



Curriculum Overview 2025-26
Year Group: Year 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English (see Pathways Writing progression grid for more details)	<p>Troll Swap by Leigh Hodgkinson</p> <p>Outcome: Fiction – Story with character focus</p>	<p>The Owl Who Was Afraid of the Dark by Jill Tomlinson</p> <p>Outcome: Non-chronological report</p>	<p>The Dragon Machine by Helen Ward</p> <p>Outcome: Fiction – Story with adventure focus</p>	<p>My Name is Not Refugee by Kate Milner</p> <p>Outcome: Recount – Diary entry</p>	<p>The Last Wolf by Mini Grey</p> <p>Outcome: Letter</p>	<p>Grandad's Secret Giant by David Litchfield</p> <p>Outcome: Fiction – Story with a moral focus</p>

Maths	See White Rose scheme overview: https://whiteroseeducation.com/resources?year=year-2-new&subject=maths
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<p>History</p>		<p>Why was Guy Fawkes significant?</p> <p>This topic will enable children to talk about Guy Fawkes' national historical significance and the cause and consequences of his actions. They will begin by placing him on a timeline along with units from Year 1 using the term "a long time before". Using secondary sources of stories and pictures, the children will learn the sequence of events leading up to the gunpowder plot and how the plan was stopped.</p> <p>They will discuss what happened as a result of Guy Fawkes' plot and how we celebrate his failure today.</p> <p>By the end of the unit the children will be able to give a simple historical account of Guy Fawkes and his actions using historical vocabulary.</p>	<p>Why was Rosa Parks significant?</p> <p>This topic will enable children to recognise the significance of Rosa Parks and her actions. They will begin by placing the event on the ongoing timeline. Using secondary sources of recounts and stories, the children will make simple observations about different types of people and beliefs within a society. They will look at the cause and consequences of the Montgomery Bus Boycott and make comparisons to life today.</p> <p>By the end of the unit the children will be able to explain why Rosa Parks is significant, including why she did what she did and how it changed society.</p>		<p>Why was the Great Fire of London significant?</p> <p>This topic will enable children to recognise The Great Fire of London as a national significant event. They will begin by placing the event on the ongoing timeline then they will learn the cause and consequences of the fire through secondary sources, in particular Samuel Pepys' diary. Through the topic, the children will identify similarities and differences between ways of life then and now and recognise the impact of this on the event.</p> <p>By the end of the</p>	
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					<p>unit the children will be able to give a simple historical account of The Great Fire of London using specific vocabulary and historical terms.</p>	
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Geography	<p>What is the difference between a city and a country?</p> <p>Be able to name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.</p> <p>Know the difference between a city and a country. Be able to use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features in the UK.</p> <p>Be able to</p>			<p>What is beyond the coast?</p> <p>Be able to locate the world's oceans on a map and know where they are in relation to the Equator, South Pole and North Pole.</p> <p>Be able to describe these locations using locational and directional language.</p> <p>Using fieldwork and observational skills, they will be able to identify the key features of a beach (both physical and human).</p> <p>Through fieldwork, they will also be able to identify the key features of a coast, a harbour and/or a cliff.</p>		<p>How does Pakistan compare to the UK?</p> <p>Be able to locate Pakistan on a map and know where it is in relation to the Equator, South Pole and North Pole.</p> <p>Be able to compare the climate of the UK and Pakistan, focusing on which one is colder and which one is hotter/why this is.</p> <p>Be able to locate its surrounding seas and oceans.</p> <p>Know the key geographical features (both physical and human) of Pakistan including cities, rivers, seasons, mountains, vegetation, weather, jobs, and languages.</p> <p>Be able to compare and contrast these features with those of the UK.</p>
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	use, atlases, aerial photographs and plan perspectives to recognise landmarks and basic human and physical features in the UK.					
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Science	<p>Animals including humans</p> <p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>	<p>Everyday materials</p> <p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p>Habitats</p> <p>Explore and compare the differences between things that are living, dead, and things that have never been alive.</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 different kinds of animals and plants, and how they depend on each other.</p> <p>Identify and name a variety of plants and animals in their habitats, including microhabitats.</p>	<p>Food chains</p> <p>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</p>	<p>Plants</p> <p>Observe and describe how seeds and bulbs grow into mature plants.</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>	<p>Plants</p> <p>Observe and describe how seeds and bulbs grow into mature plants.</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>
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Computing (see progression document for further details)	Digital Literacy – Managing Online Information. Online Reputation.	Digital Literacy – Online Bullying.	Digital Literacy – Copyright and Ownership. Privacy and Security. Coding – 'Create an interactive maths game on Scratch Jr	Digital Literacy – Health, Wellbeing and Lifestyle.	Digital Literacy – Online Relationships. Information Technology project - video creation (masking storytime).	Digital Literacy – Self image and Identity.
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Art	<p>Key concept: Drawing / Printing</p> <p>Artist Focus: Banksy, Maya Hayuk</p> <p>Geography link: What is the difference between a city and a country?</p> <p>The children will look at different types of graffiti and street art. They will learn about the art of Banksy and Maya Hayuk. They will develop their imagination and personal creativity and increase precision in lines and curves within drawing when creating their own graffiti design of their</p>	<p>Key concept: Drawing / Painting / Collage</p> <p>History link: 'Why was Guy Fawkes significant?'</p> <p>The children will revisit the colour wheel and mix primary colours to create secondary colours of different hues. They will then create a Bonfire Night scene and experiment with creating fire illustrations using paint, crayon and collage. They will also create simple portraits of Guy Fawkes using chalk and charcoal.</p>	<p>Key concept: Painting / collage</p> <p>Key artists: Lynette Yiadom-Boakye and Jean-Michel Basquiat</p> <p>History link: Why was Rosa Parks significant?</p> <p>The children will look at the work of modern black artists including Jean-Michel Basquiat and Lynette Yiadom-Boakye and create pieces of art in both their styles.</p>	<p>Key concept: sculpture</p> <p>Key artist: Henri Edmund Cross</p> <p>Geography link: What is beyond the coast?</p> <p>The children will learn about famous coastal artists and create their own coral sculpture.</p>	<p>Key concept: Drawing / painting</p> <p>Key artists: Picasso, Henri Rousseau</p> <p>Science Link: Habitats</p> <p>The children will study and recreate Picasso's animal line drawings. The children will then revisit the work of Henri Rousseau (yr 1) and create their own Pelican picture using watercolours, poster paint and oil pastels.</p>	<p>Key concept: painting</p> <p>Key artist: Yinka Shonibare</p> <p>Geography link: How does Nigeria compare to the UK?</p> <p>The children will look at the traditional design of Ankara cloth from West Africa and create their own designs using water colours and wax (crayon) resist.</p>
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	<p>own initials using felt tips.</p> <p>They will also experiment with monoprinting by making a textured plate (collagraph) of their initials and printing into their sketchbooks.</p>					
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Design and Technology		<p>Textiles</p> <p>Pouches</p> <p>Sew a running stitch with regular-sized stitches and understand that both ends must be knotted. Prepare and cut fabric to make a pouch from a template.</p> <p>Use a running stitch to join the two pieces of fabric together. Decorate their pouch using the materials provided.</p>		<p>Mechanisms</p> <p>Fairground wheel</p> <p>Describe how axles help wheels move a vehicle and design and label a working fairground wheel. Evaluate different designs. Describe the properties of different materials and select appropriate materials for the wheel.</p> <p>Build a stable structure, test elements of the design and adapt the design as necessary. Make the wheel rotate, evaluate a wheel mechanism and adapt it as necessary.</p> <p>Recall that a survey is used to find out what people like, tally results and use the results to inform the design. Add pods for the correct number of people and ensure that the pods stay upright when rotating around a fixed point. Explain the decisions for the pod design.</p>		<p>Cooking and Nutrition</p> <p>Construct a wrap: balanced diet</p> <p>Name the main food groups and identify foods that belong to each group. Describe the taste, feel and smell of a given food. Think of three different wrap ideas, considering flavour combinations. Construct a wrap that meets the design brief and their plan.</p>
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Music	<p>The carnival of the animals</p> <p>Based around five of the movements from Carnival of the animals, pupils will explore ways that the composer – Camille Saint-Saëns – has used instruments, rhythm, articulation, tempo, and pitch to create pictures of the animals in our imaginations.</p>	<p>Composing music inspired by birdsong</p> <p>Many composers have been inspired by birds – their movement, their song and of course, their flight. In this unit, children will begin by watching and listening to birds, and gathering inspiration for their own compositions. They will then learn how to make their birdsong motifs and structure them into a piece.</p>	<p>Orawa</p> <p>Orawa (pronounced 'Arva') describes a huge river. As pupils listen to the music, they will imagine the journey of the river through Europe, and make decisions about the scenery and events it passes on its way. They will make a huge piece of art based on the river's journey and then, borrowing ideas from the composer, invent new music using vocal chants and body percussion.</p>	<p>Trains</p> <p>About the unit This unit is all about modes of transport and specifically train travel. Children will begin by listening and analysing four great pieces of music, each one describing a different vehicle. Then they will discover how composers use volume, speed, and rhythm in their music. Finally, they will create their own transport-inspired pieces.</p>	<p>Swing-a-long with Shostakovich</p> <p>Sing, swing, and sway your way through this unit on metre! Along the way, your pupils will feel patterns of beats in their bodies, swinging in time with a partner and marking the beat using simple body percussion patterns. They will explore how beats are grouped and will devise their own body percussion patterns to demonstrate this. They will begin to identify different metres in familiar songs. Finally, the children will be invited to move freely and creatively to two pieces from Shostakovich's Jazz suites, each in a different metre, using scarves, ribbons, cloths, or even old socks! This unit offers an excellent next step</p>	<p>Charlie Chaplin</p> <p>Film composing is an art form all of its own – different, and distinct from other forms of composition. Composers use moving images (and often story) to inspire, shape, and structure their ideas. In this unit, we will use a film by Charlie Chaplin to help us understand different musical elements.</p>
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					for pupils who have already established a strong sense of beat.	
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RE	Who is a Muslim and what do they believe?	Who is Jewish and what do they believe?	How and why do we celebrate special and sacred times? (Eid focus)	How should we care for others and why does it matter?	How can we learn from sacred books?	How can we learn from sacred books?
	See progression document for further detail					

Dance and Gym	Gym Pathways – straight, zigzag and curving	Dance Space – where? Level, direction, pathway, personal space, general space, formations	Gym Spinning, turning and twisting	Dance Expression & Relationship – who? Solo, duet, trio, quartet, group, props	Gym Stretching, curling and arching	Dance Rhythm, beat, pulse & Unison through Bhangra moves
Outdoor Games	KS1 PE Fundamentals all year.					
	See progression document for further detail on outdoor games					
PSHE	Being me in my world	Celebrating differences	Dreams and goals	Healthy me	Relationships	Changing me

	<p>I can identify some of my hopes and fears for this year I know how to use my Jigsaw Journal</p> <p>I understand the rights and responsibilities for being a member of my class and school</p> <p>I can listen to other people and contribute my own ideas about rewards and consequences</p> <p>I understand how following the Learning Charter will help me and others learn</p>	<p>I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes)</p> <p>I understand that bullying is sometimes about difference</p> <p>I can recognise what is right and wrong and know how to look after myself</p> <p>I know some ways to make new friends</p> <p>I can tell you some ways I am different from my friends</p>	<p>I can choose a realistic goal and think about how to achieve it</p> <p>I can persevere even when I find tasks difficult</p> <p>I can recognise who it is easy for me to work with and who it is more difficult for me to work with</p> <p>I can work cooperatively in a group to create an end product</p> <p>I can explain some of the ways I worked cooperatively in my group to create the end product</p> <p>I know how to share success with other people</p>	<p>I know what I need to keep my body healthy</p> <p>I can show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed</p> <p>I understand how medicines work in my body and how important it is to use them safely</p> <p>I can sort foods into the correct food groups and know which foods my body needs every day to keep me healthy</p> <p>I can decide which foods to eat to give my body energy</p> <p>I can make some healthy snacks and explain why they are good for my body</p>	<p>I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate</p> <p>I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not</p> <p>I can identify some of the things that cause conflict with my friends</p> <p>I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret</p> <p>I recognise and appreciate people who can help me</p>	<p>I can recognise cycles of life in nature</p> <p>I can tell you about the natural process of growing from young to old and understand that this is not in my control</p> <p>I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old</p> <p>I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private</p> <p>I understand there are different types of touch and can tell you which</p>
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					<p>in my family, my school and my community</p> <p>I can express my appreciation for the people in my special relationships</p>	<p>ones I like and don't like</p> <p>I can identify what I am looking forward to when I am in Year 3</p>
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