

Year 2 Overview- 2025-26

	Autumn 1	Autumn2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Title	What's at the bottom of the garden?	Hot and Cold	The Great Fire of London	Victorians	Once upon a Time	Castles
Trips/ Visits/ Outings	Owl visit Combined cost approx £5 per child Local area walks Class Assembly	(Christmas)	Assembly- pen morning with parents, burning model houses Visit to Fire station (TBC)	Braintree Museum £20 approx. per child and school based dressing up day	Year 2 show	Castle dressing up day
Book focus	Don't hog the Hedge The Hodgeheg The Owl who was afraid of the dark Owl Babies	Mama, do you love me? Papa, do you love me? Harvey Slumfenburger	Vlad and the Great Fire of London	Grimm Fairy Tales Vlad and the Florence Nightingale Adventure (book comparison)	Traditional tales Snow White The 3 Little Pigs	Non fiction focus
Literacy Focus	Sentence structure Stamina for writing Character descriptions Story work- a new chapter for Plop.	Pie Corbett- 6 ways of looking at a ... (poetry) Setting Descriptions Story writing (Harvey Slumfenburger)	London's Burning (poem to memorise) Fire of London - song to memorise Non-chronological report - Great Fire of London Diary from the Fire of London Non- Chronological Report	Explanation text of a Victorian bathing machine Letter from Florence Nightingale Recount from museum trip	Setting and character description Persuasive letter Story writing retell traditional tale	Sound Collector-poetry Non- Chronological Report

SPAG	full stops + capital letters nouns adjectives past tense verbs- ed conjunctions- and, because expanded noun phrases using commas Writing commands	conjunctions- and, or, but, so because, when, if, that adjectives / expanded noun phrases verbs Writing exclamations	Writing statements Use of ly to create adverbs. Past tense adjectives	Commas in a list Past and present tense, progressive tense Writing questions Conjunctions Chronology using time adverbials	Use of suffixes to create adjectives er, est, ment, ful, less, ness Formation of adverbs using ly Possessive apostrophe Apostrophes for contractions Writing exclamations	rhyme Consolidation of target areas
Maths	Numbers within 100 Read, write, represent, partition, compare and order numbers to 100 Addition and subtraction of 2-digit numbers • Apply number bonds to add and subtract • Represent and explain addition and subtraction	Measures: Length Draw and measure lengths in centimetres • Use <, > and = to compare and order lengths in metres and centimetres Graphs Represent and interpret: pictograms, block diagrams, tables and tally charts.	Time Tell the time on an analogue clock: quarter past, quarter to and five minute intervals • Calculate durations of time in minutes and seconds • Sequence daily events • Minutes in an hour and hours in a day Fractions	Money Recognise coins and notes • Use £ and p accurately • Add and subtract amounts • Calculate change Face, shapes and patterns; lines and turns • Explore, sort and describe 2-D shapes • Lines of symmetry in 2-D shapes • Identify 2-D shapes on 3-D shapes	Numbers within 1000 Represent in different ways • Compare using symbols • Read scales Measures: Capacity and volume • Read and measure temperature • Estimate, measure and understand litres and millilitres • Compare and order capacities	Multiplication and division: 3 and 4 • Multiplication and division facts for 3 and 4 • Relate 4 times table to doubling the 2 times tables • Describe, interpret and represent using arrays and bar models • Recognise inverse relationship

	of two 2-digit numbers. • Add three 1-digit numbers Addition and subtraction word problems Introduction to bar models as a representation • Create, label and sketch bar models	Multiplication and division: 2, 5, and 10 Calculate the times tables of 2, 5, and 10 by skip counting • Relate the 2 times table to doubling • Explore representations of multiplication and division • Commutativity	Part-whole relationships • Fractions as part of a whole or a whole set • Relate to division • Equivalent fractions Addition and subtraction of 2-digit numbers Illustrate, represent and explain addition and subtraction involving regrouping including 'Make Ten', 'Round and adjust' and near doubles strategies	• Compare and sort 2-D and 3-D shapes • Use language to describe position, direction and rotation to follow a route	Measures: Mass • Weigh and compare masses in kilograms and grams Exploring calculation strategies • Apply addition and subtraction strategies to solve equations • Illustrate and explain addition and subtraction using column method	
Science	Working scientifically: ask their own questions about what they notice. Use different types of scientific enquiry together and record data, using simple equipment where appropriate, to answer questions including: observing changes over time. noticing patterns grouping and classifying things carrying out simple comparative tests finding things out using secondary sources of information communicate their ideas what they do and what they find out in a variety of ways.					
Science	Living things and their Habitats (Plants - planting bulbs ready for the Spring)	Use of Everyday Materials	Animals including humans	Plants * observe and describe how seeds	Animals including humans	

	* explore and compare the differences between things that are living, dead, and things that have never been alive (also <u>TAF</u>) * 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. * identify and name a variety of ... animals in their habitats, including microhabitats <u>TAF</u> - name different ... animals and describe how they are suited to their different habitats. * 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. * (Link to animals including humans) notice that animals have offspring which grow into adults * find out about and describe the basic needs of animals for survival (water food air)		* identify and compare the suitability of a variety of everyday materials, including wood, metal plastic, glass, brick, rock, paper and cardboard for particular uses * find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching <u>TAF</u> - distinguish objects from materials, describe their properties, identify and group everyday materials. * compare their materials suitability for different uses	* describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene (and <u>TAF</u>).	and bulbs grow into mature plants. * find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. <u>TAF</u> - name different plants ... and describe how they are suited to different habitats. <u>TAF</u> - describe the basic needs of plants for survival and the impact of changing these and the main changes as seeds and bulbs grow into mature plants	*notice that humans have offspring which grow into adults * find out about and describe the basic needs of humans for survival (water, food, air) * notice that animals have offspring which grow into adults * find out about and describe the basic needs of animals for survival (water food air) <u>TAF</u> describe the basic needs of animals for survival and the main changes as young animals, including humans, grow into adults.
History		Guy Fawkes Night Remembrance Day Christmas traditions around the world events beyond living memory that are significant nationally or globally [for example, the Great	Looking at a significant event in history- The Great Fire of London events beyond living memory that are significant nationally or globally [for example, the Great	Looking at lives of significant individuals- Queen Victoria, Florence Nightingale, William Morris Compare Mersea School with Mersea School in Victorian times		History of castles through the ages- William the Conqueror events beyond living memory that are significant nationally or globally [for

		Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]	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 significant historical events, people and places in their own locality.		example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] significant historical events, people and places in their own locality. (link to the castle in Colchester)
Geography	Name and locate world's 7 continents (linked to owls from around the world) Local area and local maps Walk around the local area and design routes to get to places around Mersea Countries of the UK and capital cities	Name and locate world's 7 continents and 5 oceans. Use maps/ globes and atlases to identify countries, continents and oceans. Understand Similarities and differences through studying the human and physical geography of a small	(London- The capital city of England)		Geography- direction and positional language. NSEW, near, far, left, right to describe location of features and routes. (link to maths) devise a simple map and construct a symbol based key Link to the walk around the local area and design imaginary routes linked to fairy tales.	Castles around the UK. (Hamilton we are Britain topic)

		area in a contrasting non-European country. Areas around the UK-coast, forest, hill, mountain, sea, ocean, river, season, weather.				
ICT	Information Technology around us To recognise the uses and features of information technology To identify information technology in the home To identify information technology beyond school To explain how information technology benefits us To show how to use information technology safely To recognise that choices are made when using	Digital Photography To know what devices can be used to take photographs To use a digital device to take a photograph To describe what makes a good photograph To decide how photographs can be improved To use tools to change an image To recognise that images can be changed	Robot Algorithms To describe a series of instructions as a sequence To explain what happens when we change the order of instructions To use logical reasoning to predict the outcome of a program (series of commands) To explain that programming projects can have code and artwork To design an algorithm To create and debug a program that I have written	Online Safety To know how to keep themselves and others safe online. (these will also be covered throughout the year relevant to each unit) Self-Image and Identity Online Relationships Online Reputation Online Bullying Managing Online Information Health, Well- being and Lifestyle Privacy and Security	Making Music To say how music can make us feel To identify that there are patterns in music To describe how music can be used in different ways To show how music is made from a series of notes To create music for a purpose To review and refine our computer work	An Introduction to Quizzes To explain that a sequence of commands has a start To explain that a sequence of commands has an outcome To create a program using a given design To change a given design To create a program using my own design To decide how my project can be improved

	information technology			Copyright and Ownership		
Art	(backgrounds for habitats) Andy Goldsworthy - natural artist. <u>3d Sculpture</u> 1.Understanding the safety and basic care of materials and tools, working with increasing confidence. 2.Explore the use of materials such as recycled, natural and malleable to make models and structures. 3.Experiment with shape and form. 4.Apply simple decoration techniques including the use of pattern.		Fire of London- collage, chalks, pastels and oil pastels <u>Painting</u> 1.Experiment with tools and techniques, such as layering and mixing media. 2.Continue to control the types of marks made. 3.Gain confidence when working on different scales and surfaces. 4.Confidently mix a range of colours and shades. a.Reproduce the colours of different objects with increasing accuracy.			Castle pattern and colour - Paul Klee Printing 1.Continue to explore printing simple pictures with a range of hard and soft materials e.g. cork, sponge, pen barrels 2.Explore mono printing. Make simple marks on rollers and printing palettes. Take simple prints. 3. Demonstrate Experience in impressed printing. 4.Design patterns of increasing complexity and repetition. 5.Use equipment and media correctly and be able to produce a clean printed image.

						6.Experiment with overprinting motifs and colour.
DT		Design, plan and make pictures/ objects with a wind up mechanism - water well and bucket/ fishing rod and fish Making habitat shoeboxes (science focus)		Design and make- healthy food link - use the basic principles of a healthy and varied diet to prepare dishes - understand where food comes from.	Apply their understanding of computing to program, monitor and control their products. (links to ICT) Design, plan and make a fairy tale castle/ cottage (using skills learnt from making the tudor houses)	
PE	Rugby gymnastics 1	send and return - netball gymnastics 2	Circuit training Football- send and return	Dance Football- defence and attack	Run, jump, throw- athletics Squash coach	Run, jump, throw- athletics Small ball skills- cricket
RE	Why do people have different views about the idea of God?	What does the nativity story teach Christians about Jesus?	What does the cross mean to Christians?	How do Jews celebrate Passover (Pesach)?		How do Christians belong to their faith family?
PHSE	Me and my relationships	Valuing difference	Keeping myself safe	Rights and responsibilities	Being my Best	Growing and changing
Music (charanga scheme)	Exploring simple patterns	Focus on dynamics and tempo	Exploring feelings through music	Inventing a musical story	Year 2 show music	Exploring Improvisation