



Year 2 Curriculum and Wider-Learning Overview – 2025-2026

	Autumn	Spring	Summer
Catholic Life	<p>Liturgical Prayer will reflect equality, diversity and inclusion – whole school assemblies and themes following the liturgical year.</p> <p style="text-align: center;">The Celebration of Holy Mass takes place in school and children regularly attend St John's Catholic Church.</p> <p style="text-align: center; color: magenta;">CST: Catholic Social Teaching</p>		
Wider-Learning	<p>Behaviour Policy Updates/Expectations Safeguarding Pupil updates/reminders School Council Elections CST Live Simply - CST Harvest – CST Mysteries of the Rosary - CST Anti-bullying focus Retreat with Dan and Emily (One Life) CST Advent/Christmas Library & Church Visits Music Services – Band Democracy work in class voting on class jobs and favourite book and displaying for whole school CST Pupil Voice and school council CST</p>	<p>Fairtrade Fortnight CST World Book Day Mother's Day Live Simply - CST Lent/Easter Library & Church Visits</p>	<p>Mysteries of the Rosary - CST Father's Day Live Simply - CST Transition Library & Church Visits</p>
Parent/Carer Engagement	<p>Meet the Teacher Parent Consultations Mass in Church Liturgical Prayer in church Nativity</p>	<p>Parents Consultations Mass in Church Liturgical Prayer in church Stay and Read</p>	<p>End of Year Reports Parents Book Celebration Evenings Mass in Church Liturgical Prayer in church</p>

<p>Religious Education and Wider Religion</p>	<p>Creation and Covenant CST</p> <p>Prophecy and Promise CST</p>	<p>Galilee to Jerusalem CST</p> <p>Desert to Garden CST</p>	<p>To the Ends of the Earth CST</p> <p>Encounter and Dialogue CST</p>
<p>English</p>	<p><u>Text:</u> Troll Swap by Leigh Hodgkinson</p> <p><u>Additional Texts:</u> Trolls Go Home by Alan McDonald The Troll by Julia Donaldson Billy Goats Gruff by Mara Alperin</p> <p><u>Writing Outcome:</u> Fiction: Story with focus on characters</p> <p><u>Greater Depth:</u> Story about two independently invented characters who swap places.</p> <p><u>Text:</u> The Owl who was Afraid of the Dark by Jill Tomlinson</p> <p><u>Additional Texts:</u> Owl Babies by Martin Waddell Above and Below by Hanako Clulow</p>	<p><u>Text:</u> Dragon Machine by Helen Ward</p> <p><u>Additional Texts:</u> The Dragonsitter series by Josh Lacey Real Dragons! Jennifer Szymanski</p> <p><u>Writing Outcome:</u> Fiction: Story with adventure focus</p> <p><u>Greater Depth:</u> Story written in 1st person</p> <p><u>Text:</u> Major Glad, Major Dizzy by Jan Oke</p> <p><u>Additional Texts:</u> Naughty Amelia Jane by Enid Blyton Owen and the Soldier by Lisa Thompson</p> <p><u>Writing Outcome:</u> Recount: Diary entry from point of view of a toy</p> <p><u>Greater Depth:</u> Diary entry from point of view of one of the children</p>	<p><u>Text:</u> The Last Wolf by Mini Grey</p> <p><u>Additional Text:</u> Fantastic Mr Fox by Roald Dahl</p> <p><u>Writing Outcome:</u> Letter: Letter in the role as the character persuading to save trees <u>Greater Depth:</u> Real life letter to specific audience e.g the local MP</p> <p><u>Text:</u> Grandad's Secret Giant by David Litchfield</p> <p><u>Additional Text:</u> The BFG by Roald Dahl</p> <p><u>Writing Outcome:</u> Fiction: Story with a moral focus</p> <p><u>Greater Depth:</u> Story with the point of view from the giant</p>

	<p><u>Writing Outcome:</u> Non-chronological report: Report about owls</p> <p><u>Greater Depth:</u> Alter the layout to include own subheadings and extra features.</p>		
Mathematics	<p>Place Value Addition and Subtraction Properties of Shape Addition and Subtraction Measure- Height and Length Place Value, Multiplication and Division Geometry- Position and Direction Fractions Measurement: Time</p>	<p>Geometry- Property of Shape Place Value, Multiplication and Division Measurement: Mass Number, Addition and Subtraction Statistics Fractions Measurement: Volume Measurement: Position and Direction</p>	<p>Place Value, Multiplication and Division Measurement: Temperature Addition and Subtraction Statistics Fractions Measurement: Time</p>
Science	<p>Habitats</p> <ul style="list-style-type: none"> Recall some life processes, giving examples of how they apply to plants and animals. Classify objects into alive, never been alive and was once alive, giving reasons for their choices. Match different plants and animals to their habitats. Give examples of how animals use their habitat for food and shelter. Recall that plants produce their own food for energy. Name living things that are producers and place a producer at the beginning of a food chain. <p>Microhabitats Pupils who are secure will be able to:</p>	<p>Uses of Everyday Materials</p> <p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> Name objects with the same use that are made from different materials. Name materials that are used to make objects with different uses. Recognise that stretching, twisting, bending and squashing can cause some solid objects to change shape. Name properties that make materials suitable for their use. <p>When working scientifically, pupils who are secure will be able to:</p> <ul style="list-style-type: none"> Measure using non-standard units. Recording results in a table. Use data to answer a simple question. Record results in a block graph <p>Cycle of Life & Health</p>	<p>Plant Growth</p> <p>To know the names of a range of trees and plants, how they grow and what they need to survive.</p> <p>To know the difference between deciduous and evergreen trees</p>

	<ul style="list-style-type: none"> Identify and name a variety of plants and animals. Recall that minibeasts live in microhabitats. Describe microhabitats and their conditions. Describe how microhabitats provide for the basic needs of animals and plants. <p>When working scientifically, pupils who are secure will be able to:</p> <ul style="list-style-type: none"> Group minibeasts and create simple classification keys. Ask questions and recognise that they can be answered in different ways. Gather and record data and use it to answer questions. Plan what observations to make in an experiment. Describe the appearance of flowering plants. 	<p>To understand the stages of a human life cycle are baby, toddler, childhood, adolescence, adulthood, and old age. The human life cycle starts with the baby stage.</p> <p>To understand how we can keep our bodies healthy through exercise and eating a balanced diet</p>	
Art	<p>Explore and Draw</p> <p>Use of continuous drawing, draw for 10 minutes continuously which encourages creation.</p> <p>Use of pencil drawing and how line can be used to create effect.</p>	<p>Expressive Painting</p> <p>Focus on the artist Charlie French and complete samples using the style of Charlie French.</p> <p>Medium: paint, use of plastic knives, serrated cardboard, sponges to create lines withing the paint</p>	<p>Be an Architect</p> <p>Working in 3D</p> <p>To learn how to draw in 3D to create a drawing that depicts the real life object to create a physical object</p>
Design Technology	<p>Mechanisms: Making a Fairground wheel</p> <p>Designing and planning a fairground wheel, looking at axles and how they work on various objects, using this knowledge to create their own axels to make their fairground wheel work.</p>	<p>Structures: Baby Bear's Chair</p> <p>Use a range of techniques with paper and card to strengthen and make stable a structure ie a chair for baby bears chair in Goldilocks and the three bears so that it doesn't collapse</p>	<p>Textiles: Pouches</p> <p>To use a range of stitches to create and make a pouch for the giant in our English text, use a range of decorative additions. Does the pouch fit its purpose? Assess as the work progresses and change if original plan is not working</p>
Computing	<p>Recognise uses of IT</p> <p>Internet Research</p> <p>To understand the range of IT and how we need to keep safe online. How the internet can be a good resource but ensure children are aware of how to remain safe.</p>	<p>Developing Programming</p> <p>Using a programming tool code for Life Route planner to sequence blocks to provide instructions to make a vehicle move – progress to scratch in Summer term</p>	<p>Introduce Data Handling</p> <p>Pupils can collect data and present it in different charts using the Junior Infant Tools, creating bar chart, pictograms to portray data from information sourced in a variety of ways</p> <p>Scratch JR</p>

	<p>Keyboard & Mouse Skills</p> <p>Microsoft Word</p> <p>Ensure pupils know and understand the basic uses of the keys on the keyboard ie return, shift</p> <p>Use microsoft word for a presentation of some work, using copy and paste shortcuts</p>	<p>EBook Creation</p> <p>Book creation introduces and develops a number of digital skills that pupils will use in many other programs. It also blends together different forms of media and communication (text, audio and images) into one 'blank canvas' book.</p>	<p>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. To create and debug simple programs. To use logical reasoning to predict the behaviour of simple programs.</p>
Geography	<p>Would you prefer to live in a hot or a cold place?</p> <ul style="list-style-type: none"> Name and locate the seven continents on a world map. Locate the North and the South Poles on a world map. Locate the Equator on a world map. Describe some similarities and differences between the UK and Kenya. Investigate the weather, writing about it using key vocabulary and explaining whether they live in a hot or cold place. Recognise the features of hot and cold places. Locate some countries with hot or cold climates on a world map. 	<p>Why is our world wonderful?</p> <ul style="list-style-type: none"> Identify and locate characteristics of the UK on a map. Identify human and physical features. Locate human and physical features on a world map. Explain the difference between oceans and seas. Name and locate the five oceans on a world map. Use an aerial photograph to draw a simple sketch map. Collect data by sketching findings on a map and completing a tally chart. Present their findings in a bar chart 	<p>What is it like to live by the coast?</p> <ul style="list-style-type: none"> Name and locate the seas and oceans surrounding the UK in an atlas. Label these on a map of the UK. Describe the location of the seas and oceans surrounding the UK using compass points. Define what the coast is. Locate coasts in the UK. Name some of the physical features of coasts. Explain the location of UK coasts using the four compass directions. Name features of coasts and label these on a photograph. Identify human features in a coastal town. Describe how people use the coast. Follow a prepared route on a map. Identify human features on the local coast. Record data using a tally chart. Represent data in a pictogram. Describe how the local coast has been used.
History	<p>How was school different in the past?</p> <ul style="list-style-type: none"> Correctly order and date four photographs on a timeline and add some dates. Ask one question about schools in the past. Make one comparison between schools in the past and present. Use sources to research and develop an understanding of what schools were like 100 years ago. Identify three features of a classroom now and a classroom 	<p>How did we learn to fly?</p> <ul style="list-style-type: none"> Identify important events surrounding the history of flight. Explain how a significant event has changed the lives of others. Ask questions about people and events in the past. Use primary sources to find out about people and events in the past. Correctly order five events on a timeline 	<p>What is a Monarch?</p> <ul style="list-style-type: none"> Recall that a monarch is a king or queen. Explain that recent monarchs in the UK do not have the power to make decisions alone. Identify some of the monarch's roles. Explain that a king or queen is crowned in a special ceremony called a coronation. Name some of the main steps in the coronation ceremony. Explain the use of special objects in the coronation. Use sources to explain how William the Conqueror became King of England. Know that monarchs in the past had all the power to make decisions.

	<p>100 years ago, identifying some similarities and differences.</p> <ul style="list-style-type: none"> Recognise two similarities and two differences between schools now and schools in the past. State whether they would have preferred to go to school in the past or not and explain why 		<ul style="list-style-type: none"> Explain how William the Conqueror kept order and conquered England. Identify the two different types of castle built by the Normans. Compare the similarities and differences between Norman castles. Identify features of Norman castles. Explain how castles have changed over time. Recognise that we still have castles today. Sequence castles on a timeline. Describe characteristics of the monarchy in the past. Identify that the monarchy has changed over time. Make comparisons between past and present monarchy
Music	<p>Exploring Simple Patterns</p> <p>Focus on Dynamics or Tempo</p>	<p>Exploring Feelings Through Music</p> <p>Inventing a Musical Story</p>	<p>Music that makes you Dance</p> <p>Exploring Improvisation</p>
Physical Education	<p>Mighty Movers/ Ugly Bug Ball</p> <p>Using music and be creative with movements to dance listening to the dynamics and tempo (link with music)</p> <p>Multi-Skills/Boot Camp</p> <p>Completing a number of fitness exercises in a given time and a range of sporting challenges</p>	<p>Skip to the Beat/Groovy Gymnastics</p> <p>To practise skipping in a variety of ways, two feet skip, forwards, backwards, cross arms etc, setting different challenges each week</p> <p>Brilliant Ball Skills/Gymfit Circus</p> <p>Completing ball skills training, how to pass a ball with accuracy, range of throws ie chest pass, over arm, under arm and when each would be appropriate. Play a range of ball games – rounders, cricket, dodge ball – all using different throws.</p>	<p>Active Athletics/Fitness Frenzy</p> <p>Completing a range of athletics activities, relay, sprint, long distance, javelin, throw and incorporating this into a fun game/activity where pupils compete in teams</p> <p>Throwing and Catching/ Cool Core</p> <p>Revisiting throwing and catching to refine the skills and accuracy, practising when different throws are appropriate depending on the needs of the game.</p>
Personal, Social, Health & Economic Education (PSHE)	<p>Health and wellbeing</p> <p>Economic wellbeing</p>	<p>Family and relationship</p> <p>Citizenship</p>	<p>Safety and the changing body (lesson 7-9)</p> <p>RSE – We meet God's love in our community CST Transition</p> <p>Places of Worship CST:</p> <ul style="list-style-type: none"> - Islam Mosque - Sikh Gurdwara