

YEAR OVERVIEW 2025 -26 for Year Group 2

| Subject | HT1 | HT2 | HT3 | HT4 | HT5 | HT6 |
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| Writing | Narrative – The Tiger who came to Tea Verbs – (Who doing what full stop) – Non negotiable Expanded Noun phrases Commas in lists Intro Narrative – Traditional Tales The Fox and Star Subordinating clauses | Narrative – Picture book Lost and found Oral retelling Change the event Commas in lists Narrative Non fiction The Emperors Egg Caption writing Progressive verbs | Poetry The snail and the whale Kennings/word play Adverb focus Narrative – picture book (comic illustrations) Traction Man is Here Writing in role Writing in first person | Narrative – Picture book Secret Sky Garden Co-ordinating clause Written retell Narrative – How to Grow a Unicorn Expanded Noun phrases Instructions | Narrative – picture books The last Wolf Own version of narrative text Apostrophes Non fiction One day on our blue planet Text about endangered animals Inform – leaflet (non chronological) Different sentence types | Leon and the Place Between Prefixes and suffixes Extended narrative – own version of text Non Fiction Photographs from trip Recount of trip Time adverbials Writing in first person |
| Grammar (End Points) | Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences | Commas to separate items in a list Use the progressive form of verbs in the present and past tense to mark actions in progress | Use the suffixes <i>-er, -est</i> in adjectives and the use of <i>-ly</i> in Standard English to turn adjectives into adverbs | and coordination (using <i>or, and, or but</i>) | How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command | Formation of nouns using suffixes such as <i>-ness, -er</i> and by compounding [for example, <i>whiteboard, superman</i>] Formation of adjectives using suffixes such as <i>-ful, -less</i> (A fuller list of suffixes) |

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| | <p>Expanded noun phrases for description and specification [for example <i>the blue butterfly, plain flour, the man in the moon</i>]</p> <p>Subordination (using <i>when, if, that</i> or <i>because</i>)</p> | [for example, <i>she is drumming, he was shouting</i>] | Correct choice and consistent use of present tense and past tense throughout writing. | | Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>] | can be found in English Appendix 1) |
| Reading | RWI | RWI | RWI | RWI | RWI The Dragon sitter | RWI |
| MATHS | <p>Power Maths 2A</p> <p>Unit 1 Numbers to 100</p> <p>Unit 2 Addition and subtraction</p> | <p>Power Maths 2A</p> <p>Unit 3 Addition and subtraction (2)</p> <p>Unit 4 Recognise 2D and 3D shapes</p> | <p>Power Maths 2B</p> <p>Unit 5 Money</p> <p>Unit 6 Multiplication and Division (1)</p> | <p>Power Maths 2B</p> <p>Unit 7 Multiplication and division (2)</p> <p>Unit 8 Length and Height</p> <p>Unit 9 Mass capacity and temperature</p> | <p>Power Maths 2</p> <p>Unit 10 Fractions</p> <p>Unit 11 Time</p> | <p>Power Maths 2</p> <p>Unit 13 Position and Direction</p> <p>Unit 14 Statistics</p> <p>Unit 12 Problem solving</p> |
| Calculation | 2NF-1 Secure fluency in addition and subtraction facts | 2AS-1 Add and subtract across 10, for example: | 2AS-3 Add and subtract within 100 by applying related | 2AS-4 Add and subtract within 100 by applying related | 2MD-1 Recognise repeated addition contexts, | 2MD-2 Relate grouping problems where the number of groups is |

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| | <p>within 10, through continued practice.</p> <p>Following NCTEM weeks 1-7</p> | <p>8+5=13 13-5=8</p> <p>Following NCTEM weeks 8-15</p> | <p>one-digit addition and subtraction facts: add and subtract only ones or only tens to/from a two-digit number.</p> <p>Following NCTEM weeks 16-21</p> | <p>one-digit addition and subtraction facts: add and subtract any 2 two-digit numbers.</p> | <p>representing them with multiplication equations and calculating the product, within the 2, 5 and 10 multiplication tables.</p> | <p>unknown to multiplication equations with a missing factor, and to division equations (quotitive division).</p> |
| SCIENCE | <p>Living Things and Their Habitats</p> <p>Comparing living, dead or never alive</p> <p>Naming plants and animals including micro-habitats</p> | <p>Living Things and Their Habitats</p> <p>Adaptations to habitats</p> <p>Food chains</p> | <p>Uses of Everyday Materials and Movement</p> <p>Suitability of everyday materials</p> <p>Compare how different materials change shape</p> | <p>Plants</p> <p>Observational experiment of growing plants from seeds</p> <p>Understanding what plants need</p> | <p>Animals Including Humans</p> <p>Offspring and growing up</p> <p>Basic needs to survive</p> | |
| ART AND DESIGN | <p>Observational drawing</p> <p>autumn leaves in the style of Cezanne</p> | <p>Printing</p> <p>Antarctic Animals</p> | | <p>Painting</p> <p>In the Style of Kandinsky</p> | | <p>Painting</p> <p>Great Fire of London</p> <p>3D (card)</p> <p>Great Fire of London</p> |
| COMPUTING | <p>Using a laptop</p> <p>Logging on</p> | <p>Unit 1.2</p> <p>How do I use a computer as a writer?</p> | <p>Unit 2.2</p> <p>How do I create a multimedia story?</p> | <p>Unit 3.2</p> <p>What is a branching database?</p> | <p><i>Unit 4.2</i></p> <p>How do I extend a Bee-bot program?</p> | <p>Unit 5.2</p> <p>How do I improve my program? Computational</p> |

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| | | Communicating: Text and Images | Communicating: Multimedia | Understanding & Sharing Data | | Thinking + Programming B |
| DESIGN AND TECHNOLOGY | | | Research, Design, Make, Evaluate Moving boat | | Research, Design, Make, Evaluate Making a Rat puppet | Use the basic principles of a healthy and varied diet to prepare dishes Rice Krispie Buns |
| GEOGRAPHY | Locational Knowledge Recognition of UK flags Continents of the world | Human/Physical Geography Comparisons to Antarctica | | | Map skills Drawing and following a route | |
| HISTORY | | Explorers & Inventors Sir Ernest Shackleton (1874 - 1922) | | Investigating the lives of significant people Mary Seacole/ Florence Nightingale | The Great Plagues/Europe (1346) and Eyam (1665) | What happened to London during the fire of 1666? |
| MFL (KS2) | | | | | | |
| PE | Games (throwing and catching) Travel with fluency | Gymnastics | Invasion Games (indoor and outdoor) Tag Rugby Beanbag Bonanza | Tri – Golf (indoor) Outdoor and Adventure Challenges (outdoor) | Athletics Track events (outdoor) and field events (indoor) | Dance (indoor) Link to history – Great fire of London Outdoor PE Cricket and ball skills |

| RE | Unit 13 | Unit 14 | Unit 15 | Unit 16 | Unit 17 | Unit 18 |
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| RSHE | <p>What is the good news Christians believe Jesus brings? (Gospel)</p> <p>Os1) Screen time (Online safety Curriculum reference - L1)</p> <p>Os2) Personal information (Online safety Curriculum reference - S1)</p> <p>Os3) Online strangers (Online safety Curriculum reference - P1)</p> | <p>What is the good news Christians believe Jesus brings? (Gospel)</p> <p>Fa1) Who's in my family?</p> <p>Fa2) Do families always stay the same?</p> <p>Fa3) How should families treat each other?</p> | <p>Who is a Muslim and how do they live? (Part 1- Islam)</p> <p>Fa4) When should I say no?</p> <p>Fa5) Who owns my body? I do!</p> <p>Fa6) Are all families the same?</p> | <p>Why does Easter matter to Christians? (Salvation)</p> <p>P1) How do I help my body stay healthy?</p> <p>P2) How do I decide what to eat?</p> <p>P3) How do we stop getting ill?</p> | <p>Who is a Muslim and how do they live? (Part 2–Islam)</p> <p>G1) Will I always be a child?</p> <p>C3) What makes a boy or a girl?</p> | <p>What makes some places sacred to believers?</p> <p>Os3) Online strangers (Online safety Curriculum reference - P1)</p> <p>Recap prior to Summer holidays</p> |
| MUSIC | <p>ANIMALS</p> <p>Animal movement is linked with pitch in this unit, to help children develop understanding and recognition of changing pitch.</p> | <p>WEATHER</p> <p>Weather raps and songs give the children opportunities to create descriptive sounds and word rhythms in this unit.</p> | <p>TOYS</p> <p>In this unit, the children move and play to a steady beat and to sound sequences. They learn to control changing tempo as they take a scooter ride.</p> | | <p>PATTERNS</p> <p>Looking at patterns in music and translating them to songs and playing instruments.</p> | <p>GREAT FIRE OF LONDON</p> <p>Mini topic involving singing, drama, dance and playing percussion instruments.</p> <p>The Great Fire of London Song</p> <p>https://www.youtube.com/watch?v=J5eVIKWSHAA</p> |
| Key events | | | | | | Eyam trip |