



## Year 2 Curriculum Overview 2025-2026

Theme	Life at Sea Experience: Trip to Bournemouth Beach/Aquarium	Exploring London Experience: Great Fire of London workshop	A Bug's Life Experience: Trip to Mill Pond
Enquiry Questions	Why do some animals live in shells? How have beaches changed over time?	Can you name different London landmarks? How did the Great Fire of London start?	Where does our food come from? Do all babies look like their parents?
Duration	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
Subject Outcomes			
English	<ul style="list-style-type: none"> <li>• Ready to Write- set expectations/ getting to know the children.</li> <li>• Postcard</li> <li>• Character description</li> <li>• Letter</li> <li>• Simple poetry</li> <li>• Diary entry</li> <li>• Character description</li> <li>• Settings description</li> <li>• Wanted posters</li> </ul> <p><b>Texts/Stimulus:</b></p> <ul style="list-style-type: none"> <li>• Flotsam</li> <li>• Sharing a Shell</li> <li>• The Snail &amp; The Whale</li> <li>• Pirate Tom</li> <li>• The Pirate's Next Door</li> <li>• The Night Pirates</li> <li>• Life On Board a Pirate Ship</li> </ul>	<ul style="list-style-type: none"> <li>• Poetry- Fire</li> <li>• Narrative</li> <li>• Information texts- London</li> <li>• Diary entry- historical setting</li> <li>• Settings descriptions</li> </ul> <p><b>Texts/Stimulus:</b></p> <ul style="list-style-type: none"> <li>• The Queen's Hat</li> <li>• Big Picture Book of London</li> <li>• Little Dog &amp; a Queen's Guard Save The Queen's Hat (video)</li> <li>• The Queen's Handbag</li> <li>• Porridge Thief</li> <li>• Toby &amp; The Great Fire of London</li> <li>• Vlad &amp; The Great Fire of London</li> <li>• Pudding Lane (video)</li> </ul>	<ul style="list-style-type: none"> <li>• Recount</li> <li>• Non- chronological reports</li> <li>• Poetry- Dragons</li> <li>• Letter</li> <li>• Character description</li> <li>• Narrative</li> <li>• Setting description</li> </ul> <p><b>Texts/Stimulus:</b></p> <ul style="list-style-type: none"> <li>• The Book of Dragons</li> <li>• Tell Me A Dragon</li> <li>• The Egg</li> <li>• Something Fishy (video)</li> <li>• Partly Cloudy (video)</li> <li>• Superworm</li> </ul>
Maths	<ul style="list-style-type: none"> <li>• Place Value (number)</li> <li>• Addition &amp; Subtraction (number)</li> <li>• Shape (geometry)</li> </ul>	<ul style="list-style-type: none"> <li>• Money (measurement)</li> <li>• Multiplication &amp; Division (number)</li> <li>• Length &amp; Height (measure)</li> <li>• Mass, Capacity &amp; Temperature (measure)</li> </ul>	<ul style="list-style-type: none"> <li>• Fractions (number)</li> <li>• Time (measurement)</li> <li>• Statistics</li> <li>• Position &amp; Direction (geopmetry)</li> </ul>
Science	<ul style="list-style-type: none"> <li>• Animals needs for survival</li> </ul>	<ul style="list-style-type: none"> <li>• Plants- light and dark</li> </ul>	<ul style="list-style-type: none"> <li>• Plants and seeds</li> </ul>



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	<ul style="list-style-type: none"> <li>• Plastic sustainability</li> <li>• Materials</li> <li>• Eugenie Clark</li> </ul>	<ul style="list-style-type: none"> <li>• Humans</li> <li>• Growing up- Lifecycles</li> </ul>	<ul style="list-style-type: none"> <li>• Animals (incl. humans)</li> <li>• Living things &amp; their habitats</li> <li>• Jane Goodall</li> </ul>
<b>History</b>	<ul style="list-style-type: none"> <li>• Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. (<b>beaches over time/pirates over time</b>)</li> <li>• The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. (<b>Captain James Cook</b>)</li> </ul>	<ul style="list-style-type: none"> <li>• Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</li> <li>• Significant historical events, people and places in their own locality (<b>Windsor Fire</b>)</li> <li>• The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods (<b>Samuel Pepys</b>)</li> </ul>	<ul style="list-style-type: none"> <li>• The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</li> </ul>
<b>Geography</b>	<ul style="list-style-type: none"> <li>• Name and locate the world's 7 continents and 5 oceans</li> <li>• Use basic geographical vocabulary to refer to:               <ul style="list-style-type: none"> <li>- Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather (<b>features of a seaside</b>)</li> </ul> </li> <li>• Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</li> <li>• Use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to</li> </ul>	<ul style="list-style-type: none"> <li>• Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> <li>• Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</li> <li>• 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 and features and routes on a map</li> <li>• Understand geographical similarities and differences through studying the human and</li> </ul>	<ul style="list-style-type: none"> <li>• Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles (<b>plants from around the world</b>)</li> </ul>



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	describe the location of features and routes on a map	<p>physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country (<b>London and Tokyo</b>)</p> <ul style="list-style-type: none"> <li>Use basic geographical vocabulary to refer to key human features including: city, town, village, factory, farm, house, office, port, harbour and shop.</li> </ul>	
<b>Art</b>	<ul style="list-style-type: none"> <li><b>Sketching</b> -Shell -observational drawings, sketch shapes &amp; patterns</li> <li><b>Painting</b>- <i>Claude Monet</i> – painting with water colours</li> <li>Design and make pirate hats</li> </ul>	<ul style="list-style-type: none"> <li><b>Experiment with materials</b> – Silhouette Great Fire of London art</li> <li>Variety of media to create effects, linked to Great Fire- collage, paint, colour mixing etc.</li> <li>Charcoal sketches.</li> </ul>	<ul style="list-style-type: none"> <li><b>Experiment with materials</b>- <i>Giuseppe Arcimboldo</i> -mixed media pictures / collages</li> <li>Marbling &amp; bubble prints.</li> <li>Nature art based on work of <i>Andy Goldsworthy</i></li> <li>Observational drawings, Minibeast Picture</li> </ul>
<b>Design Technology</b>	<ul style="list-style-type: none"> <li>Structures</li> <li>Mechanics (levers/pulleys) - pirate pulleys</li> </ul>	<ul style="list-style-type: none"> <li>Textiles - Binka bookmark</li> <li>Designing &amp; Making - London House – Great Fire</li> </ul>	<ul style="list-style-type: none"> <li>Cooking &amp; Nutrition - Fruit Kebab/ Fruit Salad (exploring fruits from other countries)</li> </ul>
<b>Computing</b>	<ul style="list-style-type: none"> <li>Online safety</li> </ul>	<ul style="list-style-type: none"> <li>Coding and programming</li> </ul>	<ul style="list-style-type: none"> <li>Coding and programming</li> </ul>
<b>PSHE</b>	<ul style="list-style-type: none"> <li><b>Relationship with Self:</b> How can loss or change affect our emotions? What do you do to keep calm? Which emotions do you feel at school?</li> <li><b>Mental Wellbeing (including emotions) and wellbeing online:</b> What do you value in life? What is a positive relationship? How can you be a good friend? How would you respond to specific situations? How to report concerns in online games? How can gaming become</li> </ul>	<ul style="list-style-type: none"> <li><b>Keeping myself and others safe:</b> Why do we need to drink a lot of water? Why do we need to look after our teeth? If you've ever felt hurt, how did you overcome it? Why do we have passwords?</li> <li><b>Respectful relationships – online and offline:</b> How do we communicate with</li> </ul>	<ul style="list-style-type: none"> <li><b>Family and Health:</b> What do families do for each other? What happens if we don't follow a healthy diet?</li> <li><b>How can we help the world?:</b> Where does pollution come from? Why do we have</li> </ul>



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	addictive and how this affects happiness. How can you make your online profile is private and why it is important to do this even into their future?	others online? How do you choose a friend? How can we make new friends?	money? Where does it come from?
<b>RE</b>	<p><b>Christianity:</b></p> <ul style="list-style-type: none"> <li>• People to look up to</li> <li>• Why do Christians believe Jesus was sent to save the world?</li> <li>• Christmas story</li> </ul>	<p><b>Judaism:</b></p> <ul style="list-style-type: none"> <li>• Passover</li> <li>• The story of fleeing Egypt and the red sea</li> <li>• Ten commandments</li> </ul> <p><b>Christianity:</b></p> <ul style="list-style-type: none"> <li>• Easter story</li> </ul>	<p><b>Islam:</b></p> <ul style="list-style-type: none"> <li>• Community and belonging</li> <li>• Why do Muslims go to the mosque?</li> </ul> <p><b>Judaism:</b></p> <ul style="list-style-type: none"> <li>• Rites of passage and good works</li> <li>• What is the best way for a Jew to show commitment to god?</li> <li>•</li> </ul>
<b>Music</b>	<ul style="list-style-type: none"> <li>• The Rock Pool Rock: 2-part singing, rock 'n' roll, structure, timbre.</li> <li>• Composing with Bird Song Composing music inspired by birds and birdsong, improvising and playing a solo on instruments.</li> <li>• Tony Chestnut: Beat, rhythm, melody, echo, call-and-response, tuned and untuned percussion.</li> <li>• Nativity Songs- Singing in Unison, 2-part singing, solo singing- performance focus</li> </ul>	<ul style="list-style-type: none"> <li>• Fire of London Composition: Duration, unison, round (Grandma Rap)</li> <li>• Cat and Mouse Mood, tempo, dynamics, rhythm, timbre, dot notation.</li> <li>• Creepy Castle: Timbre, tempo, dynamics, graphic score, minor key, intervals. (Move to October- Halloween)</li> <li>• Ocarinas</li> </ul>	<ul style="list-style-type: none"> <li>• Ocarinas and Performance</li> <li>• Minibeasts: Timbre, pitch (chord), internalising beat and phrase.</li> </ul>
<b>PE Indoor</b>	<ul style="list-style-type: none"> <li>• Team Building</li> <li>• Dance</li> </ul>	<ul style="list-style-type: none"> <li>• Yoga</li> <li>• Gymnastics</li> </ul>	
<b>PE Outdoor</b>	<ul style="list-style-type: none"> <li>• Fundamentals</li> <li>• Ball Skills</li> </ul>	<ul style="list-style-type: none"> <li>• Target Games</li> <li>• Net &amp; Wall Games</li> </ul>	<ul style="list-style-type: none"> <li>• Sending &amp; Receiving</li> <li>• Striking &amp; Fielding Games</li> <li>• Athletics</li> <li>• Invasion Games</li> </ul>