHE	Financial Capability Economic wellbeing: • Money in different/familiar contexts						Drug Education Healthy and Safer Lifestyles: • Medicines • Safety rules						

Year 2 Curriculum Overview 2025/26



E-Safety (Project Evolve)	Online Relationships Examples of how someone might use technology to communicate with others they don't also know offline and explain why this might be risky. (e.g. email, online gaming, a pen-pal in another school / country). Explain who I should ask before sharing things about myself or others online. Describe different ways to ask for, give, or deny my permission online and can identify who can help me if I am not sure.		Managing Online Information Use simple keywords in search engines Demonstrate how to navigate a simple webpage to get to information I need (e.g. home, forward, back buttons; links, tabs and sections).	
Art / DT	DT: Chick puppets Art: Sketching Skills (Y2.2)		Art: Printing and collages inspired by Xgaoc'o X'are and Megan Coyle	
PE (indoor)	Dance – Great Fire of London		Gym – Ball, Tall and Wall	
PE (outdoor)	Multi-Skills - Fundamental 2		Multi-Skills - Fundamental 3	
Music	<i>Animals</i> <i>Musical Focus: Pitch</i>	<i>Our bodies</i> <i>Musical Focus: beat</i>	<i>Number</i> <i>Musical Focus: Beat</i>	<i>Story time</i> <i>Musical Focus: Exploring sounds</i>
Visits/experiences	Chicks to hatch		Visit to Church Farm	

Summer Term : Year 2 2025/2026

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	Summer 1 st half							Summer 2 nd half					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6		Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
English	Text: Lila and the Secret of Rain by David Conway Writing Outcomes: Letters, descriptions and diaries Grammar: Commas in lists, adverbials and progressive tense Spelling: The /l/ or /əl/ sound spelt ‘-el’ at the end of words, Adding endings‘-ing’, ‘-ed’, ‘-er’, and ‘-est’ to words ending in ‘-y’, words including /ɔ:/ spelt ‘a’ before ‘l’ and ‘ll’ and /ɔ:/ spelt ‘a			Texts: Non-fiction animal books Writing Outcomes: Poetry, animal spotter’s guide, non-chronological report Grammar: noun phrases, conjunctions and cohesion Spelling: Suffixes‘-ment’ and ‘-ness’ The /ɜ:/ sound spelt ‘or’ after ‘w’/l/ or /əl/ The sound spelt ‘-al’ at the end of Words.				Text: The Owl and the Pussy Cat by Edward Lear Writing Outcomes: Instructions, retellings, new narratives Grammar: conjunctions for subordination, commas in lists, apostrophes for contractions and possession Spelling: Momophones, sounds spelt ‘il’ at the end of words.			Text: Flotsam by David Weisner Writing Outcomes: Recounts, descriptions, narratives Grammar: Past tense verbs, questions, conjunctions, noun phrases Spelling: Revision of the Year 2 programme of study and spelling patterns that the children found most challenging.		
Guided Reading	Aesop’s Fables by Michael Rosen							Jasper and Scruff by Nicola Coton					
Maths (White Rose Scheme)	Number: Fractions Introduction to parts, wholes, equal and unequal parts Recognise and find a half Recognise and find a quarter Recognise and find a third Find the whole Unit and non-unit fractions Recognise the equivalence of a half and two quarters Recognise and find three-quarters Count in fractions up to a whole			Measurement: Time O’clock and half past Quarter past and quarter to Tell the time past and to the hour Tell the time to 5 minutes Minutes in an hour and hours in a day				Statistics Make tally charts Tables Block diagrams Draw and interpret diagrams (1-1) Draw and interpret diagrams (2, 5 and 10)		Geometry: Position and direction Language of position Describe movements and turns Shape patterns with turns		Consolidation activities	
Science	Plants (Part 2) 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							Living Things and their Habitats Explore and compare the differences between things that are living, dead, and things that have never been alive Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other Identify and name a variety of plants and animals in their habitats, including microhabitats Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food					
History / Geography	History: Who was Rosa Parks and why should she be remembered?							Geography: Why do people like to be beside the seaside?					
Computing	Creating Media - Making Music Using a computer to create music. Learners will compare creating music digitally and non-digitally. Learners will look at patterns and purposefully create music.							Programming B - An Introduction to Quizzes Recaps on learning from the Y1 Scratch Jr unit. Understand that sequences of commands have an outcome, and make predictions based. Use and modify designs to create their own quiz questions in Scratch Jr using blocks of code. Evaluate their work and make improvements to their programming projects.					
Religions and Worldviews	How do some people talk to God?							Where do some people talk to God?					

PSHE	Personal Safety Healthy and Safer Lifestyles: <ul style="list-style-type: none">• Feeling safe and sharing worries• Bodily autonomy		Managing Change Myself and My Relationships: <ul style="list-style-type: none">• Times of loss and change• Emotions involved with change Relationships and Sex Education Healthy and Safer Lifestyles: <ul style="list-style-type: none">• Babies, to children, to adults• Caring families	
E-Safety (Project Evolve)	Managing Online Information Explain what voice activated searching is and how it might be used, and know it is not a real person (e.g. Alexa, Google Now, Siri). Explain the difference between things that are imaginary, ‘made up’ or ‘make believe’ and things that are ‘true’ or ‘real’ Explain why some information I find online may not be real or true.		Copyright and ownership Recognise that content on the internet may belong to other people Describe why other people’s work belongs to them Recap elements of E-safety based on need.	
Art / DT	DT: Cooking and nutrition: Making salad Art: Sketching Skills (Y2.3)		Art: Mini-beast sculptures inspired by Jan van Kessel the Elder	
PE (indoor)	Dance – Great Fire of London		Dance – Magical Friends	
PE (outdoor)	Multi-Skills - Fundamental 2		Athletics - Sports Day Skills	
Music	<i>Seasons</i> <i>Musical Focus: Pitch</i>	<i>Weather</i> <i>Musical Focus: Exploring Sounds</i>	<i>Water</i> <i>Musical Focus: Pitch</i>	<i>Travel</i> <i>Musical Focus: Performance</i>
Visits/experiences			Visit to Hunstanton and the Sea Life Centre	