**St. Peter's CE Primary and Nursery School**
**Year 2 Curriculum Overview 2025/2026**

| Term | Autumn | Spring | Summer |
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| | **Book Stimulus**<br><br>Troll Swap<br>The Great Fire of London<br>Zebra Question (poetry)<br>The Owl and the Pussycat (poetry) | **Book Stimulus**<br><br>Grandad's Camper<br>My name is not Refugee<br>From a railway carriage (poetry)<br>Night sounds (poetry) | **Book Stimulus**<br><br>The Last Wolf<br>Grandad's Secret Giant<br>Father and I in the woods (poetry)<br>Fox (poetry) |
| **English** | **Spoken Language**<br>Listen and respond<br>Build vocabulary<br>Give well-structured descriptions, explanations and narratives<br>Participate in discussions, presentations, performances, role play, improvisations and debates<br>Ask relevant questions<br>Maintain attention and participate actively in collaborative conversations<br><br>**Reading**<br>Discuss the sequence of events in books and how items of information are related<br>Make inferences on the basis of what is being said and done<br>Answer and ask questions<br>Predict what might happen on the basis of what has been read so far<br>Participate in discussions about books, poems and other works<br>Explain and discuss their understanding of books, poems and other material<br>Read non-fiction books that care structured in different ways<br>Draw on what is already known or on background information and vocabulary provided by the adult<br><br>**Writing** | **Spoken language**<br>Listen and respond<br>Ask relevant questions<br>Build vocabulary<br>Articulate and justify answers<br>Use spoken language: speculating, hypothesising, imagining and exploring ideas<br>Participate in discussions, presentations, performances, role play, improvisations and debates<br><br>**Reading**<br>Check the text makes sense<br>Make inferences on the basis of what is being said and done<br>Answer and ask questions<br>Predict what might happen on the basis of what has been read so far<br>Read non-fiction books that care structured in different ways<br>Discuss and clarify the meaning of words<br>Answer and ask questions<br>Explain and discuss their understanding of books, poems and other material<br><br>**Writing**<br>Plan or say out loud what is going to be written about<br>Write down ideas, key words, new vocabulary | **Spoken language**<br>Articulate and justify answers<br>Maintain attention and participate actively in collaborative conversations<br>Speak audibly and fluently<br>Participate in discussions, presentations, performances, role play, improvisations and debates<br>Give well-structured descriptions, explanations and narratives<br>Listen and respond<br>Ask relevant questions<br><br>**Reading**<br>Listen to, discuss and express views about a wide range of books at a level beyond that which can be read independently<br>Become familiar with and retell a wider range of traditional tales<br>Recognise simple recurring literary language<br>Draw on what is already known or on background information and vocabulary provided by the adult<br>Predict what might happen on the basis of what has been read so far<br>Discuss the sequence of events in books and how items of information are related<br>Make inferences on the basis of what is being said and done<br>Answer and ask questions<br><br>**Writing** |

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| | Write narratives about personal experiences and those of others (real and fictional)<br>Write down ideas, key words, new vocabulary<br>Encapsulate what is to be written sentence by sentence<br>Make simple additions, revisions and corrections<br>Evaluate writing with an adult and peers<br>Reread to check writing makes sense and that verbs to indicate time are used correctly and consistently<br>Proof read to check for errors in spelling, grammar and punctuation<br>Write for different purposes<br>Read aloud with intonation | Encapsulate what is to be written sentence by sentence<br>Make simple additions, revisions and corrections<br>Encapsulate what is to be written sentence by sentence<br>Make simple additions, revisions and corrections<br>Evaluate writing with an adult and peers<br>Reread to check writing makes sense and that verbs to indicate time are used correctly and consistently<br>Proof read to check for errors in spelling, grammar and punctuation<br>Write for different purposes<br>Read aloud with intonation<br>Write narratives about personal experiences and those of others (real and fictional)<br>Write poetry | Write narratives about personal experiences and those of others (real and fictional)<br>Write about real events<br>Write for different purposes<br>Plan or say out loud what is going to be written about<br>Make simple additions, revisions and corrections<br>Evaluate writing with an adult and peers<br>Reread to check writing makes sense and that verbs to indicate time are used correctly and consistently<br>Proof read to check for errors in spelling, grammar and punctuation<br>Write poetry |
| **Grammar**<br>Word<br>Sentence<br>Text<br>Punctuation<br>Vocabulary<br>GPS | Formation of nouns using suffixes such as –ness, –er and by compounding (for example, whiteboard, superman) Formation of adjectives using suffixes such as –ful, –less (A fuller list of suffixes can be found p57 in the year 2 spelling appendix.) Use of the suffixes – er, –est in adjectives and –ly to turn adjectives into adverbs<br><br>Subordination (using when, if, that, because) and coordination (using or, and, but) Expanded noun phrases for description and specification (for example, the blue butterfly, plain flour, the man in the moon) How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command<br><br>Correct choice and consistent use of present tense and past tense throughout writing 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)<br><br>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling Apostrophes to mark singular possession in nouns (for example, the girl's name)<br><br>Noun, noun phrase sentences: statement, question, exclamation, command, compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma present tense past tense progressive subordination coordination pronoun | | |
| **Maths** | **Number**<br>Place Value<br>Addition and subtraction | **Measurement**<br>Money<br>Length and height<br>Mass, capacity and temperature | **Number**<br>Fractions<br><br>**Measurement** |

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| | **Geometry**<br>Shape | **Number**<br>Multiplication and division | Time<br><br>**Statistics**<br><br>**Geometry**<br>Position and direction |
| **Science** | **Animals including humans**<br><br>To notice that animals including humans have offspring which grow into adults.<br>To find out about and describe the basic needs of animals including humans for survival.<br>Describe the importance for humans of exercise, eating<br>the right amounts of different types of food and hygiene | **Living things and their habitats**<br>Explore and compare the differences between things that are living, dead and things that have never been alive.<br>Identify most living things live in habitats to which they are suited and describe how different habitats provide for basic needs of different kinds of animals and plants and how the depend on each other.<br>Identify and name a variety of plants and animals<br>in their habitat, including microhabitats.<br>Describe how<br>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.<br><br>**Materials**<br>To identify and compare the suitability of a variety of everyday materials including wood, metal, plastic, glass, brick, rock, paper, cardboard for particular uses.<br>To find out how the shape of solid objects made from materials can be changed by squashing, bending, twisting and stretching. | **Plants**<br>To observe and describe how seeds and bulbs grow into<br>mature plants.<br>Find and describe how plants need water, light and a suitable temperature to grow and stay healthy. |
| **History** | **Events beyond living memory – The Great Fire of London**<br><br>What caused the fire and could it have been stopped<br><br>What was the impact on London?<br><br>Local Link: The Great Fire of Wem | | **Significant Historical People and Places within our locality** –<br>Jane Churm<br>Sir Thomas Adams<br>Henry Eckford<br><br>1) Who were they? |

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| | | | 2) What did they do/accomplish and how did it change people's lives at the time/afterwards?<br>3) How/where are they remembered in Wem? |
| **Geography** | **Around the world and Weather**<br><br>Identify seasonal and daily weather patterns in the UK and make comparisons with Australia<br>Locate and describe features of hot and cold areas of the world in relation to the equator and the North and South Poles.<br><br>Name, locate and identify the remaining three countries and capital cities of the United Kingdom and identify some characteristics of the three countries of the United Kingdom and the seas surrounding the UK.<br><br>Name and locate the seven continents and the five oceans of the world. | **Australia or Wem? Where would you live?**<br><br>Identify similarities and differences through the human & physical geography of a small area of the United Kingdom, and of a small area in Australia | **Local Study: Wem**<br>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features<br><br>Use and construct basic symbols in a key<br><br>Use simple compass directions (North, South, East and West) |
| **Art** | **Colour and Painting – Emotion and The Great Fire of London**<br><br>To know the relationship between mood and colour.<br>I can describe and analyse what I can see in works of art.<br>I know that some artists have selected certain colours to represent emotion.<br><br>Focusing on:<br>Colour as Emotion - Hope and Joy. VINCENT VAN GOGH<br>Colour as Emotion - Sadness and Despair. PABLO PICASSO<br>Colour as Emotion - Noise and Activity. ANDRÉ DERAIN<br>Colour as Emotion - Fun and Excitement. JIM DINE ) | **Sculpture and Form**<br><br>To discuss the differences between natural and man-made forms.<br><br>To create a temporary sculpture.<br><br>*Sculpture: Andy Scott , Barbara Hepworth*<br>*Antony Gormley Mary Collett*<br>*Trip to British Ironworks* | **Drawing and Mark Making - Plants**<br><br>To know that artists often develop their work through a series of sketches.<br><br>(Focusing on: Paul Cezanne, Fede Galizia and Giuseppi Acomboldo. These have represented fruit in different ways)<br><br>To know that sketching pencils can create different tones and textures.<br><br>**Pattern and Printing**<br><br>To know the British printer Mary Collett and design your own press print.<br><br>To imprint drawing onto a polystyrene print and use rollers to apply print paint. |

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| | To explore texture and thickness when applying paint. | | |
| **D&T** | | **Mechanisms – axles**<br><br>To know the difference between fixed and freely moving axles.<br>To know the names of some famous designers. | **Textiles – puppets**<br><br>To use a template<br>To join fabrics using different techniques. |
| **P.E** | **Daily Challenge – 15 minutes on track**<br><br>**Ball skills**<br>Stop or catch a ball with control<br>Be able to pass to someone else<br>Be part of a team and understand how to score<br>Understand why we need to warm up and cool down<br><br>**Fitness**<br><br>**Gymnastics**<br>Copy, remember, explore and repeat simple actions varying speed and levels<br>Select simple actions to construct basic sequences with clear start and finish<br>Begin to identify the difference between own performance and that of others<br>Understand the need for warm up and cool down<br><br>**FUNdamentals** | **Daily Challenge – 15 minutes on track**<br>**Dodgeball**<br><br>**Dance**<br>Move in a controlled way<br>Use your imagination to move in different ways<br>Move using different levels, directions and speeds.<br>Talk about your performance and a partner's using special Dance words<br>Understand why a warm-up is important<br><br>**Alternative Sports**<br><br>**Hockey**<br>Send and receive objects to a partner/target<br>Use a range of simple tactics in games<br>Take part in small-sided games | **Daily Challenge – 15 minutes on track**<br>**Athletics**<br>Change speed and direction whilst running with agility and confidence<br>Jump accurately from a standing position and know the best jumping techniques for distance<br>Recognise changes in temperature and heart rate during exercise<br>Throw different objects in a variety of ways<br>Hurdle an obstacle and maintain effective running style<br>Complete an obstacle course with control and agility<br><br>**Tennis**<br><br>**Striking and Fielding**<br><br>**Outdoor Adventure** |
| **Character Education** | **Being Me in my World**<br>Ambition Ally (School Value)<br><br>Help others to feel welcome<br>Try to make our school community a better place<br>Think about everyone's right to learn | **Dreams and Goals**<br>Honesty Fairy (School Value)<br><br>Stay motivated when doing something challenging<br>Keep trying even when it is difficult<br>Work well with a partner or in a group | **Relationships**<br>Teamwork Tiger (School Value)<br><br>Know how to make friends<br>Try to solve friendship problems when they occur<br>Help others to feel part of a group |

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| | Care about other people's feelings<br>Work well with others<br>Choose to follow the learning charter<br><br>**Celebrating Difference**<br>Respect Robot (School Value)<br><br>Accept that everyone is different<br>Include others when working and playing<br>Know how to help if someone is being bullied<br>Try to solve problems<br>Try to use kind words<br>Know how to give and receive compliments | Have a positive attitude<br>Help others to achieve their goals<br>Are working hard to achieve their own dreams and goals<br><br>**Healthy Me**<br>Fairness Fluff ball (School Value)<br><br>Have made a healthy choice<br>Have eaten a heathy, balanced diet<br>Have been physically active<br>Have tried to keep themselves and others safe<br>Know how to be a good friend and enjoy healthy friendships<br>Know how to keep calm and deal with difficult situations | Show respect in how they treat others<br>Know how to help themselves or others when they feel upset or hurt<br>Know and show what makes a good relationship<br><br>**Changing Me (RSE)**<br>Captain Care (School Value)<br><br>Understand that everyone is unique and special<br>Can express how they feel when change happens<br>Understand and respect the changes that they see in themselves<br>Understand and respect the changes that they see in other people<br>Know who to ask for help if they are worried about change<br>Are looking forward to change |
| **R.E** | **Judaism**<br>Who is Jewish and how do they live?<br><br>**Incarnation**<br>Why does Christmas matter to Christians? | ***God***<br>What do Christians believe God is like?<br><br>**Salvation**<br>Why does Easter matter to Christians? | **Thematic Study**<br>How should we care for others and the world and why does it matter?<br><br>***Gospel***<br>What is the good news that Jesus brings? |
| **Music** | **Percussion with Shropshire Music Service**<br>Dimensions of music (pulse, rhythm, pitch etc)<br>Singing<br>Playing instruments<br>Improvise and compose<br>Listen and appraise different styles of Music | **I Wanna Play in a Band.**<br>I Wanna Play In A Band is a Rock song.<br>Singing and playing together in an ensemble<br>Improvise and compose<br>Listen and appraise classic Rock songs. | **Zootime**<br>Zootime is a Reggae song<br>Dimensions of music (pulse, rhythm, pitch etc),<br>Singing and playing instruments<br>Improvise and compose |
| **Computing** | | **Computer Science**<br>I know what happens when we change the order of instructions.<br>I know that programming projects can have code and artwork.<br>I can describe a series of instructions as a sequence.<br>I can use logical reasoning to predict the outcome of a program. | **Information Technology**<br>I know how to use information technology safely. |

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| | | I can design an algorithm.<br>I can create and debug a program that I have written. | |
| **Dream, Believe, Achieve and Flourish** | Church – Christmas service<br>Nativity Production<br>Visit a synagogue | Possible trips:<br>Church – Easter Service<br>Wem Walk<br>Hatching chicks | Possible trips:<br>Iron Works – (Art)<br>Visitor linked to Percy Thrower<br>Grow our own plants<br>Visit St. Peter and St Paul's Church, Wem |