



Year 2: Curriculum Long Term Overview 2024-2025

	Autumn 1 Wonderland	Autumn 2 Rule Britannia!	Spring 1 Let's Explore!	Spring 2 Dungeons and Dragons	Summer 1 Africa	Summer 2 Growing and Changing
Wider Curriculum Opportunities	We have key extra enrichment opportunities planned in, however we also provide other events as they arise during the year e.g. author visit or a theatre group, as well as opportunities for parents to join in with workshops and spend time with their children in school.					
	Multicultural Week Owls Visit Hyde Hall Trip	Southchurch Library Visits Christingle to Parents and Carers		Scientist Assembly Banquet	Gemma's Farm	Local Beach Visits
Outdoor Learning Experiences	50 Things: Create wild art Use a dye that uses natural ingredients to colour a piece of material Woodcraft: Wild Passport: Safely use secateurs	Fire: Wild Passport Fire Safety 50 Things Make and cook soup on an open fire Go on a gratitude scavenger hunt	Fire: Wild Passport Produce sparks with a fire stick 50 Things Learn to attach two poles with a knot Make a bird feeder Sled pulling Spot and name 5 different birds	Shelter: Wild Passport Build a den 50 Things Whittle a stick Create wild art	Rope: Wild Passport Tie a half hitch - 2 afternoons 50 Things: Make and fly a kite Press a flower Go on a gratitude scavenger hunt	50 Things Make a sail boat Identify a shell on a beach Make an obstacle course
British Values	Rule of Law + Individual Liberty + Mutual Respect and Tolerance		Individual Liberty + Rule of Law + Democracy			
Our World Values	We are all different!		Is it fair? Having a voice		Planet Protectors	
Year 2 Focus	Happiness and Resilience Similarities and differences between people in local setting and also in wider contexts		Fairness The need to respect the rights of others Gender equality		How we impact the environment Positive and negative impact of people's actions on others and the environment	
Literacy (For Skills and Knowledge – Revisit and Teach see Whole School LTP and Year Grp MTP)	Focus Texts: The Leaf Thief By Alice Hemming Alice in Wonderland by Lesley Sims Traditional Poem: The Owl and the Pussycat Extended Writing: Character Description Diary entry in the role of a character Instructions Recount Non-Chronological Report Poetry (based on a traditional Poem)	Focus Texts: The Queen's Knickers by Jackie French 'Coming Home' by Michael Morpurgo Extended Writing: Description of a scene/setting Persuasive letter Factual writing Non-Chronological Report Poetry using Senses Seasons Poem	Focus Texts: Lost and Found by Oliver Jeffers Captain Scott: Journey to the South Pole Extended Writing: Setting description Factual writing Recount as a newspaper report Found Poster Narrative based on a journey Non-Chronological Report Shape Poem (Penguin)	Focus Texts: Once upon a Dragon's Fire by Beatrice Blue Tell Me a Dragon by Jackie Morris Extended Writing: Wanted Poster Factual Writing Fantasy narrative (continue a fantasy story) Instructions – How to trap a dragon Explanation Writing: My Pet Dragon	Focus Texts: Meerkat Mail by Emily Gravett Fairy Tale: Sleeping Beauty Extended Writing: Character description Innovate a Fairy Tale (Sleeping Beauty) Write a Postcard in character role Non-Chronological report Persuasive Holiday Poster Instructions	Focus Texts: Tad by Benji Davies Winnie Under the Sea by The Magic Box by Kit Wright Extended Writing: Explanation Writing: Life-Cycle of a tadpole Personal recount Narrative writing: Fantasy – Winnie the Witch Narrative: Writing own Under the Sea fantasy story Free Verse Poetry Letter writing
Oracy	Using non-verbal signals confidently to indicate the contribution they wish to make. Retell an event calmly in logical order. With support, identify a suitable question in response to a stimulus. Choose the most appropriate stem sentence independently. Be able to change their mind in response to another person's argument.	Agree, disagree or build. Justify their agree/disagree choice with relevant explanations To ask questions to find out more about a subject. Use technical subject specific vocabulary when explaining opinions. To start to develop an awareness of audience e.g. what might interest a certain group.	Begin to understand the importance of posture when speaking. Take on the instigator role in a trio discussion. Use taught vocabulary independently, even if not always accurately. To be aware of others who have not spoken and invite them to discussion.	Moderate tone and volume to match the audience. To build on others' ideas in discussions. Include taught vocabulary appropriately and independently in discussions. Confident delivery of short prepared material.	Maintain suitable posture throughout a spoken contribution. Express characters' thoughts and feelings in role play Include taught vocabulary appropriately and independently in discussions. To adapt how then speak in different situation according to audience.	Be aware of where to look or stand to ensure the audience can hear clearly. Start to gesture to support the delivery of ideas Use appropriate words and phrases in sentences to express themselves in role play Include taught vocabulary appropriately and independently in discussions.
Reading – Comprehension	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently discussing the sequence of events in books and how items of information are related becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales being introduced to non-fiction books that are structured in different ways recognising simple recurring literary language in stories and poetry discussing and clarifying the meanings of words, linking new meanings to known vocabulary discussing their favourite words and phrases continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear <p>Understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none"> drawing on what they already know or on background information and vocabulary provided by the teacher checking that the text makes sense to them as they read and correcting inaccurate reading making inferences on the basis of what is being said and done answering and asking questions predicting what might happen on the basis of what has been read so far participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. 					

<p>Maths</p>	<p>Number and Place Value: Numbers to 100 Calculation: Addition and Subtraction to 100 Calculation: Multiplication of 2, 5 and 10</p>	<p>Calculation: Multiplication and Division of 2, 5 and 10 Measurement: Length and Height Measurement: Mass</p>	<p>Measurement: Temperature Statistics: Picture graphs Calculation: Word Problems Measurement: Money Revision and Mid-Year assessment papers</p>	<p>Geometry: Properties of Shape: 2D Shape Geometry: Properties of Shape: 3D Shape Fractions: Fractions</p>	<p>Measurement: Time Measurement: Volume Review and Revisit topics</p>	<p>Review and Revisit topics Revision and End of Year assessment papers</p>
<p>Mastery in Number</p>	<ul style="list-style-type: none"> review the composition of the numbers 6 to 9 as '5 and a bit' compare numbers using the language of comparison and use the symbols < > = review the structure of even numbers (including exploring how even numbers can be composed of two odd parts or two even parts) and the composition of each of 6, 8 and 10 review the structure of odd numbers (including exploring how odd numbers can be composed of one odd part and one even part) and the composition of each of 7 and 9 consolidate their understanding of the numbers 10 and 20 as '10 and a bit' consolidate their understanding of the linear number system to 20 and reason about midpoints 		<ul style="list-style-type: none"> explore how the numbers 6 to 9 can be doubled using the '5 and a bit' and '10 and a bit' structure use doubles to calculate near doubles use bonds of 10 to reason about bonds of 20, in which the given addend is greater than 10 use known number bonds within 10 to calculate within 20, working within the 10-boundary use their knowledge of bonds of 10 to find three addends that sum to 10 use their knowledge of the composition of numbers within 20 to add and subtract across the 10-boundary use their understanding of the linear number system to 10 to position multiples of 10 on a 0 - 100 number line and reason about midpoints 		<ul style="list-style-type: none"> continue to explore a range of strategies to subtract across the 10-boundary review bonds of 20 in which the given addend is greater than 10, and reason about bonds of 20, in which the given addend is less than 10 practise previously explored strategies to support their reasoning about inequalities and equations review doubles and near doubles and transform additions in which two addends are adjacent odd/ even numbers into doubles consolidate previously taught facts and strategies through continued, varied practice 	
<p>Science</p>	<p>Living Things and their Habitats (Mini-beasts, local area and woodland area)</p> <p>Explore and compare the differences between things that are living, dead, and things that have never been alive.</p> <p>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.</p> <p>Identify and name a variety of plants and animals in their habitats, including microhabitats.</p>	<p>Everyday Materials</p> <p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p>Living things and their Habitats (Habitats in the Wider World: Cold Climates)</p> <p>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.</p> <p>Animals including Humans</p> <p>Notice that animals, including humans, have offspring which grow into adults</p> <p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</p>	<p>Plants</p> <p>Observe and describe how seeds and bulbs grow into mature plants.</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>	<p>Living things and their Habitats (Habitats in the Wider World: Africa)</p> <p>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.</p> <p>Identify and name a variety of plants and animals in their habitats, including microhabitats.</p> <p>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.</p>	<p>Animals including Humans</p> <p>Notice that animals, including humans, have offspring which grow into adults</p> <p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>
<p style="text-align: center;">Working Scientifically</p> <ul style="list-style-type: none"> Ask simple questions and recognise that they can be answered in different ways Observing closely, using simple equipment Performing simple tests Identifying and classifying Using their observations and ideas to suggest answers to questions Gathering and recording data to help in answering questions. 						
<p>Computing</p> <p>E-Safety Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p>	<p>Systems and Networks IT all around us</p> <p>Recognise common uses of information technology beyond school</p>	<p>Data and Information Pictograms</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<p>Creating Media Digital Photography</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<p>Programming Robot Algorithms</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</p> <p>Create and debug simple programs</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<p>Programming Programming Quizzes</p> <p>Use logical reasoning to predict the behaviour of simple programs</p> <p>Create and debug simple programs</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<p>Creating Media Digital Music</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>
<p>E-Safety: Self-image and Identity</p>		<p>E-Safety: Online Relationships</p>	<p>E-Safety: Online Reputation</p>	<p>E-Safety: Privacy and Security</p>	<p>E-Safety: Copyright and Ownership</p>	<p>E-Safety: Online Bullying</p>
<p>Geography</p>	<p>Geographical Skills and Fieldwork</p>	<p>Locational Knowledge</p>		<p>Place Knowledge</p>		

	<p>Map Work</p> <p>Use simple compass directions and locational and directional language, to describe the location of features and routes on a map.</p> <p>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.</p>		<p>Name and locate the world's seven continents and five oceans.</p> <p>Human and Physical Geography Antarctica / Arctic</p> <p>Identify the location of cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Use basic geographical vocabulary to refer to: key physical features, including and key human features.</p>		<p>Contrasting non-European country – Africa (Kenya)</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</p> <p>Human and Physical Geography</p> <p>Identify the location of hot areas of the world in relation to the Equator and the North and South Poles</p> <p>Use basic geographical vocabulary to refer to: key physical features, including and key human features.</p>	
Whole School Days/Events					World Ocean Day (Connected to Art) Monday 8th June	
History		<p>Significant People Significant Event beyond Living Memory Queen Victoria Inventor: Alexander Graham Bell</p> <p>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.</p>		<p>Changes within Living Memory Castles (Medieval times)</p>		<p>Significant People Sir David Attenborough</p> <p>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.</p>
Whole School Days/Events	Black History Month/Day: Friday 11th October Rosa Parks	Guy Fawkes: Tuesday 5th November Remembrance Day: Monday 11th November		Women's History Month/Day: Friday 28th March Marie Curie		Health Week: Sporting Hero's
Art and Design	Drawing: Owls Artist Study: Quinten Blake				Explore Colour Through Drawing and Painting African Patterns Artist Study: Edward Tingatinga	
	Observational Drawing Focus: Pumpkins Expressive Art Focus: Paint	Observational Drawing Focus: Historical Artefacts Expressive Art Focus: Christmas	Observational Drawing Focus: Bobble Hats and Gloves Expressive Art Focus: Collage	Observational Drawing Focus: Daffodils Expressive Art Focus: Patterns	Observational Drawing Focus: African Artefacts Expressive Art Focus: Animals	Observational Drawing Focus: Fruit / Veg Expressive Art Focus: Celebrating end of year
Whole School Days/Events					'We Are Artists Day' World Ocean Day Monday 9th June	
Design and Technology		Designing, Making and Evaluating Vehicles (wheels and axles)		Designing, Making and Evaluating Stable Structures: My Dragon's Lair/Home		Design, Make and Evaluate Healthy Snack: Perfect Pizzas
Music	Charanga Unit: Hands, Feet and Heart Style: Afropop, South African South African Music	Charanga Unit: Ho, Ho, Ho! Style: A song with rapping and improvising for Christmas Festivals and Christmas	Charanga Unit: I wanna Play in a Band Style: Rock Playing together in a band	Charanga Unit: Zootime Style: Reggae Reggae and animals	Charanga Unit: Friendship Song Style: Pop A song about being friends	Charanga Unit: Reflect, Rewind and Peplay Style: Classical The history of music, look back and consolidate learning, learn some of the language of music.
	Genre Focus: 60's Music Relationships:	Genre Focus: Blues Music Relationships:	Genre Focus: Jazz Music Living in the Wider World:	Genre Focus: Rock 'n' Roll Living in the Wider World:	Genre Focus: Indie Music Health and Well-Being	Genre Focus: Dance/Disco Health and Well-Being
PSHE	Friendships: Making friends; feeling lonely and getting help. Safe Relationships: Managing secrets; resisting pressure and getting help; recognising harmful behaviour	Respecting ourselves and others: Recognising things in common and differences; playing and working co-operatively; sharing opinions	Belonging to a community: Belonging to a group; roles and responsibilities; being the same and different in the community	Media Literacy and Digital Resilience: The internet in everyday life; online content and information. Money and Work: What money is; needs and wants; looking after money.	Physical Health and Mental Wellbeing: Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing and Changing: Growing older; managing body parts; moving class or year Keeping Safe: Safety in different environments; risk and safety at home; emergencies
RE	1:1 -1:2 Who is a Christian and what do they believe? Who is a Muslim and what do they believe?	Celebrations: Light and Darkness 1:6 How and why do we celebrate special and sacred times?	Special Places: 1:5 What makes some places sacred?	Stories in Christianity and other faiths 1:4: What can we learn from sacred books?	1:6 How and why do we celebrate special and sacred times? 1:2: Who is a Muslim and what do they believe?	1:8 How should we care for others and the world, and why does it matter?

PE	Locomotion: Dodging Swimming	Ball Skills Hands 1 and Feet Dribbling, passing and receiving in order to keep possession	Rackets Hitting (striking) skills	Health and Wellbeing Agility, balance and co-ordination,	Games for Understanding Defending and attacking tactics	Athletics/Fielding Games Running for speed and fluently overly obstacles. To learn batting and fielding skills.
	Gymnastics Linking	Dance Water	Gymnastics Pathways	Genre Dance Rock 'n' Roll	Gymnastics Developing a Gymnast	Dance Sea Explorers