St. Peter's CE Primary and Nursery School **Year 2 Curriculum Overview 2026 / 2027**

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

	Proof read to check for errors in spelling, grammar and punctuation Write for different purposes Read aloud with intonation	Proof read to check for errors in spelling, grammar and punctuation Write for different purposes Read aloud with intonation Write narratives about personal experiences and those of others (real and fictional) Write poetry	Reread to check writing makes sense and that verbs to indicate time are used correctly and consistently Proof read to check for errors in spelling, grammar and punctuation Write poetry
Grammar Word Sentence Text Punctuation Vocabulary 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 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 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) 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) 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** Place Value Addition and subtraction **Geometry** Shape	**Measurement** Money Length and height Mass, capacity and temperature **Number** Multiplication and division	**Number** Fractions **Measurement** Time **Statistics** **Geometry** Position and direction
Science	**Living things and their habitats** Explore and compare the differences between things that are living, dead and things that have never been alive. 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. Identify and name a variety of plants and animals in their habitat, including microhabitats. Describe how	**Materials** To identify and compare the suitability of a variety of everyday materials including wood, metal, plastic, glass, brick, rock, paper, cardboard for particular uses. To find out how the shape of solid objects made from materials can be changed by squashing, bending, twisting and stretching. **Animals including humans**	**Plants** To observe and describe how seeds and bulbs grow into mature plants. Find and describe how plants need water, light and a suitable temperature to grow and stay healthy.

	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.	To notice that animals including humans have offspring which grow into adults. To find out about and describe the basic needs of animals including humans for survival. Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene	
History	**Events beyond living memory - The Great Fire of London** What caused the fire and could it have been stopped? What was the impact on London? Local Link: The Great Fire of Wem		**Significant Historical People and Places within our locality** – Jane Churm Sir Thomas Adams Henry Eckford 1) Who were they? 2) What did they do/accomplish and how did it change people's lives at the time/afterwards? 3) How/where are they remembered in Wem?
Geography		**Around the world** Locate and describe features of hot and cold areas of the world in relation to the equator and the North and South Poles. 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. Name and locate the seven continents and the five oceans of the world. **Local Study: Wem** Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features Use and construct basic symbols in a key Use simple compass directions (North, South, East and West)	**Australia or Wem? Where would you live? and Weather** Identify seasonal and daily weather patterns in the UK and make comparisons with Australia Identify similarities and differences through the human & physical geography of a small area of the United Kingdom, and of a small area in Australia

Art	**Pattern and Printing** To know the British printer Mary Collett and design your own press print. To imprint drawing onto a polystyrene print and use rollers to apply print paint. **Sculpture and Form** To discuss the differences between natural and man-made forms. To create a temporary sculpture. *Sculpture: Andy Scott, Barbara Hepworth Antony Gormley Mary Collett*	**Colour and Painting – Emotion** To know the relationship between mood and colour. I can describe and analyse what I can see in works of art. I know that some artists have selected certain colours to represent emotion. Focusing on: Colour as Emotion - Hope and Joy. VINCENT VAN GOGH Colour as Emotion - Sadness and Despair. PABLO PICASSO Colour as Emotion - Noise and Activity. ANDRÉ DERAIN Colour as Emotion - Fun and Excitement. JIM DINE To explore texture and thickness when applying paint.	**Drawing and Mark Making - Plants** To know that artists often develop their work through a series of sketches. (Focusing on: Paul Cezanne, Fede Galizia and Giuseppi Acomboldo. These have represented fruit in different ways. To know that sketching pencils can create different tones and textures.
D&T		**Textiles – puppets** To use a template To join fabrics using different techniques.	**Mechanisms - axles** To know the difference between fixed and freely moving axles. To know the names of some famous designers.
P.E	**Daily Challenge / Skipping - 15 minutes on track** **Ball skills** Stop or catch a ball with control Be able to pass to someone else Be part of a team and understand how to score Understand why we need to warm up and cool down **Gymnastics** Develop and hold various balances with control and precision Combine jumps, rolls and stretches to link actions and movement sequences Select simple actions to construct basic sequences with clear start and finish Begin to identify the difference between own performance and that of others Understand the need for warm up and cool down **Fitness** Show a basic understanding of how exercise, sleep, and a balanced diet keep the body healthy. Work safely with apparatus and recognise when extra care is needed.	**Daily Challenge / Skipping - 15 minutes on track** **Dodgeball** Participate in team games and develop simple tactics for attacking and defending. Master stopping, catching and passing a ball with increasing control. Understand the importance of rules in cooperative and competitive games. **Dance** Move in a controlled way Use your imagination to move in different ways Use core muscles, to move using different levels, directions and speeds. Perform dances using simple movement patterns. Understand why a warm-up is important **Orienteering** Develop map-reading skills Follow simple routes Solve challenges	**Daily Challenge / Skipping - 15 minutes on track** **Athletics** Change speed and direction whilst running with agility and confidence Jump accurately from a standing position and know the best jumping techniques for distance Recognise changes in temperature and heart rate during exercise Throw different objects in a variety of ways Hurdle an obstacle and maintain effective running style Complete an obstacle course with control and agility **Striking and Fielding** Participate in team games and develop simple tactics for attacking and defending. Master stopping, catching and passing a ball with increasing control. Understand the importance of rules in cooperative and competitive games. **Y2 Superstars Competition**

	Communicate effectively, play fairly, and take responsibility for actions and equipment. **FUNdamentals** Use good core strength to combine FUNdamental Movements to begin to develop hop-step-jump, skipping and catching.	Work collaboratively to navigate and explore outdoor environments **Tennis** Master stopping, catching and passing a ball with increasing control. Understand the importance of rules in cooperative and competitive games.	**Swimming** Develop water confidence Basic swimming strokes Floating and gliding skills Develop an understanding of water safety
PSHE - 'Expanding horizons and learning to stay safe'	**Mental health & wellbeing** Building on Year 1 by managing the intensity of feelings an introducing an age-appropriate look at change and loss. **Keeping safe online** Making safe choices about what to watch or share online and understanding the vital importance of protecting personal information.	**Me, my body & staying safe** Learning how bodies grow from young to old, naming private body parts and introducing the 'Talk PANTS' safety rules. **Money and work** Exploring what money is, understanding how jobs help people earn money, and learning to distinguish between 'needs' and 'wants'.	**Safety outside the home** Identifying risks in the community, including road and rail safety and learning how to call 999 in an emergency. **Looking back & moving on** Consolidating the year's learning, celebrating personal achievements, and preparing for the exciting transition to Key Stage 2.
R.E	**Creation** Who made the world? **Incarnation** Why does Christmas matter to Christians?	**Judaism** Who is Jewish and how do they live? **Salvation** Why does Easter matter to Christians?	**Gospel** What is the good news that Jesus brings? **Thematic Study** How should we care for others and the world and why does it matter?
Music		**Percussion with Shropshire Music Service** Dimensions of music (pulse, rhythm, pitch etc) Singing Playing instruments Improvise and compose Listen and appraise different styles of Music	**Grandma Rap** Compose 4-beat patterns to create a new rhythmic accompaniment, using a looping app. Chant Grandma rap rhythmically and perform to an accompaniment children create. Chant and play rhythms using the durations of 'walk' (crotchet), 'jogging' (quavers), and 'shh' (crotchet rest) from stick notation. Learn a clapping game to Hi lo chicka lo that shows the rhythm. Show the following durations with actions 'walk' (crotchet) and 'jogging' (quavers).
Computing	**Computer Science** Describe a series of instructions as a sequence Know what happens when we change the order of instructions Use logical reasoning to predict outcomes Design an algorithm Knowing that programming projects can have code and artwork Create and debug a program I have written		**Information Technology** I know how to use information technology safely. (Internet safety day)

Dream, Believe, Achieve and Flourish	Church – Christmas service Nativity Production Visit a synagogue	Possible trips: Church – Easter Service Wem Walk	Possible trips: Theatre Severn Trip Grow our own plants Visit St. Peter and St Paul's Church, Wem