Year 2	Autumn Term		Spring Term		Summer Term	
	September to December 2026		January to March 2027		April to July 2027	
Main Topic	**Movers and Shakers** (History) This topic teaches children about historically significant people who have had a major impact on the world. They will learn to use timelines, stories and historical sources to find out about the people featured and use historical models to explore their significance.		**Coastline** (Geography) This topic teaches children about the physical and human features of coastal regions across the United Kingdom, including a detailed exploration of the coastal town of Whitby, in Yorkshire.		**Magnificent Monarchs** (History) This topic teaches children about the English and British monarchy from AD 871 to the present day. Using timelines, information about royal palaces, portraits and other historical sources, they build up an understanding of the monarchs and then research six of the most significant sovereigns.	
English **Core Texts**	Traction Man is Here by Mini Gre	The Tunnel by Anthony Browne Instructional texts	The Storm Whale by Benji Davies At the Beach: Postcards from Crabby Spit by Roland Harvey There's a Beach in my Pants by Michelle Harrison	The Lighthouse Keeper's Rescue by Ronda and David Armitage Someone Swallowed Stanley by Sarah Roberts	George and the Dragon by Chris Wormell	Look Inside a Castle by Conrad Mason DKFindout! Castles by Philip Steele
English **SPaG**	**<u>Revision</u>** Leave spaces between words Use punctuation for sentences - capital letters and full stops (extend MA ?!) Use "and" to join words and clauses (extend MA with 'or' and 'but') Use capital letter for names of people, places, days of the week and pronoun	**<u>Apply previous skills, and explicitly teach</u>**: Past / Present Tense Was/Were – standard English Expanded Noun Phrases Command sentences Simple time adverbials	**<u>Apply previous skills, and explicitly teach</u>**: Coordinating Conjunctions – and, or, but Subordinating conjunctions – when, if, that, because Apostrophes for contraction Questions	**<u>Apply previous skills, and explicitly teach</u>**: Apostrophes for singular possession	**<u>Apply previous skills, and explicitly teach</u>**: Exclamation sentences Commas in a list	**<u>Apply and embed previous skills. Close gaps.</u>**
Maths	• Add and subtract numbers using concrete objects, pictorial representations, and mentally, including a two-digit number and ones. • Add and subtract numbers using concrete objects, pictorial representations, and mentally, including a two-digit number and tens. • Add and subtract numbers using concrete objects, pictorial representations, and mentally, including adding three one-digit numbers. • Add and subtract numbers using concrete objects, pictorial representations, and mentally, including two two-digit numbers. • Compare and order numbers from 0 up to 100; use <, > and = signs. • Compare and sort common 2-D and 3-D shapes and everyday objects.. • Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward. • Identify 2-D shapes on the surface of 3-D shapes (for example, a circle on a cylinder and a triangle on a pyramid). • Identify and describe the properties of 2-D shapes, including the number of sides and lines of symmetry in a vertical line. • Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces. • Identify, represent, and estimate numbers using different representations, including the number line. • Order and arrange combinations of mathematical objects in		• Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division and equals (=) signs. • Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature; capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels. • Compare and order lengths, mass, volume/capacity and record the results using >,< and =. • Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward. • Find different combinations of coins that equal the same amounts of money. • Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers. • Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value. • Recognise, find, name and write fractions ½, ¼, 2/4 and ¾ of a length, shape, set of objects or quantity. • Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot. • Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in context.		• Ask and answer questions about totalling and comparing categorical data. • Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity. • Compare and sequence intervals of time. • Interpret and construct simple pictograms, tally charts, block diagrams and simple tables. • Know the number of minutes in an hour and the number of hours in a day. • Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers. • Recognise, find, name and write fractions ½, ¼, 2/4 and ¾ of a length, shape, set of objects or quantity. • Tell and write the time to five minutes, including quarter past/to the hour and draw hands on a clock face to show these times. • Use mathematical vocabulary to describe position, direction, and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise). • Write simple fractions for example, ½ of 6 = 3 and recognise the equivalence of 2/4 and ½.	

	patterns and sequences. ● Read and write numbers to at least 100 in numerals and words. ● Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. ● Recognise and place the value of each digit in a two-digit number (tens, ones). ● Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot. ● Solve problems with addition and subtraction by applying their increasing knowledge of mental and written methods. ● Solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures. ● Use place value and number facts to solve problems.		● Solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures. ● Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.	
History	**Movers and Shakers** ● Describe and explain the importance of a significant individual's achievements on British history. ● Describe how an aspect of life has changed over time. ● Describe, in simple terms, the importance of local events, people and places. ● Examine an artefact and suggest what it is, where it is from, when and why it was made and who owned it. ● Use historical sources to begin to identify viewpoints. ● Present historical information in a simple non-chronological report, independent writing, chart, structural model, fact file, quiz, story or biography. ● Sequence significant information in chronological order. ● Use historical models to make judgements about significance and describe the impact of a significant historical individual.		● Describe the everyday lives of people in a period within or beyond living memory. ● Describe what it was like to live in a different period. ● Use historical models to make judgements about significance and describe the impact of a significant historical individual.	**Magnificent Monarchs** ● Describe and explain the importance of a significant individual's achievements on British history. ● Describe how an aspect of life has changed over time. ● Describe the hierarchy of a past society. ● Examine an artefact and suggest what it is, where it is from, when and why it was made and who owned it. ● Explain why an event from the past is significant. ● Present historical information in a simple non-chronological report, independent writing, chart, structural model, fact file, quiz, story or biography. ● Sequence significant information in chronological order. ● Use historical models to make judgements about significance and describe the impact of a significant historical individual. ● Use the historical terms year, decade and century.
Science	**Human Survival** This project teaches children about the basic needs of humans for survival, including the importance of exercise, nutrition and good hygiene. They learn how human offspring grow and change over time into adulthood.	**Habitats** This project teaches children about habitats and what a habitat needs to provide. They explore local habitats to identify and name living things and begin to understand how they depend on one another for food and shelter.	**Uses of Materials** This project teaches children about the uses of everyday materials and how materials' properties make them suitable or unsuitable for specific purposes. They begin to explore how materials can be changed.	**Plant Survival** This project teaches children about the growth of plants from seeds and bulbs. They observe the growth of plants firsthand, recording changes over time and identifying what plants need to grow and stay healthy.	**Animal Survival** This project teaches children about growth in animals by exploring the life cycles of some familiar animals. They build on learning about the survival of humans by identifying the basic needs of animals for survival, including food, water, air and shelter.
Art & Design	**Mix It** This project teaches children about basic colour theory by studying the colour wheel and colour mixing. It includes an exploration of primary and secondary colours and how artists use colour in their artwork.	**Still Life** This project teaches children about the work of significant still life artists and still life techniques. They explore a wide variety of still lifes and learn about the use of colour and composition. They create still life arrangements and artwork.	**Flower Head** This project teaches children about the visual elements of flowers, including shape, texture, colour, pattern and form. They also explore various artistic methods, including drawing, printmaking and 3-D forms, using paper and clay.		**Portraits and Poses** This project teaches children about portraiture. They analyse the portraits of Tudor monarchs and compare Tudor portraits and selfies today. They use photo editing software to create royal portraits.
Design Technology	**Remarkable Recipes** This project teaches children about sources of food and tools used for food preparation. They also discover why some foods are cooked and learn to read a simple recipe. The children choose and make a new school meal that fulfils specific design criteria.		**Beach Hut** This project teaches children about making and strengthening structures, including different ways of joining materials.		**Cut, Stitch and Join** This project teaches children about fabric home products and the significant British brand Cath Kidston. They learn about sewing patterns and using a running stitch and embellishments before making a sewn bag tag.	**Push and Pull** This project teaches children about three types of mechanism: sliders, levers and linkages. They make models of each mechanism before designing and making a greetings card with a moving part.
Geography	**Let's Explore the World** This essential skills and knowledge project teaches children about atlases, maps and cardinal compass points. They learn about the characteristics of the four countries of the United Kingdom and find out why there are hot, temperate and cold places around the world. They also compare England to Somalia. Children carry out fieldwork,		**Coastline** ● Ask and answer simple geographical questions through observation or simple data collection during fieldwork activities. ● Collect and organise simple data in charts and tables from primary sources (fieldwork and observation) and secondary sources (maps and books).		● Draw or read a range of simple maps that use symbols and a key. ● Name, locate and explain the significance of a place.	

	collecting primary data in their locality to answer geographical questions.		• Describe how an environment has or might change over time. • Describe the size, location and function of a local industry. • Describe the size, location and position of a physical feature, such as beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley and vegetation. • Describe, in simple terms, the effects of erosion. • Draw or read a range of simple maps that use symbols and a key. • Name and locate seas surrounding the UK, as well as seas, the five oceans and seven continents around the world on a world map or globe. • Name, locate and explain the significance of a place. • Study aerial photographs to describe the features and characteristics of an area of land. • Use geographical vocabulary to describe how and why people use a range of human features. • Use simple compass directions to describe the location of features or a route on a map. •		
RE	**Christianity** Is it possible to be kind to everyone all of the time? Jesus's example as the Son of God.	**Christianity** Why do Christians believe God gave Jesus to the world? Christmas - Jesus as a gift from God (incarnation).	**Judaism** Who is God to the Jews? Introduction to Judaism including God's covenant with Abraham, the Jewish belief in one God, the story of Moses and the 10 Commandments, and the 613 Mitzvot.	**Christianity** How important is it to Christians that Jesus came back to life after his crucifixion? Salvation - Resurrection of Jesus at Easter.	**Judaism** Is Shabbat important to Jewish children? Shabbat - The Jewish creation story, Shabbat and the synagogue as a place of worship during Shabbat.	**Judaism** Does visiting the synagogue help Jewish children feel closer to God? Synagogue - The importance of Jerusalem and pilgrimage there, and the synagogue as a place of worship and community.
Computing	**Staying Safe Online** • Know where and how to report concerns and get support with issues online. • Know how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • Know why social media, some computer games and online gaming, for example, are age restricted. • Know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • 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.	**Algorithms** • Use logical reasoning to predict the behaviour of simple programs. • Create and debug simple programs. • Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.	**ScratchJR** • Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. • Create and debug simple programs. • Use logical reasoning to predict the behaviour of simple programs. • Create a simple solution that tests an idea, predict the outcome and test and debug the solution to ensure that it works.	**Programming and debugging** • Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. • Create and debug simple programs. • Use logical reasoning to predict the behaviour of simple programs. • Create a simple solution that tests an idea, predict the outcome and test and debug the solution to ensure that it works.	**Using data** • Use technology purposefully to create, organise, store, manipulate and retrieve digital content. • Use data handling skills to represent data digitally	**Using Computing** • Recognise common uses of information technology beyond school. • Know that for most people the internet is an integral part of life and has many benefits. • Recognise why digital technology is used in the classroom, home and community.
Music	**Keeping the beat** • Pupils will listen to a variety of music and learn how to tap out the pulse.	**Christmas Performance** • Pupils will begin to learn Christmas songs ready for their Christmas performance. • Pupils will apply timing, dynamics.	**Introduction to musical notation** • Pupils will learn the names and values of musical notes • Pupils will learn to sing various songs and apply unpitched percussion to	**Introduction to Djambe drumming** • Pupils will be introduced to the African Djambe drum, learning the history of the drum.	**Pitched Percussion** • Pupils will recap prior knowledge from Year 1 using chime bars • Pupils will lean the different pitches from A-G	**Pitched instruments** • Pupils will learn how to play the Glockenspiel, learning how to hold the beater and how to strike a note. • Pupils will learn to play 'C

	• Pupils will be introduced to the orchestral families and focus on the percussion family • Pupils will learn a variety of instruments and how to produce the sound • Pupils will apply this to a piece of music and play to a variety of tempos.	• Pupils will build their confidence for performing.	accompany the song • Pupils will explore a range of instruments	• Pupils will learn how to produce the sound and learn a variety of beats in a controlled manner. • Using their listening skills, the pupils will learn how to play a rhythm together.	• Pupils learn to play the relevant chosen beats from 1-4 to a piece of music.	Major'. • Pupils will learn how to control the tempo • Pupils will learn how to play their first tune.
Personal Social Health Education (PSHE)	**Being Me in My World** Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	**Celebrating Difference** Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	**Dreams and Goals** Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	**Healthy Me** Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	**Relationships** Different types of family Physical contact and boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	**Changing Me** Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
PE	**Fundamentals** • Pupils will develop the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. • Pupils will be given opportunities to work with a range of different equipment. • Pupils will be asked to observe and recognise improvements for their own and others' skills and identify areas of strength. • Pupils will be given the opportunity to work collaboratively with others, taking turns and sharing ideas.	**Gymnastics** • In this unit pupils learn to explore and develop basic gymnastic actions on the floor and using apparatus. • They develop gymnastic skills of jumping, rolling, balancing and travelling individually and in combination to create short sequences and movement phrases. • Pupils develop an awareness of compositional devices when creating sequences to include the use of shapes, levels and directions. • They learn to work safely with and around others and whilst using apparatus. • Pupils are given opportunities to provide feedback to others and recognise elements of high quality performance. **Dance** • Pupils will explore space and how their body can move to express an idea, mood, character or feeling. • They will expand their knowledge of travelling actions and use them in relation to a stimulus. • They will build on their understanding of dynamics	**Ball Skills** • In this unit, pupils will develop their fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball. • Pupils will have the opportunity to work independently, in pairs and small groups.	**Sending & Receiving** • Pupils will develop their sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball. • They will also use equipment to send and receive a ball. • Pupils will be given opportunities to work with a range of different sized balls. • They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. • They will understand the importance of abiding by rules to keep themselves and others safe.	**Invasion Games** • Pupils develop their understanding of invasion games and the principles of defending and attacking. • They use and develop skills such as sending and receiving with both feet and hands, as well as dribbling with both feet and hands. • They have the opportunity to play uneven and even sided games. • They learn how to score points in these types of games and learn to play to the rules.	**Striking & Fielding** • Pupils will develop their sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball. • They will also use equipment to send and receive a ball. • Pupils will be given opportunities to work with a range of different sized balls. • They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. • They will understand the importance of abiding by rules to keep themselves and others safe. **Athletics** • In this unit, pupils will develop skills required in athletic activities such as running at different speeds, jumping and throwing. • In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others. • They are given opportunities to work collaboratively as well as independently. • They learn how to improve by identifying areas of strength as well as areas to develop.

		and expression. ● They will use counts of 8 consistently to keep in time with the music and a partner. ● Pupils will also explore pathways, levels, shapes, directions, speeds and timing. ● They will be given the opportunity to work independently and with others to perform and provide feedback beginning to use key terminology.				