



## Y2 2025-2026

Below is the range of experiences and activities that the children will do throughout the year. This is how we will bring our curriculum to life and provide learners with as many cross-curricular, meaningful and memorable experiences as possible.

	<b>Autumn 1 Kings and Queens</b>	<b>Autumn 2 The wider world</b>	<b>Spring 1 and Spring 2 London's Burning</b>	<b>Spring 2 Cities and Culture</b>	<b>Summer 1 Cities and Culture Wonderful Weather</b>	<b>Summer 2 Incredible Industry</b>
<b>Enrichment Experiences</b>				Fire Brigade	Staircase House	
<b>British Values and SMSC</b>	Creativity	Peace	Trust	Forgiveness	Justice	Thankfulness
<b>English – Writing</b> (Literacy Tree)	The Grotlyn Last stop on Market Street	Last stop on Market Street Dear Earth	If all the world were The Great Fire of London	A Walk in London The Bear and the Piano	The Bear and the Piano The Owl and the Pussycat	The Dragon Machine The Journey Home
<b>English – Reading</b> (Pathways)	Lights on Cotton Rock	Above and Below	The Dragonsitter	Owen and the Soldier	Fantastic Mr Fox	Illustrated Grimm's Fairy Tales (Usbourne illustrated story collections)
<b>Spellings</b> (ELS)	Vowels and consonants Spellings of ai, ee, igh, oa, (y)oo j spelled g, ge, dge n spelled kn, gn r spelled wr ee spelled ey s spelled c l spelled il or spelled oor Common Words: because, most igh spelled i u spelled o o spelled a or spelled a, al	zh spelled s ur spelled or j spelled g, ge, dge u spelled o oo spelled o zh spelled si, s or si or spelled ar n spelled gn, kn h spelled wh o spelled a Homophones s spelled c ee spelled ey r spelled wr ai spelled ea or spelled a, al	l spelled el, le, al Doubling consonants of CVC words when adding a suffix: -ed /id/, /t/, /d/ -er -y -est -ing Homophones /oa/ spelled <o> /e/ and /ee/ spelled <e> /oa/ spelled <o>	Apostrophes for contraction Drop <e> and add suffix: -ing, -ed /id/, -er, -y, -tion endings, -ed /t/, -er, -est, -ed /d/ Common Words: people, busy, water Apostrophes for possession <a> spelled /ar/ Common Words: would, should, could /oa/ spelled <oul>	How suffixes affect the verb Suffix -ly, -ful, less with no change to the root word Adding -ly after another suffix (-ful/-less) Suffix -ness after adding -ful/-less Suffix -ment, -ly, -ful, -less with no change to the root word Suffix -ness, -ment, -ly, -ful, -less with no change to the root word	<y> spelling /igh/ or /ee/ Plurals where dropping <y> add an <i> add -es Comparatives vs superlatives Doubling consonants of CVC words when adding a suffix -y Common Words: sugar, eye, again Drop the <y>, add an <i> add -ed Where <y> is spelling /igh/ Drop the <y> add an <i> add -es, -er, -ed Where root word has a doubled consonant and added <y> drop the <y> add an <i> add -er Common Words: any, many, beautiful, hour Where <y> is spelling /ee/ Drop the <y> add an <i> add -es, -est Common Words: parents, sure, clothes



<p><b>Spelling, Grammar and Punctuation</b></p>	<p><u>Punctuation</u></p> <ul style="list-style-type: none"> <li>demarcating <b>some</b> sentences with capital letter and full stops</li> <li>using spacing between words.</li> </ul> <p><u>Handwriting</u></p> <ul style="list-style-type: none"> <li>forming lower case letters in the correct direction, starting and finishing in the right place</li> <li>forming lower case letters in the correct size relative to one another in <b>some</b> of the writing</li> </ul> <p><u>Spelling</u></p> <ul style="list-style-type: none"> <li>spelling <b>some</b> common exception words*</li> <li>segmenting spoken words into phoneme and representing these by graphemes, spelling some correctly</li> </ul> <p><u>Grammar</u></p> <ul style="list-style-type: none"> <li>using sentences with different forms in their writing: statements, questions</li> <li>using some expanded noun phrases to describe and specify</li> <li>using present and past tense <b>mostly</b> correctly and consistently using co-ordination (or/and/but)</li> </ul>		<p><u>Punctuation</u></p> <ul style="list-style-type: none"> <li>demarcating most sentences with capital letter and full stops</li> <li>using question marks and exclamations</li> <li>commas to separate items in a list.</li> <li>apostrophes to mark singular possession in nouns</li> </ul> <p><u>Handwriting</u></p> <ul style="list-style-type: none"> <li>writing capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>using the diagonal and horizontal strokes needed to join letters in <b>some</b> of their writing</li> </ul> <p><u>Spelling</u></p> <ul style="list-style-type: none"> <li>spelling <b>many</b> common exception words*segmenting</li> <li>using spacing between words that reflects the size of the letters</li> <li>spelling <b>some</b> words with contracted forms*</li> <li>segmenting spoken words into phonemes and representing these by graphemes, spelling <b>many</b> correctly</li> <li>adding suffixes to spell some words correctly in their writing e.g. -ment, -ness, -ful, -less, ly*</li> </ul> <p><u>Grammar</u></p> <ul style="list-style-type: none"> <li>using sentences with different forms in their writing: commands</li> <li>using some expanded noun phrases to describe and specify</li> <li>using present and past tense <b>mostly</b> correctly and consistently Use of the progressive form of verbs in the present and past tense to mark actions in progress (for example: she is drumming, he was shouting)</li> <li>using co-ordination (or/and/but)</li> <li>using <b>some</b> subordination (when/if/that/because)</li> </ul>		<p><u>Punctuation</u></p> <ul style="list-style-type: none"> <li>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.</li> <li>Introduction to inverted commas to punctuate direct speech.</li> </ul> <p><u>Handwriting</u></p> <ul style="list-style-type: none"> <li>spelling <b>most</b> common exception words*</li> <li>using the diagonal and horizontal strokes needed to join letters in <b>most</b> of their writing</li> </ul> <p><u>Spelling</u></p> <ul style="list-style-type: none"> <li>spelling <b>most</b> words with contracted forms*</li> <li>adding suffixes to spell <b>most</b> words correctly in their writing e.g. -ment, -ness, -ful, -less, ly etc.</li> </ul> <p><u>Grammar</u></p> <ul style="list-style-type: none"> <li>using sentences with different forms in their writing: exclamations</li> <li>using some expanded noun phrases to describe and specify</li> <li>using present and past tense <b>mostly</b> correctly and consistently</li> <li>using co-ordination (or/and/but)</li> <li>using <b>some</b> subordination (when/if/that/because)</li> </ul>	
<p><b>Maths</b> (White Rose)</p>	<p>Number: Place Value</p> <p>Number: Addition and Subtraction</p> <p>Geometry: Shape</p>		<p>Measurement: Money</p> <p>Number: Multiplication and Division</p> <p>Measurement: Length and Height</p> <p>Measurement: Mass, Capacity and Temperature</p>		<p>Number: Fractions</p> <p>Measurement: Time</p> <p>Statistics</p> <p>Geometry: Position and Direction</p> <p>Consolidation</p>	
<p><b>Geography</b></p>		<p>Cities and Cultures 1</p>		<p>Cities and Cultures 2 (Comparison of local area with Tulum, Mexico) (Gr)</p>	<p>Cities and Cultures 2 (Comparison of local area with Tulum, Mexico) (Gr)</p> <p>Weather and Climate (Gr)</p>	
<p><b>History</b></p>	<p>Changes within living memory. Aspects of change in national life (King Charles and Elizabeth)</p>			<p>Events beyond living memory that are significant nationally or globally.</p> <p>Great Fire of London</p>		<p>Significant historical events, people and places in own locality</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements. (comparison of life in different periods)</p>



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<b>Science</b> (Kapow)	Habitats (6 lessons)	Uses of everyday materials (6 lessons)	Life cycles and health (6 lessons)	Microhabitats (6 lessons)	Plant growth (6 lessons)	Making connections: Plant-based materials (5 lessons)			
<b>Art &amp; Design</b> (Kapow)	Drawing – Tell a story (5 lessons)		Sculpture and 3D – Clay Houses (5 lessons)		Craft and design – Map it out (5 lessons)	Painting and Mixed Media – Life in colour (5 lessons)			
<b>D&amp;T</b> (Kapow)		Mechanisms – Fairground Wheel (4 lessons)	Structures – Baby Bear’s Chair (4 lessons)	Textiles – Pouches (4 lessons)	Food – A balanced diet (6 lessons)				
<b>Music</b> (Charanga)	Hands, Feet, Heart	Ho, Ho, Ho	I wanna play in a band	Zootime	Friendship song	Reflect, Rewind and Replay			
<b>Music</b> (SMS)	Rhythm and composition B Sequences cat / monkey / rest / cow	Ensemble singing and performance	Playing and Performing B		Inter-related dimensions of music B Selecting & Combining Sounds	Musical appreciation and singing (ensemble, solo, duet and small group performance)			
<b>Spanish</b> (Language Angels)	Greetings, colours and numbers recap (E) Animals (E)		Instruments (E)		In my town (E)				
<b>RE</b>	<b>LIVING</b> How should we care for others and the world, and why does it matter?		<b>BELIEVING</b> Who is Muslim and what do they believe?		<b>BELIEVING</b> Who is Jewish and what do they believe?		<b>LIVING</b> What can we learn from sacred books?		
<b>Computing</b>	Computing systems and networks – IT around us	Creating media – Digital photography	Programming A – Robot algorithms	Data and information – Pictograms	Creating media – Digital music	Programming B – An introduction to quizzes			
<b>PE</b>	Attack, Defend and Shoot Unit 1  Gymnastics Unit 1	Attack, Defend and Shoot Unit 2  Dance Unit 1	Send and Return Unit 1  Dance Unit 2	Send and Return Unit 2  Gymnastics Unit 2	Hit Catch Run	Run Jump Throw			
<b>PSHE &amp; RSHE</b>	Relationships			Health and Wellbeing			Living in the wider world		
	<b>Families and friendships</b>	<b>Safe relationships</b>	<b>Respecting ourselves and others</b>	<b>Physical health and Mental wellbeing</b>	<b>Growing and changing</b>	<b>Keeping safe</b>	<b>Belonging to a community</b>	<b>Media literacy and digital resilience</b>	<b>Money and work</b>
	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money