Year 2 Curriculum Overview 2025-2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	See Year 2 Key Texts https://www.cannonlaneprimary.org/year-2-key-texts/					
	• Letter writing • Descriptive writing (using adjectives and similes) • Diary entry • Recount • Postcard writing • Performance poetry • Acrostic poetry • Comparison • Book review • Phonics Phase 5 and 6 • Spelling Rules		• Descriptive writing • Information leaflets • Rhyming poetry • Debates • Persuasive letter • Non-fiction writing • Diary entry • Phonics Phase 5 and 6 • Spelling Rules		• Narrative • Instructions • Newspaper articles • Persuasive letters • Biography writing • Character descriptions • Recount • Spelling Rules	
Maths	• **Number and Place Value**: Numbers within 100 • **Addition and subtraction:** of 2-digit numbers • **Addition and subtraction:** word problems • **Measurement**: Length • **Statistics:** Graphs • **Multiplication and division**		• **Measurement:** Time • **Fractions** • **Addition and subtraction:** of 2-digit numbers • **Measurement**: Money • **Geometry**: Face, shapes and patterns; lines and turns		• **Number and Place Value**: Numbers within 1000 • **Measurement:** Capacity and volume • **Measurement**: Mass • **Addition and subtraction:** Exploring calculation strategies • **Multiplication and division:** Exploring multiplication thinking	
Geography	**Spatial Sense** My School Site Drawing a map of my school Maps of the local area Using maps to plan a route Identifying locations on a globe or map		**The British Isles** The British Isles and England Scotland Wales Ireland Comparison with Cape Town		**Northern Europe** Countries in Northern Europe Human and Physical features of Northern Europe Climate in Northern Europe Animals found in Northern Europe Roald Amundsen	
History	**Romans in Britain** The Roman Empire Roman Armies and Soldiers The Invasion of Britain and Boudicca Roman Towns Roman Legacy		**The Tudors** Life in Tudor England Henry VIII The English Reformation Edward VI and Mary I Elizabeth I		**Powerful Voices** Gandhi Rosa Parks & Martin Luther King Malala Yousafzai Greta Thunberg David Attenborough	
Science	**Everyday Materials**	**Earth & Space**	**Living things and their habitats**	**Animals, including humans**	**Plants**	**We are Scientists**
ICT	**Information technology Around Us** How is information technology (IT) being used for good in our lives? With an initial focus on IT in the home, learners explore how IT benefits society in places such as shops, libraries, and hospitals.	**Digital Photography** Learners will learn to recognise that different devices can be used to capture photographs and will gain experience capturing, editing, and improving photos.	**Robot Algorithms** This unit develops learners' understanding of instructions in sequences and the use of logical reasoning to predict outcomes.	**Pictograms** This unit introduces the learners to the term 'data'. Learners will begin to understand what data means and how this can be collected in the form of a tally chart.	**Digital Music** Learners will explore how music can make them think and feel. They will make patterns and use those patterns to make music with both percussion instruments and digital tools.	**Programming Quizzes** This unit initially recaps on learning from the Year 1 Scratch Junior unit 'Programming B - Programming animations'. Learners begin to understand that sequences of commands have an outcome and make predictions based on their learning.

PE	**Dance: Water** Explore and respond to a stimulus using various dynamics and movement qualities using the whole body to create a sequence of movement.	**Health and Wellbeing:** To develop skills of agility, balance and coordination, understanding what they mean and why they are important. Pupils will perform circuits to develop their application and understanding.	**Gymnastics: Pathways** To move like a champion gymnast. To perform a sequence which links movements with transitions on apparatus using jumps, rolls and balances.	**Ball Skills: Rackets Bats and Balls** To be able to use a bat safely to strike (hit) their ball into space, directing the ball away from fielders. To understand why it is so important to hit the ball into space and apply this understanding as the outwit their opponents.	**Dance: Explorers** To develop expression and emotion in performances. Develop and perform a motif with a partner.	**Gymnastics**: Linking To move like a champion gymnast and develop the concept of flow. Perform a sequence on apparatus using jumps, rolls and balances.
	Ball Skills: Hands 2 To be able to dribble, pass and move with developing accuracy. Combine skills to score points in an adapted game.	**Locomotion: Dodging** To be able to dodge applying the correct technique ensuring maximum efficiency. To run, dodge and stay in a space avoiding defenders.	**Ball Skills: Feet** Apply passing and dribbling skills in order to keep position and score in an adapted game.	**Locomotion: Jumping** Accurately apply jumping skills in combination and link jumps within an adapted game.	**Attack v Defence**: Games for Understanding To develop the ability to transition between defender and attacker whilst applying simple tactics as a team.	**Athletics: Running** To explore how we can use our bodies to run as fast as possible, exploring the correct technique individually and within teams.
RE	What makes a home? **Hinduism and Jainism**	How do we remember people and why? **Humanism and Christianity**	How are we the same and different from other people and does it matter? **Islam and Baha'i**	Why is the cross important to Christians? **Christianity**	What rules are the most important and why? **Judaism**	What does faith say about change? How does it make us feel and how can we become better? **Buddhism**
PSHE (Jigsaw)	**Being me in my world**	**Celebrating difference**	**Dreams and Goals**	**Healthy me**	**Relationships**	**Changing Me**
DT	**Textiles:** **Stockings** To select from and use a range of materials and components including textiles and materials		**Structures:** **Tudor Houses** To design purposeful, functional and appealing products based on design criteria		**Mechanisms:** **Moving Monsters** To explore and use mechanisms including axels	**Balanced diet:** **Hidden Sugars** To understand where food comes from and the basic principles of a healthy and varied diet
Art	**Colour: Landscapes** Artists: Calude Monet David Hockney Van Gogh Joy Laforme L.S Lowry		**Line: Self Portraits** Artists: Rembrandt Picasso Frida Kahlo		**Tone Still Life: Flowers** Artists: Georgia O'Keefe Ambrosius Bosschaert	
Music	**Strings Project** (Concerts in Summer Term)					