

Curriculum 2025/2026 – Year 2



	Autumn 1- Bravery vs fear	Autumn 2- A twist in the tale	Spring 1- Change & relationships
Writing 	Writing Root/Spelling Seed Text The Bear Under the Stairs By Helen Cooper The Minpins By Roald Dahl The Bear and the Piano By David Litchfield	Writing Root/Spelling Seed Text Me and You By Anthony Browne Wolves By Emily Gravett Jim and the Beanstalk By Raymond Briggs	Writing Root/Spelling Seed Text The Owl and the Pussy-cat By Edward Lear Tadpole's Promise By Jeanne Willis Grandad's Camper By Harry Woodgate
	Length 15 Sessions, 3 Weeks Outcomes Information text File of fears entry, letters seeking and giving advice, oral retellings Own version adventure narrative Danger posters, setting descriptions, character descriptions, information reports, postcards Own version narrative about bravery Speech bubbles, letters of advice, postcards, writing in role, retellings, information poster	Length 15 Sessions, 3 Weeks Outcomes Sequel story Wanted posters, letters, retellings, speech bubbles, retellings from another point of view Non-chronological leaflet Captions, information writing, letters, warning poster, labels Sequel story Narrative re-telling (including dialogue), thought bubbles, informal letters	Length 10 Sessions, 2 Weeks Outcomes Rhyming poem Letters, interviews, lists, instructions Own version narrative / extended explanation Simple explanations, speech bubbles, setting descriptions, thought bubbles Sequel narrative Labels, memories poems, interviews, photo album captions, 'Wish you were here' postcards
Reading 	Reading Leaf Text Rabbit and Bear By Julian Gough and Jim Field A Book of Bears By Katie Viggers Hotel Flamingo By Alex Milway	Reading Leaf Text The Spider and the Fly By Mary Howitt and Tony DiTerlizzi After the Fall By Dan Santat Cinderella: An Art Deco Fairy Tale By Lynn Roberts-Maloney and David Roberts Dixie O' Day: In The Fast Lane By Shirley Hughes & Clara Vulliamy	Reading Leaf Text Too Small Tola By Atinuke Fanatical About Frogs By Owen Davey The Magic Finger By Roald Dahl
	Length 15 Sessions, 3 Weeks 12 Sessions, 2 Weeks 15 Sessions, 3 Weeks	Length 10 Sessions, 2 Weeks 15 Sessions, 3 Weeks 10 Sessions, 2 Weeks 15 Sessions, 3 Weeks	Length 12 Sessions, 2 Weeks 12 Sessions, 2 Weeks 12 Sessions, 2 Weeks
	Spring 2- Creation & conservation	Summer 1- Fictional worlds & fantasy	Summer 2- Urban metropolis
Writing 	Writing Root/Spelling Seed Text The Journey Home By Frann Preston-Gannon We Are Water Protectors By Carole Lindstrom Dear Earth By Isabel Otter and Clara Anganuzzi	Writing Root/Spelling Seed Text The Dragon Machine By Helen Ward Lizzy and the Cloud By The Fan Brothers Ocean Meets Sky By The Fan Brothers Toys in Space By Mini Grey	Writing Root/Spelling Seed Text Rosie Revere, Engineer By Andrea Beaty A Walk in London By Salvatore Rubbino Last Stop on Market Street By Matt de la Peña The Great Fire of London By Emma Adams & James Weston Lewis
	Length 15 Sessions, 3 Weeks Outcomes Persuasive letter Posters, lists, postcards, wanted posters, information report, short stories Environmental campaign List poems, non-chronological reports (animals), chronological reports (life-cycles), character descriptions, protest signs Informative leaflet Future aspirations, a set of instructions, poems, travel blogs/vlogs, persuasive speeches, letters	Length 15 Sessions, 3 Weeks Outcomes Own version dragon story Dragon guide and encyclopaedia, letters of advice, dragon machine explanation, shopping list, description, letters in role Guidebook for how to care for a cloud Descriptions, adverts / market stall pitches, letters of advice, postcard in role Extended fantasy narrative Setting and character descriptions, labels, diary entry, postcard, captain's log, instructions, dialogue Own version fantasy world narrative Found posters, diary entries, speech bubbles, notes of advice, space logs, invitations, fantasy setting descriptions	Length 15 Sessions, 3 Weeks Outcomes Explanation text Short explanation, advertisement, letter of advice, school report card (character description), invention description 'A Walk In' guidebook Instructions, persuasive poster, setting descriptions, captions, postcards, diary entry Own version narrative Metaphor poetry, simple character descriptions, interview questions, senses poetry, advert, advice slips, letter Information booklet Persuasive posters, warning posters (instructional writing), speech bubbles, letters of advice, certificates
Reading 	Reading Leaf Text There's a Rang-Tan in my Bedroom By James Selick and Frann Preston-Gannon Lost Species By Jess French and Daniel Long RHS The Magic and Mystery of Trees By Jen Green	Reading Leaf Text Eric By Shaun Tan Cakes in Space By Phillip Reeve and Sarah McIntyre The Ride-by-Nights By Walter de la Mare	Reading Leaf Text Ada Twist and the Perilous Pants By Andrea Beaty The Street Beneath my Feet By Charlotte Guillian Grimwood By Nadia Shireen
	Length 10 Sessions, 2 Weeks 12 Sessions, 2 Weeks 15 Sessions, 3 Weeks	Length 12 Sessions, 2 Weeks 15 Sessions, 3 Weeks 10 Sessions, 2 Weeks	Length 12 Sessions, 2 Weeks 15 Sessions, 3 Weeks 15 Sessions, 3 Weeks

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths 	Place Value Number- Addition and subtraction	Number- Addition and subtraction Geometry- Shape	Number- Multiplication and division Measurement- Money	Measurement- Length and perimeter Measurement- mass, capacity and temperature	Fractions Measurement- Time	Geometry- Position and direction Statistics



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<p>Science</p>	<p>Animals Including Humans</p> <p>In this unit, we will learn about the life cycles and basic needs of animals including humans and how to keep ourselves healthy.</p>	<p>Living Things and their Habitats</p> <p>In this unit, we will learn about the habitats of different living things and how they are connected to other living things within their habitat.</p>	<p>Everyday Materials</p> <p>In this unit, we will learn about the properties of different materials, where they come from and how they can change when heated or cooled.</p>	<p>Plants and their Growth</p> <p>In this unit, we will learn about a range of plants and their parts as well as seed dispersal and the role of the flower in pollination.</p>	<p>Introduction to Electricity</p> <p>In this unit, we will learn about how electricity is created and used as well as how to stay safe around electricity.</p>	<p>Introduction to Astronomy</p> <p>In this unit, we will learn about the Earth, planets and other bodies that are found in our Solar System.</p>
<p>History</p>	<p>Civilization Study: Mesopotamia</p> <p>In this unit, we will learn that Mesopotamia was an ancient land between the River Tigris and the River Euphrates, where the first cities were started.</p>	<p>Civilization Study: Ancient Egypt</p> <p>In this unit, we will learn that Ancient Egypt was a civilisation of Ancient North Africa, famous for its pyramids, pharaohs and mummies.</p>	<p>British History: Romans in Britain</p> <p>In this unit, we will learn that the Romans were a group of people who lived almost 2000 years ago in Italy and built an Empire across Europe and invaded Britain.</p>	<p>British History: Anglo Saxons</p> <p>In this unit, we will learn that the Anglo-Saxons were three tribes (Angles, Jutes and Saxons) that came from Germany and Denmark and raided Britain.</p>	<p>British History: Vikings</p> <p>In this unit, we will learn that the Vikings were a group of people from Scandinavia who travelled far and wide for trade and exploration.</p>	<p>British History: Normans</p> <p>In this unit, we will learn that there were different claims and battles to challenge the crown, such as the Battle of Hastings and that England was organised under a feudal system.</p>
<p>DT</p>	<p>Nutrition: Learn about vegetables and where they come from</p> <p>Cooking: Peel, cut and grate to make a vegetable-based product</p> <p>This term, we will learn how to create a healthy vegetable salad. Also, to use technical vocabulary relevant to the project.</p>		<p>Technical Knowledge: Use wheels and axles and join textiles using glue and staples</p> <p>Evaluate: Conduct simple evaluations on how the product works/tastes</p> <p>This term, we will learn how to make mechanisms such as wheels and axles. Also, to use technical vocabulary relevant to the project.</p>		<p>Make: Make axles and textiles with tools and materials</p> <p>Design: Design a moving mechanism, textile and food product</p> <p>This term, we will learn how to create a product out of fabric, using a template and different joining techniques. Also, to use technical vocabulary relevant to the project.</p>	
<p>Geography</p>	<p>The World; Globes and Maps</p>	<p>Egypt</p>	<p>Spatial Sense and the School Setting</p>	<p>Climate</p>	<p>Northern Europe</p>	<p>Regions of the UK</p>



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	<p>In this unit, we will learn about the features of globes and maps and then use these to locate different places and learn about their features and finally explore how people and places are connected.</p>	<p>In this unit, we will learn about the Sahara Desert, tourism in Egypt and the important part the River Nile plays in making Egypt habitable as well as the impact that human activity can have on the river.</p>	<p>In this unit, we will learn how to read and interpret maps using symbols and scale and then present data compiled from the local area into sketch maps and begin to explore land use in the local area.</p>	<p>In this unit, we will learn about the climate in the UK and how this affects human activity as well as how this compares with other countries.</p>	<p>In this unit, we will learn about Scandinavia and the countries that make it up, as well as looking at the climate.</p>	<p>In this unit, we will learn about the United Kingdom and how it is split up into 4 different countries, and that each country has its own capital city and culture.</p>
<p>PSHE</p>	<p><u>Me and my Relationships</u> Our ideal classroom How are you feeling today? Let's all be happy Being a good friend Types of bullying Bullying and teasing</p>	<p><u>Value differences</u> What makes us who we are? My special people How do we make others feel? When someone is feeling left out An act of kindness Solve the problem</p>	<p><u>Keeping Safe</u> Harold's picnic How safe would you feel? What should Harold say? I don't like that Fun or not? Should I tell?</p>	<p><u>Rights and Respect</u> Getting on with others When I feel like erupting Feeling safe Playing games Harold saves for something special How can we look after our environment?</p>	<p><u>Being my best</u> You can do it My day Harold's postcard- helping us keep clean and healthy Harold's bathroom What does my body do? Basic first aid</p>	<p><u>Growing and changing</u> A helping hand Sam moves away Haven't you grown! My body, your body Respecting privacy Some secrets should never be kept</p>
<p>Religious Education</p>	<p><i>Why is light an important symbol for Christians, Jews and Hindus?</i></p> <p>Christian, Jewish, Hindu</p>		<p><i>What does the nativity story teach Christians about Jesus?</i></p> <p>Christian</p>	<p><i>How do Christians How do Jewish people celebrate faith fa... Passover?</i></p> <p>Christ... Jewish</p>		<p><i>Why do people have different views about the idea of God?</i></p> <p>Multi / Humanist</p>
<p>Music</p>	<p>Questions and Answers (featuring Hello plus Hey Friends) Year 2 Unit 1 Learning Objectives</p> <ol style="list-style-type: none"> Understand what timbre means and identify percussion instruments by their sound. Improvise using Question and Answer phrases on untuned instruments. 	<p>Let's Keep Singing (featuring The Wee Kirkudbright Centipede, Babushka & Little Angel Gets Her Wings) Year 2 Unit 2 Learning Objectives</p> <ol style="list-style-type: none"> Sing songs with increasing accuracy and control. Demonstrate an understanding of dynamics and tempo following written or visual instructions. 	<p>Sound And Symbol 1 (featuring Glockenspiel Music World Course - Part 1) Year 2 Unit 3 Learning Objectives</p> <ol style="list-style-type: none"> Play three notes on a tuned instrument, understanding which is the lowest, middle and highest pitch. Recognise the sound of different families of instruments and how each make a sound. 	<p>Sound And Symbol 2 (featuring Glockenspiel Music World Course - Part 2) Year 2 Unit 4 Learning Objectives</p> <ol style="list-style-type: none"> Recognise and write music using dots (blobs), sticks & stave notation. Understand and use graduation of dynamics such as crescendo (getting louder) to add interest to a performance. 	<p>Around The World (featuring Hands Feet Heart) Year 2 Unit 5 Learning Objectives</p> <ol style="list-style-type: none"> Listen to music from around the world. Explore tempo, understanding that music can be at different speeds. 	<p>The Power of Communication featuring It's OK (Please Just Say) Year 2 Unit 6 Learning Objectives</p> <ol style="list-style-type: none"> Communicate the meaning of the song with our voices and sign language. Sing short vocal phrases independently.
<p>Computing</p>	<p> Food, yum, chefs</p> <p>In this unit, we will be exploring and developing our filmmaking skills. We will be using recording devices for the first time and working in groups to create a video.</p>	<p> Get up and go!</p> <p>In this unit, we will learn about collecting data, creating, organising and inputting the information into different types of graphs and using this to interpret the data collected.</p>	<p> Ocean Exploration</p> <p>In this unit, we will learn how to create an online presentation by adding information, pictures, videos and links while adding in transitions and animation to make it more interesting.</p>	<p> Botanists</p> <p>In this unit, we will learn how to use Google Sheets to organise and collect information; we will be able to make different types of graphs to show our findings.</p>	<p> Book Creators</p> <p>In this unit, we will learn to create our own e-book using an online digital platform.</p>	<p> Game Developers</p> <p>In this unit, we will learn to use block coding to create a video game using Scratch.</p>



<p>Art & Design</p> 	 <p>Mesopotamia Elements of Art</p> <p>In this unit, we will learn about creating different types of sculptures, the techniques needed and how to create a mosaic.</p>	 <p>Ancient Egyptian Art</p> <p>In this unit, we will learn about Ancient Egyptian artwork including sculptures and the use of symbols in their designs.</p>	 <p>Elements of Art: Shape and Texture</p> <p>In this unit, we will look at a range of work from famous artists including Wassily Kandinsky, Joan Miró, Henri Matisse, Vincent van Gogh, Leonardo da Vinci and Maurice Sendak and how to create art in the same style.</p>	 <p>Medieval Art</p> <p>In this unit, we will learn about medieval writing and how it was turned into a piece of art by decorating some of the letters and how to create a print of a medieval image.</p>	 <p>Patterns and Printmaking</p> <p>In this unit, we will learn about how motifs are used as a starting point for a pattern when using a variety of printmaking techniques</p>	 <p>Portraits and Self-Portrait</p> <p>In this unit, we will learn how to draw both portraits and self-portraits in the style of notable artists including Pablo Picasso, Leonardo da Vinci and Paul Klee.</p>
	 <p>Ball skills (12 lessons)</p> <p>In Year 2 ball games, pupils apply and refine their fundamental movement and ball-handling skills into simple modified games where they practice sending, receiving, moving with and controlling a ball in game-like situations. Lessons typically involve activities that encourage accurate passing and catching, teamwork, spatial awareness, decision-making and applying simple attacking and defending ideas through fun, small-sided games and challenges. These experiences support the KS1 national curriculum expectations by helping pupils master basic movement skills, participate in team games, follow simple rules and enjoy being physically active in a variety of game contexts</p>	 <p>Football Fundamentals (6 lesson)</p> <p>In Year 2, football fundamentals in Physical Education help pupils build on basic movement skills by focusing specifically on key football techniques. Children practice dribbling, passing, receiving and kicking with increasing control and consistency, developing balance, coordination and ball awareness. Through structured warm-ups, skill drills and small-sided games, pupils learn to apply these skills in game-like situations, begin to use simple tactics for attacking and defending and understand the importance of teamwork and fair play. These football activities support pupils to meet the Key Stage 1 PE National Curriculum goals by developing competence in fundamental movement skills and confidence in a range of physical activities.</p>	 <p>Rugby Funs (6 Lessons)</p> <p>In Year 2 tag rugby, pupils build on fundamental movement skills like running, dodging, and balancing, both with and without a ball. They practice ball-handling, including passing, catching, and tagging safely instead of tackling. Through small-sided team games, they develop cooperation, communication, and simple attacking and defending tactics while learning basic rules and fair play. These activities support the KS1 curriculum by promoting physical confidence, coordination, and teamwork in enjoyable, non-contact games.</p>	 <p>Gymnastics (6 lessons)</p> <p>In Year 2 gymnastics, pupils focus on developing balance, agility, co-ordination and body management by exploring basic actions such as travelling, jumping, rolling and simple balances and linking these into short sequences with control at different speeds and levels. They work on core strength and controlled movement to transition between actions and perform gymnastic elements safely, often using floor work and basic apparatus in a fun, creative way. This supports the KS1 national curriculum aim for pupils to become increasingly competent and confident in fundamental movement skills, extending their agility and co-ordination individually and with others through a broad range of activities.</p>	 <p>Ball games (6 Lessons)</p> <p>In Year 2 ball games, pupils apply and refine their fundamental movement and ball-handling skills into simple modified games where they practice sending, receiving, moving with and controlling a ball in game-like situations. Lessons typically involve activities that encourage accurate passing and catching, teamwork, spatial awareness, decision-making and applying simple attacking and defending ideas through fun, small-sided games and challenges. These experiences support the KS1 national curriculum expectations by helping pupils master basic movement skills, participate in team games, follow simple rules and enjoy being physically active in a variety of game contexts</p>	 <p>Cricket (6 lessons)</p> <p>In Year 2 Kwik Cricket, pupils develop and refine fundamental striking and fielding skills by practicing underarm bowling with control, throwing and catching accurately, and using a bat to hit a ball off a tee or rolled ball towards a target. They apply these skills in modified, small-sided Kwik Cricket activities, taking turns batting, bowling and fielding, and begin to use simple team tactics while cooperating with others. These activities align with the KS1 national curriculum expectations for Year 2 by helping pupils master basic movement skills, use running, throwing and catching in combination, follow simple game rules and enjoy being physically active in a team game context.</p>



Tennis
(6 lessons)

In Year 2, **tennis fundamentals** in Physical Education help pupils develop core movement and racket skills through fun, structured activities. Children practice **hand-eye coordination**, controlling a ball with a racket, hitting from a stationary position and while moving, and learning to **serve, rally and track the ball** with increasing control. Through skill drills and simple game-like situations, pupils develop balance, agility and spatial awareness, begin to apply **basic tactics** such as finding space and sustaining a rally, and learn to follow simple rules. These tennis activities encourage teamwork, communication and enjoyment of physical activity, supporting pupils to build confidence and make progress within the **Key Stage 1 PE National Curriculum**.



Fitness
(6 Lessons)

In Year 2, children's **fitness work** linked to tag rugby on Primary PE Planning would focus on developing **balance, agility, coordination and stamina** through age-appropriate fitness activities that support movement skills used in sport — such as running, dodging, quick changes of direction and sustained movement in game-like situations. These fitness elements would be practiced through fun exercises and mini-circuits that build cardiovascular endurance and muscular control while keeping pupils active and engaged. This approach aligns with the **KS1 national curriculum expectations** that pupils should master basic movements, develop agility and co-ordination, and experience a broad range of physical activities that help them become confident, healthy and active participants in physical education.

Ball skills
(6 lessons)

In Year 2 **ball skills**, pupils build on their Year 1 learning by practicing a range of core ball handling and manipulation skills such as **throwing (overarm and underarm), catching, rolling, dribbling and passing with both hands and feet**, focusing on improving **accuracy, control and coordination**. They apply these skills in **simple games and activities** that require decision-making, cooperation and communication with others, using key vocabulary and techniques to move and handle balls confidently in different ways. This development of fundamental movement and interpersonal skills supports the **KS1 national curriculum expectations** for mastering basic movements, participating in team games and developing confidence and enjoyment in physical activity.



Athletics
(6 lessons)

In Year 2 **athletics**, pupils focus on developing and refining core **running, jumping and throwing skills** through a series of progressive activities that encourage balance, coordination, control and personal improvement. They practice running with good technique and controlled movement, perform long-jump style actions with correct take-off and landing, and throw objects with increasing accuracy, height and distance — often working towards personal bests in simple mini-challenges. These activities are delivered in fun, varied stations or short games that help children enjoy physical activity while building their fitness and confidence. This approach aligns with the **KS1 national curriculum expectations** for Year 2 by extending fundamental movement skills and engaging pupils in a broad range of physical activity.