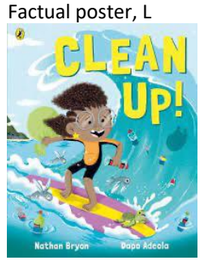
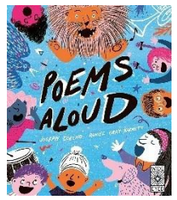
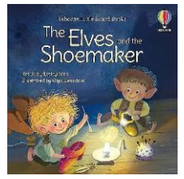
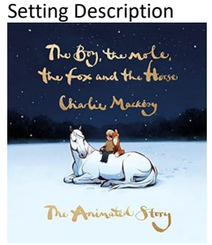
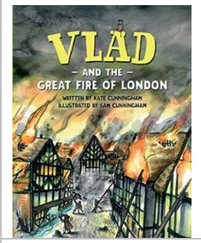
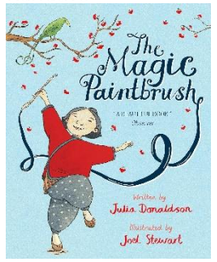
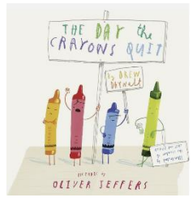
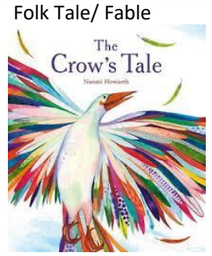
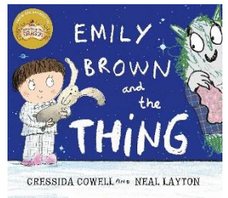
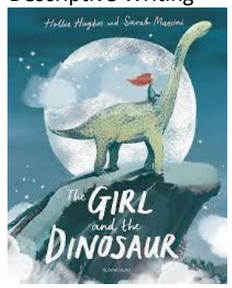
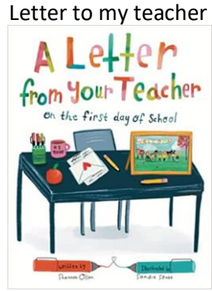
Year 2 Curriculum Overview 24/25

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths	Place Value Addition and Subtraction Shape		Money Multiplication and Division Length and Height Mass, Capacity and Temperature		Fractions Time Statistics Position and Direction	
Writing	Factual poster, L  Narrative/ descriptive setting  Poetry 	Narrative  Instructions  Setting Description  Fictional Recount 	Narrative  **Non-Chronological Report on China** Persuasive Letter 	Letter Writing and Descriptive Writing  Instructions on how to be an explorer 	Folk Tale/ Fable  Narrative  Non-Fiction Writing on London Landmark	Narrative  Descriptive Writing  Letter to my teacher book 
Reading	Birds of Prey Little Polar Bear Jabuti the Tortoise The Storm Whale Rainbow Fish	Emily Brown and the Thing Silly Billy - Anthony Brown Leaf The Great Fire of London	The Wolf's Story Lon Po Po Lubna and the Pebble The Enormous Crocodile Poems Aloud	Man on The Moon The Robot and the Bluebird Jim and the Beanstalk The Dragon Machine	There's a Rang-Tan in my bedroom Plants and animals Floella Benjamin – Coming to England Awesome Animal Adventures	Fossils Dinosaurs and all that Rubbish Stone Girl, Bone Girl (Link to Biography of Mary Anning) On Sudden Hill The Lion Inside
History **Geography**	**Over the Land and Under the Sea** In this unit children will travel around the world, learning about the different continents and oceans. They will be able to order continents by land size and population and know the names of some of the countries in each continent. They will learn about the north and south	**Great Fire of London** Children learn about how the Great Fire of London started and why it spread. They learn how Samuel Pepy's diary helped historians to understand what happened. They find out how London changed after the Great	**Journey to China** In this unit you will take a closer look at China, a country in Asia. You will learn how to locate China on a map, and how to label the physical and human features of the area, just like geographers. Then, we will focus on a city in China called Beijing and find out what life is like for people living there. We will think carefully about what is the same and what is different about our own lives in London.	**Explorers and Adventurers** In this unit children will consider places that we could explore – space, oceans, polar regions, and deserts. They will learn about significant explorers, building on what they remember about Bessie	**Great Britain** Children will dive deeper into their geographical knowledge of the world through their study of the United Kingdom! Children will be able to name, locate and identify characteristics of the four countries and capital cities of	**Dinosaurs and Discovery** Children will think about when dinosaurs were alive and what a palaeontologist does. They will think about how dinosaurs looked and what they ate, linking learning to habitats in Science. They will learn about the Jurassic Period and what life was like for dinosaurs?

	hemisphere and the equator and climate in different parts of the world. They will be able to locate the oceans, building on their knowledge of continents earlier in the year. They will learn about the depths of the oceans and the different layers. They will be learning about marine animals that live in the oceans and will think about why we need to protect our oceans.	Fire and what important buildings were rebuilt.		Coleman and Neil Armstrong. They will learn about Ernest Shackleton and Mae Jemison. They will consider why they were significant and what impact they had on our lives today.	the United Kingdom and its surrounding seas. Children will explore the different cultures and traditions each country has to offer.	They will think like historians and find out how we know so much about dinosaurs and this period in history, including how dinosaurs became extinct. Finally, they will find out who was Mary Anning and why is she famous?
Science	**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 Habitats – Term 1 Microhabitats – Term 2		**Use of Everyday Materials** Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for uses Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching	**Animals, including humans** In this unit, the children will notice that animals, including humans, have offspring which grow into adults. They will find out about and describe the basic needs of animals, including humans, for survival. The children will also describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene	**Plants** 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	**Significant Scientists** In this unit, the children will learn about significant scientists linked to each of the science topics they have studied this year. They will learn about each scientist's life, their discoveries and the impact these discoveries have had today. They will be encouraged to consider the context surrounding each of these scientists. Finally, they will write a letter of appreciation to a prominent scientific figure today. By the end of the unit, the children should have a sense of the contributions made to their lives by scientists from the past and present.
Art/DT	**Art - Drawing (Tell a Story)** Inspired by book illustrations, the children will draw expressive characters and stories. Children explore mark-making and learn how to create textured drawings with a range of exciting art materials. The children will use their skills to develop a concertina storybook to tell their own story.	**DT – Moving Monsters** The children will be exploring pivots, levers and linkages. They will investigate and recognise that mechanisms are a collection of moving parts that work together as a machine to produce movement. The aim is for the children to use a design brief to make their own moving monster head!	**Art - Life in Colour.** The children will explore colours and how they mix to create new colours, tones and depths. They will explore texture, colour and begin to generate ideas from a wider range of stimuli, exploring different media and techniques.	**DT - Cooking and Nutrition** Through their exploration of what makes a balanced diet, children taste test foods and design and make a healthy wrap inspired by foods from the Caribbean.	**Art – London Landmarks** We will explore iconic London landmarks and learn how to create colourful foam block prints. The children will build upon learnt techniques to identify key patterns, shapes and colours that make up a chosen landmark. The children will learn about the printing process before creating their own landmark print!	**DT – Textiles** Pupils use a simple running stitch to join two pieces of fabric together, designing a pouch, which they can decorate.
R.E. Updated titles from Careen's overview – but text need editing.	**Who is a Muslim and what do they believe?** This investigation enables pupils to learn in depth from Islam, finding out about Muslim ways of life and beliefs, so that pupils can develop thoughtful ideas and viewpoints of their own about some religious and spiritual questions.	**How and why do we celebrate special and sacred times?** This investigation enables pupils to learn in depth from different religious and spiritual ways of life about Easter and Pesach (Passover) and Eid-ul- Fitr. Through art, drama and music the significance of these celebrations to believers is explored focussing on story, symbol and particular celebrations.	**Who is a Christian and what do they believe?** This unit enables pupils to begin to understand what Christians believe about God and about Jesus as the Son of God. This unit looks at stories about Jesus and stories that Jesus told. Teaching in this unit will help pupils to understand that Christians see God as Father and Creator and Jesus as the Son of God and an inspiration to Christian people.	**Who is Jewish and what do they believe?** This investigation enables pupils to think about what might be found in a Jewish home and how these objects link to the Jewish way of life. There is a focus on the mezuzah, the belief in one God, Shabbat and Chanukah.	**What can we learn from sacred books?** This investigation enables pupils to find out about sacred books from more than one religion. It builds upon work from unit F1 (Which stories are special and why?). Pupils will focus on the Bible and the Qur'an.	**How should we care for others and the world, and why does it matter?** This investigation enables pupils to learn in depth from different religious and spiritual ways of life about caring for other people and for the world. Through studying Bible stories, the lives of believers such as Dr Barnardo, Mother Teresa, the Jewish practice of Tzedakah and Sukkot celebrations pupils learn about how beliefs turn into actions for many religious and non-religious people.
PSHE	**Keeping & Staying Safe** Zones of Regulation Tying Shoelaces	**Keeping & Staying Healthy** Healthy Eating Brushing Teeth	**Relationships** Bullying Body Language	**Being Responsible** Zones of Regulation Practice Makes Perfect	**Feelings and Emotions** Worry Anger	**Computer Safety** Image Sharing Computer Safety Documentary	**Our World** Living in our World Working in our World	**Hazard Watch** Zones of Regulation REVISIT: Is it safe to eat or drink?	**Fire Safety** Petty Arson Texting while driving

Computing	**What is a computer?** Children explore what a computer is, learning about inputs and outputs, how computers are used in the wider world and designing an invention.	**Algorithms and debugging** Identify problems with code using both 'unplugged' and 'plugged' systems to debug (identify and correct) errors in an algorithm	**Word Processing** Using their developing word processing skills, pupils write simple messages to friends and learn why we must be careful about who we talk to online	**Programming: Scratch Jr** Using 'ScratchJr', pupils programme a familiar story and an animation, make their own musical instruments and follow an algorithm to record a joke.	**Stop Motion** Pupils create simple animations, storyboarding their ideas then decomposing it into small parts of action to be captured.	**International Space Station** Building on their understanding of how computers sense the world around us, pupils learn how data is collected and used to keep astronauts safe on the I.S.S.
PE	**Fundamentals** **Fitness**	**Yoga** **Ball Skills**	**Gymnastics** **Invasion**	**Rugby** **Dance**	**Striking and Fielding** **Athletics**	**Net and Wall** **Team Building**