



**Year 2 Curriculum**

**2024-2025**

*Caring, Learning, Growing*

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>English Writing</b>	<p><b>Key Text:</b> A River</p> <p><b>Writing Outcomes:</b> Circular Narrative and Letters</p>	<p><b>Key Text:</b> The Night Gardener</p> <p><b>Writing Outcomes:</b> Setting Narrative and Diary entries</p>	<p><b>Key Text:</b> The Bog Baby</p> <p><b>Writing Outcomes:</b> Finding Narrative and Instructions</p>	<p><b>Key Text:</b> Grandad's Island</p> <p><b>Writing Outcomes:</b> Return Narrative and Information Text</p>	<p><b>Key Text:</b> The King who Banned the Dark</p> <p><b>Writing Outcomes:</b> Banning Narrative and Persuasive Letters</p>	<p><b>Key Text:</b> Rosie Revere Engineer</p> <p><b>Writing Outcomes:</b> Invention Narrative and Explanation Texts</p>
<b>English Reading</b>	<p><b>Linked Theme:</b> Geography: 'UK Rivers and Seas'</p> <p><b>Non-Fiction:</b> Sharks and other Sea Creatures, Dorling Kindersley The Sea book by Charlotte Milner</p> <p><b>Poetry:</b> 'First Book of the Sea' by Nicola Davies 'The River' by Valerie Bloom</p> <p><b>Fiction:</b> 'One World' by Michael Foreman 'The Real Boat' by Marina Aromshtam</p>	<p><b>Linked Theme:</b> History: 'The Great Fire of London'</p> <p><b>Non-Fiction:</b> 'The Great Fire of London' by E Adams and J Lewis  'Why do we remember? The Great Fire of London' by Izzy Howell</p> <p><b>Poetry:</b> 'Before the Great Fire of London' by Jane Goulbourne</p> <p><b>Fiction:</b> 'The Great Fire- A City in Flames' by Ann Turnbull  'The Baker's Boy and the Great Fire of London' by Tom and Tony Bradman</p>	<p><b>Reading Breadth Focus:</b> Fairy Stories and Poetry Classics</p> <p><b>Fiction:</b> 'Once Upon a Wild Wood' by Chris Riddell  'The Glassmaker's Daughter' by Dianne Hofmeyr  'The Secret of the Tattered Shoes' by Jackie Morris and Eshan Abdolahi</p> <p><b>Poetry:</b> 'The Owl and the Pussycat Anthology'</p>	<p><b>Reading Breadth Focus:</b> Traditional Tales and Poetry</p> <p><b>Fiction:</b> 'The Wolf's Story: What really happened to Little Red Riding Hood' by Toby Forward  'The Three Little Wolves and the Big Bad Pig' by Eugene Trivizas and Helen Oxenbury  'The True Story of the Three Little Pigs' by Jon Scieszka and Lane Smith</p> <p><b>Poetry:</b> 'Revolting Rhymes' by Roald Dahl</p>	<p><b>Linked Theme:</b> Science: 'Living Things, Habitats and Plants'</p> <p><b>Non-Fiction:</b> 'How to Help a Hedgehog and Protect a Polar Bear' by Jess French  'Grandpa's Garden' by Stella Fry</p> <p><b>Poetry:</b> 'It Starts with a Seed' by Laura Knowles and Jenny Webster</p> <p><b>Fiction:</b> 'The Flower' by John Light and Lisa Evans</p>	<p><b>Reading Breadth Focus:</b> Stories, Plays and Poetry-contemporary</p> <p><b>Fiction:</b> 'The Owl who was Afraid of the Dark' by Jill Tomlinson  'The Tunnel' by Anthony Browne  'Georges Marvellous Medicine' by Roald Dahl</p> <p><b>Poetry:</b> 'The Works' by Paul Cookson</p>
<b>Maths</b>	<b>Number:</b> Place Value	<b>Number:</b> Addition and Subtraction	<b>Measurement:</b> Money	<b>Number:</b> Multiplication and Division	<b>Number:</b> Fractions	<b>Statistics</b>

	Addition and Subtraction	<b>Geometry:</b> Shape`	<b>Number:</b> Multiplication and Division	<b>Measurement:</b> Length and Height Mass, Capacity and Temperature	<b>Measurement:</b> Time	<b>Geometry:</b> Position and Direction
<b>Science</b>	<b>Use of Everyday Materials</b>	<b>Living Things and their Habitats</b>	<b>Living things and their Habitats:</b> Habitats Around the World	<b>Animals including Humans:</b> Health and Survival	<b>Animals including Humans:</b> Life Cycles	<b>Plants</b>
<b>History</b>		<b>The Great Fire of London</b> Events beyond living memory		<b>Air and Sea Travel</b> Changes within living memory and Significant historical events, people, places in our locality		<b>Stone Age</b>  Events beyond living memory: transition into Key Stage 2 Curriculum
<b>Geography</b>	<b>Our Local Area</b> The Geography of Walton		<b>My World and Me</b> World Geography and compare and contrasting places		<b>Weather Patterns</b> Seasonal and daily patterns and differences between equatorial and polar regions	
<b>RE</b>	<b>Islam:</b> How important is the prophet Muhammed to Muslims?	<b>Christianity:</b> Why do Christians believe that God gave Jesus to the world?		<b>Christianity:</b> How important is it to Christians that Jesus came back to life after the Crucifixion?	<b>Christianity:</b> Is it possible to be kind to everyone all the time? (Bible stories)	<b>Islam:</b> How important is the Qu'ran to Muslims?
<b>PE</b>	Competitive games Fancy Feet  <b>Foot Coordination</b>  <b>Dance</b>	Competitive games Playground games  <b>Jumping</b>	<b>Yoga</b>  <b>Gymnastics</b>	<b>Competitive games</b>  <u>Fancy Feet</u> Foot Coordination	Competitive games Playground games  <b>Throwing &amp; Catching and</b>	<b>Dodgeball</b>  <b>Skoot Skool</b>
<b>Art</b>	<b>Drawing</b>  River Scene Illustrations Marc Martin		<b>Painting</b>  Monet Water Lilies		<b>Printing</b>  Simple Techniques- William Morris	
<b>Design technology</b>		<b>Textiles</b>  Puppets		<b>Cooking and Nutrition</b>  Dips and Dippers		<b>Mechanisms</b>  Wheels and Axels: Vehicles
<b>PSHE</b>	<b><u>Being Me in My World</u></b>  Hopes and fears for the year Rights and responsibilities Rewards and consequences	<b><u>Celebrating Difference</u></b>  Assumptions and stereotypes about gender Understanding	<b><u>Dreams and Goals</u></b>  Achieving realistic goals Perseverance	<b><u>Healthy Me</u></b>  Motivation Healthier choices Relaxation	<b><u>Relationships</u></b>  Different types of family Physical contact boundaries	<b><u>Changing Me</u></b>  Life cycles in nature Growing from young to old

	Safe and fair learning environment Valuing contributions Choices Recognising feelings	bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Learning strengths Learning with others Group co-operation Contributing to and sharing success	Healthy eating and nutrition Healthier snacks and sharing food	Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
<b>Computing</b>	<b>Computing Systems and Networks</b> Information Technology Around Us  <b>Online Safety:</b> Online Reputation and Managing Online Information	<b>Creating Media:</b> Digital Photography  <b>Online Safety:</b> Self Image and Identity and Online Bullying	<b>Online Safety:</b> Copyright and Ownership	<b>Online Safety:</b> Health, Wellbeing and Lifestyle	<b>Programming:</b> Robot Algorithms  <b>Online Safety:</b> Privacy and Security	<b>Programming:</b> Quizzes  <b>Online Safety:</b> Online Relationships
<b>Music</b>	<b>Tony Chestnut</b> Listen to, recognise, and play echoing phrases by ear. <b>Carnival of the Animals</b> Identify different qualities of sound (timbres) such as smooth, scratchy, clicking, ringing, and how they are made.	<b>Creepy castle</b> Listen to music in a minor key, recognising small steps (intervals) in the music.  <b>Magical music aquarium</b> Play percussion instruments with expression.	<b>Grandma rap</b> Chant the piece rhythmically and perform both unison and in a round.  <b>Orawa</b> Listen with attention to detail and recall sounds and patterns.	<b>Musical conversations</b> Play percussion instruments, taking turns and sharing  <b>Minibeasts</b> Listen and match voices accurately in a singing game	<b>Tanczymy labada</b> Focusing on aspects of singing, playing, improvising, composing, and listening  <b>Swing-a-long with Shostakovich</b> Identify different metres in familiar songs.	<b>Cat and Mouse</b> Explores how we use a combination of musical elements – rhythm, tempo, timbre, and dynamics – to create an emotional response that helps us tell a story.  <b>The rockpool rock</b> Focusing on aspects of singing, playing, improvising, composing, and listening