

Year 2 Curriculum Overview 2025-2026



	Autumn -	Spring -	Summer -
English Lancashire units	Autumn 1: - The Way Home Wolf -Information text -Narrative Autumn 2: - Stories with Familiar Settings - Non-Chronological Reports - Poems on a Theme	Spring 1: - Traditional Tales with a Twist - Instructions Spring 2: - Stories by the Same Author - Non-Chronological Reports	Summer 1: - Stories with Familiar Settings - Riddles - Persuasion texts Summer 2: - Animal Adventure Stories - Classic Poems - Recount: Letters
Maths (WRM)	- Place Value - Addition & Subtraction - Shape	- Money - Multiplication & Division - Length & Height - Mass, Capacity & Temperature	- Fractions - Time - Statistics - Position & Direction
RE	2.1 Why is the Bible such a special book? (10hrs 6+4) - Non-Christian faith Unit: Special Books (4hrs) 2.2 Christmas. Why was the birth of Jesus such good news? (4)	2.3 Why did Jesus welcome everyone? (6hrs) 2.4 How do symbols help us to understand the Easter story? (5hrs)	2.5. Why is the Church a special place for Christians? (10hrs 6+4) - Non-Christian faith Unit: Places of Worship (4hrs) 2.6 What happened at the Ascension and Pentecost? (4)
Geog	<u>Where do I live and play?</u> - Where is Blackburn? - What are the human and physical features of Blackburn? - What is an address and postcode and why are they important? - What leisure activities are there in Blackburn? - What towns are on our nearest seaside coast?		<u>What is it like in Zambia?</u> - Where is Zambia within Africa and what are its physical features? - What is Zambia known for? - What is the same and different between our country and Zambia? - What is it like in Livingstone? - In what ways are Blackburn and Livingstone the same and different?

History	<u>What do I know about the place where I live?</u> • What would my locality have looked like many years ago compared with today? • How have homes in my locality changed over the years? • Where and what was my school like in the past? • What was school like for children in the past (Victorian) compared with today? • What people have been significant in our local area?		<u>Who are the significant explorers from the past?</u> • Who is significant and famous in our lives today? • Who was David Livingstone? • How are David Livingstone and the British Empire linked? • Who are some of the significant explorers of space? • Who are some of the significant explorers of the Arctic?
Sci	Materials - <u>How do we use everyday materials?</u> • What do we know about everyday materials? • Which material is best? • How well do different materials bounce? • Can solid objects change shape? • Which material is the stretchiest?	Animals including humans - <u>Why is it important to keep our bodies healthy?</u> • How do animals change as they get older? • Do human body parts change with age? • What do animals need to survive? • Why should humans exercise? • Why do we eat different types of food?	Living things and their habitats - <u>How do habitats support plants and animals?</u> • What examples can I find of living things, things that are no longer alive and things that have never been alive? • What microhabitats can we find in our school? • Do plants need particular habitats too? • How do different habitats provide for the basic needs of different kinds of animals and plants? • How do animals obtain food from other animals and plants?
	Plants - objectives to be split up over the course of the year to allow time to observe plants growing. <u>How do plants grow?</u> • What do plants grow from? • How do bulbs and seeds grow? • What does a seed need to grow? • How does a plant stay healthy? • What is the lifecycle of a plant?		
Art	<u>Drawing: Explore & Draw</u> • How are artists inspired by their environment? • How can I be inspired by my environment? • How can I record the items I have collected through drawing? • How can I use a range of materials to explore mark making? • How can I reflect on my drawings?	<u>Painting: Exploring the world through monoprint</u> •	<u>Working in three dimensions: Stick Transformation Project</u> • How can I be inventive with materials? • How can I reimagine a familiar object? • How can I use a variety of materials to transform my object, thinking about form and colour? • How can I use my sketchbooks to generate and test ideas?

			How can I reflect on the work created throughout the half term?
DT	- How can I create a piece of equipment for a park that moves using axles and wheels? -Research different types of park equipment -Design an item that incorporates axles and wheels -Gather the resources needed to make the park equipment -Ensure that in the making phase, the axles and wheels are strong enough -Evaluate the final product against the brief and explain how it could be made stronger	- What products will make the healthiest wrap as part of a balanced diet? -Find out about different wrap filling recipes -Research and taste different produce -Design an initial idea, which focuses on selecting ingredients. -Gather resources and make the product -Evaluate the final product against the brief and consider how they might make changes	How can I create a puppet to retell a story? -Research different types of puppets -Practice a running stitch and other ways of joining materials -Design a puppet from a story -Ensure that the puppet design incorporates some sewing (running stitch) -Evaluate the final product against the brief and consider how they might make changes
Music (Bolton Music Service)	- Materials (Sci) - Where Do I Live – exploring music from the local area and the North West (Geography)	- Traditional Tales with a twist – Little Red Riding Hood(English) - Zambia(Geography)	- Habitats (Science) - Making Music(IT)
Computing (Purple Mash)	- Online Bullying - Online Relationships - The Internet	- Online Reputation - Creating Pictures - Managing Online Information	- Self - Image and Identity - Route Explorers - Coding
PSHEC Jigsaw	<u>Being Me in My World</u> Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	<u>Celebrating Differences</u> Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and	<u>Relationships</u> Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships

	<u>Dreams and Goals</u> Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	remaining friends <u>Healthy Me</u> Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	<u>Changing Me</u> Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
PE	• Beginners Jagtag • Movement to Music	• Yoga • Net and Wall • Swimming	• Striking and Fielding • Sports Day Events