

# Year Two Curriculum Overview – 2025-26

| Autumn 1   |  |   |           |  |                       |   |
|--|--|---|-----------|--|-----------------------|---|
| English  |  | Maths   |           | Science  |                       |   |
| Texts: If I were in Charge, Little Red Reading Hood, The Owl Who was Afraid of the Dark  |  | Number: Place Value<br>Geometry: Shape  |           | Animals' needs for survival<br>Humans<br>Plastic   |                       |   |
| SPaG and Handwriting   |  | <ul style="list-style-type: none"> <li>Numbers to 20</li> <li>Count in 2s, 5s and 10s</li> <li>Count by making 10</li> <li>Recognise tens and ones</li> <li>10s and 1s on a number line</li> <li>Represent and partition numbers to 100</li> <li>Using a part whole model</li> <li>Compare objects and number using &lt;, &gt; and =</li> </ul>               |           | <ul style="list-style-type: none"> <li>Mammals and birds</li> <li>Fish and amphibians</li> <li>Reptiles and humans</li> <li>Exercise and food</li> <li>Hygiene and teeth</li> <li>How is plastic helpful and harmful and how can we reduce our plastic waste in school?</li> </ul> |                       |   |
| <ul style="list-style-type: none"> <li>Begin to form letters correctly in cursive font</li> <li>Write simple, coherent narratives about personal experiences and those of others</li> <li>Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required</li> <li>Use present and past tense mostly correctly and consistently</li> <li>Use co-ordinating conjunctions</li> <li>Use commas in a list</li> </ul> |  |   |           |  |                       |   |
| Phonics and Spelling   |  | <ul style="list-style-type: none"> <li>Recognise 2D and 3D shapes</li> <li>Count sides of 2D shapes</li> <li>Count faces of 3D shapes</li> <li>Count edges of 3D shapes</li> <li>Count vertices of 2D and 3D shapes</li> <li>Draw 2D shapes</li> <li>Sort 2D and 3D shapes</li> <li>Lines of symmetry</li> <li>Make patterns with 2D and 3D shapes</li> </ul> |           |  |                       |   |
| <ul style="list-style-type: none"> <li>Begin Level 6 phonics</li> <li>Begin to learn to read and spell the Year 2 Common Exception Words</li> <li>Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others</li> </ul>  |  |   |           |  |                       |   |
| Geography  | RE   | PSHE  | Computing | Art  | Music                 | PE  |
| Find where I live on a map/Capital cities of the UK/Oceans and continents of the World/Observational skills to study school grounds  | Why was Jesus given the name Saviour? – Christianity (Believing) | My Emotions   | E-Safety  | Sandra Silberzweg - Drawing<br>Fish Pinch pot - 3D Sculpture   | Long and Short Sounds | Indoor PE: Dance<br>Outdoor PE: Ball skills |
|  |  |   |           |  |                       |   |

# Year Two Curriculum Overview – 2025-26

| Autumn 2   |   |  |                        |  |                                       |   |
|--|---|--|------------------------|--|---------------------------------------|---|
| English  |   | Maths  |                        | Science  |                                       |   |
| Texts: The Great Fire of London (A diary of a London Rat), My Christmas Star (BBC Advert)  |   | Addition and Subtraction   |                        | Materials  |                                       |   |
| Grammar and Punctuation  |   | <ul style="list-style-type: none"> <li>Bonds to 10</li> <li>Bonds to 20</li> <li>Bonds to 100</li> <li>Related Facts</li> <li>Fact Families</li> <li>Adding 10s and 1s</li> <li>Add by making 10</li> <li>Add across a 10</li> <li>Adding two 2 digit numbers</li> <li>Add three 1 digit numbers</li> <li>Subtract 10s and 1s subtract from a 10</li> <li>Subtract across a 10</li> <li>Subtract 1 digit from a 2 digit across a 10</li> <li>Subtract two 2 digit numbers</li> <li>10 more, 10 less</li> </ul> |                        | <ul style="list-style-type: none"> <li>Explore materials</li> <li>Wood, paper and cardboard, brick and rock</li> <li>Glass and plastic, metal and fabrics</li> <li>Same object, different material and test materials – bend, squash, twist and stretch</li> <li>Plan and investigate – waterproof experiment</li> </ul> |                                       |   |
| <ul style="list-style-type: none"> <li>Begin to form letters correctly in cursive font</li> <li>Write simple, coherent narratives about personal experiences and those of others</li> <li>Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required</li> <li>Use present and past tense mostly correctly and consistently</li> <li>Use co-ordinating conjunctions</li> <li>Use commas in a list</li> <li>Use subordinating conjunctions</li> </ul> |   |  |                        |  |                                       |   |
| Phonics and Spelling   |   |  |                        |  |                                       |   |
| <ul style="list-style-type: none"> <li>Continue Level 6 phonics</li> <li>Continue to learn to read and spell the Year 2 Common Exception Words</li> <li>Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others</li> </ul>  |   |  |                        |  |                                       |   |
| History  | RE  | PSHE   | Computing              | Art/DT   | Music                                 | PE  |
| Great Fire of London: how did it start/what was the impact/who was living in London during that period/wealthy people's lives compared to poorer people/migration  | Why do Jewish families talk about repentance at New Year? – Judaism (Believing) | Rights, Rules and Responsibilities   | Uses of IT/Digital Art | Joining materials<br><br>Sketching/Printing  | Sounds interesting – exploring sounds | Indoor PE: Gymnastics<br>Outdoor PE: Target Games |
| Visits: Pantomime  |   |  |                        |  |                                       |   |