



Year 2 Curriculum 2025-26

Term	Autumn		Spring		Summer	
Value	Aspiration	Empathy	Independence	Resilience	Respect	Citizenship
Immersion		Visit to The Deep	Roman day	Visit to Bole Hill	Visit to a Eyam	RE trip - cathedral visit
Output	Job advert Investigation		Retell familiar story - Robot and the Bluebird	Guide to Kampong Ayer Leaflet on how to grow your own plant		Class Assembly and recorder performance
History 📺 Year 2	<p>What does it take to be a great explorer?</p> <ol style="list-style-type: none"> Why is Ranulph in the Guinness World Records? How do Amy's achievements compare with those of Ranulph? Why did Christopher sail across an unknown ocean? Why was Neil's small step also 'a great leap'? Are you the kind of person who could become a Mars explorer? What does it take to be a great explorer? 		<p>Why do we know so much about where Sappho used to live? (Romans)</p> <ol style="list-style-type: none"> Who was Sappho and where did she live? Why was Pompeii part of the Roman Empire? What happened to Pompeii on 24 August AD 79? What evidence exists of what happened at Pompeii on 24 August AD 79? Why do we know so much about where Sappho used to live? How did the archaeologists know that people have been buried under the ash? 		<p>Why is Eyam such a significant place?</p> <ol style="list-style-type: none"> What is the plague? What did people BELIEVE caused the Plague? How did people think the plague could be cured? How did the plague spread to Eyam? Why should we be proud of the people of Eyam? How did Eyam prepare us for Coronavirus? How did the plague end? 	
Geography		<p>Why don't penguins need to fly?</p> <ol style="list-style-type: none"> Where is Pip's home and what do we find there? 		<p>How does the geography of Kampong Ayer compare with where I live?</p> <ol style="list-style-type: none"> How does the 		<p>Why does it matter where my food comes from?</p> <ol style="list-style-type: none"> Where do dairy products come from? Why are there so



2. Why is Antarctica is desert?
3. How does Antarctica compare with the Sahara desert?.
4. How is the Arctic different from Antarctica?
5. So why don't penguins need to fly?

- location of Kampong Ayer compare with Sheffield?
2. How do people's homes, schools and the way they travel around at Kampong Ayer compare with Sheffield?
3. How does the weather at Kampong Ayer compare with the weather in Sheffield?
4. How does the natural environment around Kampong Ayer compare with the natural environment around Sheffield?
5. How does Geographic Information System (GIS) imagery of Kampong Ayer compare with GIS imagery of Sheffield?
6. How does the Geography of Kampong Ayer compare with the Geography of Sheffield?

- many dairy farms in Devon?
3. How does Quicke's Dairy Farm in Devon make cheese?
4. How does our list of favourite fruit and vegetables compare with the favourites of other people?
5. Why is it important to know all about sugar?
6. Why do John and Rob have so many happy customers at their shops?



<p>Science</p>	<p>Uses of Everyday Materials</p> <p>Which material would be best to make a boat?</p> <ol style="list-style-type: none"> 1. What is the best material to make a boat from? What properties does it have? 2. Are objects always made using the same materials? 3. What different uses do materials have? 4. Why can't we make objects from all materials? 5. How have materials advanced? 6. Which materials can be recycled? 	<p>Plants</p> <p>How do we know a plant is alive?</p> <ol style="list-style-type: none"> 1. What are the differences between things that are alive and things that are dead? 2. What are the differences between things that were never alive and things that are dead? 3. What do plants need to stay alive? 4. What do plants grow from? 5. Do all plants take the same amount of time to grow? 6. How does a plant mature? 	<p>Animals, including Humans</p> <p>How do we keep our bodies healthy?</p> <ol style="list-style-type: none"> 1. What do animals and humans need to survive? 2. How can food be grouped? 3. What does it mean to be active? 4. How can we keep our bodies clean? 5. Why is it important to keep our bodies clean? 6. Which hand washing method is best for preventing the spread of germs? 	<p>Living things and their habitats</p> <p>Why can't all living things live in the same place?</p> <ol style="list-style-type: none"> 1. Where do living things live? 2. How are animals adapted to live in their habitats? 3. What is a microhabitat? 4. How are the conditions of microhabitats different? 5. Why can't all living things live in the same place? 	<p>Living things and their habitats</p> <p>How do living things depend on each other for food?</p> <ol style="list-style-type: none"> 1. What are sources of food? 2. How do plants and animals depend on each other? 3. What food chains exist in school habitats? 4. What food chains exist in woodland habitats? 5. How do living things depend on each other for food? <p>OUTCOME: Fact file about a habitat, the living things that live there and the food chains which exist.</p>	<p>Animals, including Humans</p> <p>Do we always look like our parents?</p> <ol style="list-style-type: none"> 1. How do animals grow into adults? 2. How do humans grow? 3. Is a chicken life cycle similar to a human life cycle? 4. What are the stages of a frog life cycle? 5. Do butterflies look the same throughout their life cycle? 6. Do we always look like our parents?
<p>Reading</p>	<p>Read Write Inc.</p>	<p>Read Write Inc.</p>	<p>Read Write Inc.</p>	<p>Read Write Inc.</p>	<p>Read Write Inc.</p>	<p>Read Write Inc.</p>



<p>English</p>	<p><i>Text/s:</i> The Secret of Black Rock</p> <p>W1-6 Narrative Write Retell</p> <p>W7-8 Non-Fiction Setting description</p> <p><i>Extended writing outcome/s:</i> The secret of black rock Retell Setting description</p> <p><i>Grammar:</i> Questions Exclamations Subordinating and coordinating conjunctions Noun phrases Expanded noun phrases Commas in a list Apostrophe for contraction Capital letters Full stops</p>	<p><i>Text/s:</i> Winter sleep</p> <p>Trip to The Deep - immersion</p> <p><i>Extended writing outcome/s:</i> Recount Fact file: Hibernating animals</p> <p><i>Grammar:</i> Identify and use questions (application as subheadings for non chronological reports) Apostrophes for contractions (NOT possession.) Simple present and simple past (including irregular) - focus on present for non chron. Coordinating conjunctions Tion suffix Expanded noun phrases Commas in a list</p>	<p><i>Text/s:</i> The Robot and Bluebird</p> <p><i>Extended writing outcome/s:</i> <i>Instructions</i> Narrative Diary entry</p> <p><i>Grammar:</i> exclamation questions expanded noun phrases past tense subordinating/coordinating Contractions Commas in a list Speech marks ed, -ing, -er and -est suffix</p>	<p><i>Text/s:</i> 10 Things I can do to Change my World</p> <p>The Bee Who Spoke</p> <p><i>Extended writing outcome/s:</i> Retell Persuasive Letter writing Editing</p> <p><i>Grammar:</i></p> <p><i>Conjunctions</i> <i>Subordination</i> Commas in a list Question marks</p> <p>Past progressive short emotive sentences Expanded noun phrase subordinating/coordinating</p>	<p><i>Text/s:</i> One day Rapunzel</p> <p><i>Extended writing outcome/s:</i> Character description Story writing / retell</p> <p><i>Grammar:</i> Suffixes Prefixes Adverbs Past tense Fronted adverbials</p>	<p><i>Text/s:</i> Out and about</p> <p><i>Extended writing outcome/s:</i> Recount Poem innovate</p> <p><i>Grammar:</i> Apostrophes for possession and contraction. Simple past and simple present. Past/ present progressive. Expanded noun phrases.</p>
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Maths	<ol style="list-style-type: none"> 1. Place value 2. subtraction 3. Addition and subtraction 	<ol style="list-style-type: none"> 1. Addition and subtraction 2. Shape 	<ol style="list-style-type: none"> 1. Money 2. Multiplication 3. Division 	<ol style="list-style-type: none"> 1. Division 2. Length and height 3. Mass, Capacity and temperature 4. Position and direction 	<ol style="list-style-type: none"> 1. Fractions 2. Time 	<ol style="list-style-type: none"> 1. Money 2. Statistics 3. Place value 4. Addition and subtraction
Art		<p>Clay - Emperor penguin</p> <ol style="list-style-type: none"> 1. Creating tone through pattern 2. Using shape to draw Emperor penguins 3. Clay skills- pinching, rolling and smoothing 4. Sculpt parts of a penguin using observational skills and spotting shapes in the photo to recreate. 5. Plan our final piece 6. Create Emperor penguin final piece 	<p>Painting - volcano</p> <ol style="list-style-type: none"> 1) Observational drawing- things with texture. 2) Skill- colour mixing 3) Skill- texture 4) Plan the final piece 5) Create! Draw outline and fill background 6) Create! Add details 		<p>Oil pastels - Eyam cottages</p> <ol style="list-style-type: none"> 1) Observational drawing- observing colour 2) Skill- blending and layering 3) Skill- scratching 4) Plan the final piece 5) Create! Draw the outline and fill in the background using pastels and blending techniques 6) Create! Create the foreground using pastels and layering colour 	
DT	<p>Make a boat for explorers</p> <ol style="list-style-type: none"> 1. Research 2. Waterproof/floating materials 3. Design and make a 			<p>Wooden vehicles</p> <ol style="list-style-type: none"> 1)How do wheels and axles make an effective vehicle? 		<p>Healthy sandwich for a picnic</p> <ol style="list-style-type: none"> 1. Research how flour is made 2. Evaluate existing



	<ul style="list-style-type: none"> 4. Pulley (sail) 4. Design and make a lever (flag) 5. Design a boat 6. Make boat 7. Evaluate boat 			<ul style="list-style-type: none"> 2) How does the positioning of the axel affect the stability of the vehicle? 3) Why do vehicles look different? 4) How do we make a working vehicle? 5) How can we make our vehicles unique? 6) Have we made an effective vehicle? 		<ul style="list-style-type: none"> bread 3. Design - ingredients and method 4. Design - shape and label for packaging 5. Make 6. Evaluate
Computing	<p><i>What is a computer?</i></p> <ul style="list-style-type: none"> 1. Main parts of a computer 2. Features of a computer 3. Icons 4. Input and output devices 5. Input and output - recording their own explorer film and identifying input and output 6. Online safety and personal information (RHE link) 	<p><i>How can we make digital photographs?</i></p> <ul style="list-style-type: none"> 1. Taking photos 2. Landscape or portrait? 3. What makes a good photograph? 4. Lighting 5. Effects 6. Is it real? 	<p><i>How can we make digital music?</i></p> <ul style="list-style-type: none"> 1. How music makes us feel 2. Rhythms and patterns 3. How music can be used 4. Notes and tempo 5. Creating digital music 6. Reviewing and editing 	<p><i>What are pictograms?</i></p> <ul style="list-style-type: none"> 1. Counting and comparing 2. Enter the data 3. Creating pictograms 4. What is an attribute 5. Comparing people 6. Presenting information 	<p><i>Making robot algorithms</i></p> <ul style="list-style-type: none"> 1. Recap basic instructions used for Bee-Bots 2. Creating algorithms in the correct order to create correct outcome 3. Create own simple sequences for Bee-Bot (3x2 grid) 4. Debugging errors in programming 5. Using Bee-Bot online tool to program sequences for larger grids. 6. Plan and create a Bee-Bot dance using two Bee-Bots together. Work in groups. 	<p><i>Programming with Scratch Junior</i></p> <ul style="list-style-type: none"> 1. Comparing tools 2. Joining blocks 3. Changing values 4. Adding sprites 5. Project design - background and sprites 6. Project creation
RHE	<p><i>Friend / Our community</i></p> <ul style="list-style-type: none"> 1. How do we make a happy school? 2. Who lives in my neighbourhood? 3. What communities am I part of? 	<p><i>Growing Up Safe Programme (BigTalk Education)</i></p> <p><i>Personal information</i></p> <ul style="list-style-type: none"> 1. Keeping safe online. - What is personal information? 	<p><i>Family</i></p> <ul style="list-style-type: none"> 1. How to manage change 2. Changes that have happened to our family 3. Understanding how we should treat family members 	<p><i>Mental Wellbeing</i></p> <ul style="list-style-type: none"> 1. Who am I? Feeling proud 2. Who am I - skills and talents 3. What am I? Need help with 	<p><i>Online safety</i></p> <p>Online strangers</p> <ul style="list-style-type: none"> 1. How to be safe online? 2. What information can we share with others? <p>Fake news</p>	<p><i>Physical health and safety</i></p> <p>How do I stay safe?</p> <ul style="list-style-type: none"> 1. What are the potential dangers inside a home? 2. What are the potential dangers outside a home?



	<p>4. Who should we talk to and who are my trusted adults? 5. How do we stop bullying? 6. Types of Bullying?</p>	<p>2. Recap different applications (or 'apps'). 3. Real life situations when playing games or communicating online. 4. Safe/unsafe with personal information.</p> <p><i>Staying healthy</i></p> <p>1. How do I decide what to eat? 2. How do we stop getting ill?</p>	<p>4. Recognising our family and who makes up our own family. Making links between my family and others 5. A family that is different to mine 6. Asking questions to other families</p>	<p>4. When should I say no?</p>	<p>3. Why do people put lies online? 4. How can we spot fake news online?</p>	<p>3. How do I stay safe around roads? 4. How do I stay safe in the sun?</p> <p>Who owns my body? I do!</p> <p>1. What parts of my body are private? 2. What is the difference between a secret and surprise?</p>
<p>PE</p>	<p><i>Athletics</i> Mini Athletics</p> <p>Outcomes:</p> <ul style="list-style-type: none"> I can run at different speeds for different lengths of time. I can jump off of 2 feet and land safely. I can throw a bean bag in for both power and accuracy considering body position. <p>Sequence:</p> <ol style="list-style-type: none"> To run in different ways. To increase how far we can jump. To increase how far we can throw. To run for increased distance without running out of energy. To improve aiming when throwing at various targets. 	<p><i>Games</i> Ball Skills and Team Games (Attack v Defence)</p> <p>Outcomes:</p> <ul style="list-style-type: none"> I can catch larger balls from short distances. I can pass a larger size ball to a teammate in an isolated situation using my hands. I recognise who is amongst their own team and how to avoid losing possession of the ball. <p>Competition Link: - Arches Y2 Dodgeball Festival.</p> <p>Sequence:</p> <ol style="list-style-type: none"> To demonstrate different passes. 	<p><i>Gymnastics</i> Balance, Movement and Travel</p> <p>Outcomes:</p> <ul style="list-style-type: none"> I can perform basic balance, travel and flight off low level apparatus. I can use balances and rolls covered to form a short sequence. I can be honest when assessing a partner. <p>Sequence:</p> <ol style="list-style-type: none"> To roll in different ways. To show different shapes when in balance. To show different shapes whilst in flight. <p><i>Dance</i> Story Telling - Africa (Lion King)</p>	<p><i>Racket Skills</i> Grip, Contact and Rally</p> <p>Outcomes:</p> <ul style="list-style-type: none"> I can maintain a one bounce rally with myself. I can follow the flight of a ball in order to get there in time. (not stood still). I show patience when someone else's ball goes into the your path. <p>Sequence:</p> <ol style="list-style-type: none"> To grip the racket correctly. To hit an object with the racket in forehand grip. To hit an object with the racket in backhand grip. To serve a shuttle over a net. To rally a shuttle 	<p><i>Orienteering</i> Key Features of a Map</p> <p>Outcomes:</p> <ul style="list-style-type: none"> I can solve problems in teams with the help of teaching staff. I can to provide solutions when problem solving. I listen to all children when problem solving. <p>Sequence:</p> <ol style="list-style-type: none"> To explain a location on a map To recognise and use key symbols on a map. To recognise how to find North using a map (recognising points on the compass). <p><i>A Healthy Me</i> Areas of Being Healthy</p>	<p><i>Striking and Fielding Games</i> Ball Skills, Bat Control. Modified Cricket</p> <p>Outcomes:</p> <ul style="list-style-type: none"> I can throw and catch using under arm technique. Furthermore, I can hit the ball when batting from a tee. I can recognise how to score in a game. I can add up personal scores. I can show sensitivity when someone is given out. Cheer the other children on. <p>Sequence:</p> <ol style="list-style-type: none"> To improve ball handling skills using either hand on the pitch. To develop both catching and barrier technique.



	<p>6. To compete in a mini class competition.</p>	<p>2. To pass a ball to a teammate in different situations.</p> <p>3. To dribble a ball using one hand and attempt your weaker hand.</p> <p>4. To attack with purpose and direction.</p> <p>5. To roll the ball with accuracy using both two hands and 1 hand.</p> <p>6. To demonstrate skills covered within small sided games.</p>	<p>Outcomes:</p> <ul style="list-style-type: none"> I can perform a short dance routine using a story as a stimulus. I can use relevant stories to help produce a short dance routine. <p>Sequence:</p> <ol style="list-style-type: none"> To use a story to create a dance performance. To include cannon and unison in my performance. To show interpretation in my dance. 	<p>using a badminton racket.</p> <p>6. To demonstrate all skills covered in a mini festival.</p>	<p>Outcomes:</p> <ul style="list-style-type: none"> I can successfully take part in various activities to measure fitness. I try to support other children when completing fitness activities. <p>Sequence:</p> <p>To identify sports that require speed.</p> <p>To recognise sports where endurance is important.</p> <p>To recognise why being agile is important in some sports.</p>	<p>3. To improve accuracy and variation when bowling under arm in a game.</p> <p>4. To successfully hit a stationery ball in different directions.</p> <p>5. To successfully hit a moving ball in a given direction.</p> <p>To demonstrate batting, bowling and fielding skills in small sided games.</p>
Music	<i>Sing Up - Tony Chestnut</i>	<i>Recorders 1</i>	<i>Sing up - Grandma rap</i>	<i>Sing up - The rockpool rock</i>	<i>Recorder 2</i>	<i>Summer performance</i>
RE	<p>What is important in Judaism? (Judaism)</p> <ol style="list-style-type: none"> What is the Tanakh? What is the importance of the story 'The Call of Samuel'? Why is the story of 'David and Goliath' important to Jewish people? What is Sukkot? What is the story of Chanukah? Where do Jewish people pray? 	<p>Why does Christmas matter to Christians? (Christianity)</p> <ol style="list-style-type: none"> Why is Jesus special to Christians? What is the Nativity story? Was Jesus born where people expected? What is advent? Why are Christians thankful at Christmas? 	<p>What is important in Islam? (Islam)</p> <ol style="list-style-type: none"> How do Muslims show their faith? Who is the most important prophet in Islam? How do Muslims treat the Qur'an and why? What do some of the stories about Prophet Muhammad (p.b.u.h.) teach a Muslim? What lesson does 'the story of the black stone' teach a Muslim? Who is a Muslim and 	<p>What is the 'good news' Christians believe Jesus brings? (Christianity)</p> <ol style="list-style-type: none"> Who did Jesus choose to help him change the world? What was the 'good news' that Jesus brought Matthew? What news did Jesus bring about forgiveness? What good news did Jesus bring about peace? How do Christians try to follow the life of 	<p>Why does Easter matter to Christians? (Christianity)</p> <ol style="list-style-type: none"> Why is Easter linked to new life? How is Easter about Jesus? How does Jesus rescue Christians? Is the Easter story a happy story? How is Easter celebrated? Why does Easter matter to Christian's? 	<p>What makes some places sacred to believers? (Thematic Unit)</p> <ol style="list-style-type: none"> What places are special to us and others? Which place of worship is sacred for Christians? Which place of worship is sacred to Jewish people? Which place of worship is sacred to Muslims? How are places of worship similar or



			how do they live?	Jesus? 6. How might Christian prayer link to saying sorry and forgiveness?		different? 6. What are places of worship important to our community?
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