

# Year 2 Long Term Curriculum Overview 2025-2026

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>English</b></p>  <p><b>Vehicle Text-</b> A River- Marc Martin</p> <p><b>Writing Outcomes:</b> Narrative- circular narrative</p> <p><b>Reading:</b> Ready Steady Read Together</p> <p><b>Non-fiction Links and opportunities for disciplinary reading:</b> David Attenborough- Isabel Sanchez</p> <p>Plants- Sally Hewitt</p> <p>The Big Book of Blooms- Yuval Zommer</p>	<p><b>Vehicle Text-</b> The Night Gardener- The Fan Brothers</p> <p><b>Writing Outcomes:</b> Immerse in setting narrative before writing a recount-diary</p> <p><b>Reading:</b> Ready Steady Read Together</p> <p><b>Non-fiction Links and opportunities for disciplinary reading:</b> Look inside how things work</p> <p>Rob Lloyd Jones</p> <p>RHS Ready Steady Grow</p> <p>A Seed is Sleepy</p>	<p><b>Vehicle Text-The Bog Baby-</b> Jeannie Willis</p> <p><b>Writing Outcomes:</b> Narrative-finding narrative</p> <p><b>Reading:</b> Ready Steady Read Together</p> <p><b>Non-fiction Links and opportunities for disciplinary reading:</b> Amelia Earhart- Isabel Sanchez</p> <p>The Good Germ Hotel- Kim Sung-hwa</p> <p>Wild Scientists-Steve Mould</p> <p>The Extraordinary Life of Mary Seacole</p>	<p><b>Vehicle Text-</b> Grandad's Island- Benji Davies</p> <p><b>Writing Outcomes:</b> Immerse in return narrative before writing an information- jungle animals</p> <p><b>Reading:</b> Ready Steady Read Together</p> <p><b>Non-fiction Links and opportunities for disciplinary reading:</b> How Does a Lighthouse Work?- Roman Belyaev</p> <p>Disappearing Acts A Search and Find Book of Endangered Animals- Isabella Bunnell</p> <p>Why Do Animals Go Extinct? Ian Olio</p>	<p><b>Vehicle Text-</b> The King Who Banned the Dark – Emily Howorth-Booth</p> <p><b>Writing Outcomes:</b> Narrative-a mistake narrative</p> <p><b>Reading:</b> Ready Steady Read Together</p> <p><b>Non-fiction Links and opportunities for disciplinary reading:</b> How Does a Lighthouse Work?- Roman Belyaev</p> <p>Disappearing Acts A Search and Find Book of Endangered Animals- Isabella Bunnell</p> <p>Why Do Animals Go Extinct? Ian Olio</p>	<p><b>Vehicle Text- Rosie Revere, Engineer-</b> Andrea Beaty</p> <p><b>Writing Outcomes:</b> Immerse in invention narrative before writing explanation- how a machine works</p> <p><b>Reading:</b> Ready Steady Read Together</p> <p><b>Non-fiction Links and opportunities for disciplinary reading:</b> My First Heroes-Eco Warriors-Campbell Books</p> <p>A Year in Nature- Hazel Maskell</p> <p>Seed to Plant National Geographic</p> <p>How do plants grow</p> <p>Sun, Water and soil</p>	<p><b>Vehicle Text- Rosalie Revere, Engineer-</b> Andrea Beaty</p> <p><b>Writing Outcomes:</b> Immerse in invention narrative before writing explanation- how a machine works</p> <p><b>Reading:</b> Ready Steady Read Together</p> <p><b>Non-fiction Links and opportunities for disciplinary reading:</b> Children's History of Liverpool- Curtis Watt</p> <p>Famous buildings and Landmarks: Then and Now</p> <p>Baby Professor</p> <p>How Plants Grow-DK</p>

				A Kids guide to Kenya- Jack L Roberts  If you were me and lived in Kenya - Carole R Roman  What's where on Earth – An Atlas like you have never seen DK	The Story of The Titanic- Joe Fullman  The Titanic- DK  The Titanic- National Geographic  Titanic – Memorabilia Pack	
<b>Maths</b> 	<b>Basic Skills:</b> Fluent in Five  <b>Number and Place Value:</b> Numbers to 100 <b>Calculations:</b> Addition & Subtraction <b>Calculations:</b> Multiplication of 2, 5 and 10	<b>Basic Skills:</b> Fluent in Five  <b>Calculations:</b> Multiplication and division of 2, 5 & 10, <b>Measurement:</b> Length <b>Measurement:</b> Mass <b>Measurement:</b> Temperature	<b>Basic Skills:</b> Fluent in Five  <b>Statistics:</b> Picture Graphs <b>Calculations:</b> Word Problems <b>Measurement:</b> Money	<b>Basic Skills:</b> Fluent in Five  <b>Geometry - Properties of Shapes:</b> 2D shapes and 3D shapes <b>Measurement:</b> Volume <b>Fractions:</b> Fractions	<b>Basic Skills:</b> Fluent in Five  Fractions continued, <b>Measurement:</b> Time <b>Measurement:</b> SAT's	<b>Basic Skills:</b> Fluent in Five  A review and revisit key topics (+ - x ÷)
<b>Science</b>	<b>Animals including humans</b>  Notice that animals, including humans, have offspring which grow into adults.  Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).  Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.		<b>Living things and their habitats</b>  Explore and compare the differences between things that are living, dead, and things that have never been alive.  Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.  Identify and name a variety of plants and animals in their habitats, including microhabitats.			<b>Use of everyday materials</b>  Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.  Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

		<p>Describe how 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.</p>				
	<p><b>Plants</b> (Ongoing throughout the year – visit during each of the 4 seasons)            Observe and describe how seeds and bulbs grow into mature plants.            Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>					
<p><b>RE- To Know You More Clearly</b></p> 	<p><b>Creation and Covenant</b>            God makes a covenant (promise) with Noah to save all living things.            That people in the story of Noah turned away from God and chose to act badly; this is behaviour called sin.            The Sacrament of Baptism is when a person becomes part of the Christian family and promises to love God.            That the Christian Bible is split into two parts, the Old Testament, and the New Testament.</p>	<p><b>Prophecy and Promise</b>            That prophets and prophetesses communicate God's message inspired by the Holy Spirit.            John the Baptist is born to be a prophet.            Christians believe that the person Isaiah spoke of was Jesus.            In Isaiah's words, Christians recognise Jesus as a light in the darkness and Immanuel, 'God with-us'.            Advent is the season when Christians prepare for the coming of Jesus Christ at Christmas.            That Mary is the mother of God and our mother who is trusted with all our prayers.</p>	<p><b>From Galilee to Jerusalem</b>            John the Baptist is a prophet who calls people back to God by encouraging them to say sorry.            Baptism is a sign of forgiveness.            That when people make bad choices (sin), they turn away from God.            Jesus teaches that God loves and forgives and that being sorry helps us to change and become better people.            Jesus' miracles are signs that show he is the promised one (Messiah).            Jesus' parables are simple comparisons that invite people to know more about God.            Jesus brings healing in different ways.</p>	<p><b>From Desert to Garden</b>            That Jesus gave us the Sacrament of Reconciliation to heal and restore our friendship with God and through this ourselves.</p>	<p><b>To The Ends of The Earth</b>            That Lent is a time of preparing our hearts and minds for Easter through reconciliation and forgiveness.</p>	<p><b>Dialogue and Encounter.</b>            God is love.            Love is God's first gift poured into our hearts by the Holy Spirit.            The fruits of the Spirit are the visible signs that a person is led by the Holy Spirit.            The fruits of the Spirit are love, joy, peace, patience, kindness, generosity, faithfulness, gentleness, and self-control.            The parable of the Good Samaritan (Lk 10:25-37)            Christians should collaborate in service of humanity.            Learning about their local Christian community.            Learning about ways Christians where they live come together to support the local community.</p>

<b>History and Geography</b>	<b>History-</b> Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.  Transport through time - air, land, sea	<b>Geography-</b> Geographical skills, field work and place knowledge (local area)  Everton in Liverpool	<b>History-</b> Significant individuals in the past who have contributed to national and international achievements.  Black History- Rosa Parks/Mary Seacole	<b>Geography-</b> Locational and place knowledge- compare and contrast  What's the same, what's different between The Nest (Kenya) and OLI?	<b>History-</b> Events beyond living memory that are significant nationally or globally and locality  Titanic	<b>Geography-</b> Fieldwork locality- compare and contrast
<b>PSHE</b> <b>MY LIFE</b>	Different types of families *Safeguarding Importance of family characteristics of healthy family life marriage	<b>Feeling Included</b> Characteristics of a healthy friendships Respecting others  Anti-bullying week	<b>Healthy bodies</b> *Safeguarding Physical and mental benefits of an active lifestyles simple self-care personal hygiene  Mental health awareness week	<b>Healthy minds</b> *Safeguarding mental wellbeing emotions self-care	<b>Environment</b> Types of environments and social responsibility for caring for our planet	<b>Responsibility</b> Social responsibility and how to improve local environments
<b>Journey in Love</b>	<b>Social and emotional</b> Recognise joy and friendship of belonging to a diverse community		<b>Physical</b> Describe ways of being safe in our communities			<b>Spiritual</b> Celebrate ways of meeting God in our communities
<b>PE</b> 	<b>Gymnastics</b> Sequences	<b>Football</b> LFC Coach	<b>Dance</b> Rhythm and Patterns	<b>Basketball</b> LSSP	<b>Athletics</b> Technique focus	<b>Cricket</b>

<b>Art &amp; DT</b> 	<b>DT -Cooking and Nutrition-</b> Balanced diet- Exploring and learning what forms a balanced diet, pupils taste test ingredient combinations from different food groups to inform a wrap design of their choice which will include a healthy mix of protein, vegetables and dairy	<b>Art- Drawing</b> Transient Art-creating natural collages and using them as inspiration for drawing.	<b>DT-Textiles</b> Making pouches- An introduction to sewing, pupils learn to sew a basic running stitch and then use and create templates to then make their own pouches, designing, cutting, sewing and decorating them.	<b>Art- Textiles</b> Weaving using fabric and thread. Exploring different materials and means of weaving. Creating paper plate weaving art.	<b>DT- Mechanisms</b> Making a moving monster- Learning the terms: pivot, lever and linkage, pupils then design a monster that will move using a linkage mechanism. Pupils practise making linkages and experiment with various materials to bring their monsters to life.	<b>Art Painting/Printing</b> Using printing to create Liverpool skyline/building picture by using different shapes blocks
<b>Computing</b>	<u>Information Technology</u> WHAT IS A COMPUTER?  -Pupils learn how to identify a computer's different parts and talk about the role computers play in our society.  <i>Digital Literacy: Using a computer responsibly in terms of time and purpose.</i>	<u>Computer Science</u> CODING ALGORITHMS  -Pupils build on their knowledge of what an algorithm is and how we can program computers to use algorithms.	<u>Computer Science</u> SCRATCH JNR  - To design and create an animation using Scratch Jr.	<u>Information Technology</u> USING PICTOGRAMS, GRAPHS  - To collect data as a tally and present it digitally, as a pictogram, graph or bar chart - To compare the differences between creating a bar chart on paper vs digitally	<u>Information Technology</u> MODIFYING TEXT & IMAGES  -Pupils look at software they can use to present their work. They will expand on previous skills such as using a keyboard, formatting text and how to use images in their work.	<u>Digital Literacy</u> PRESENTING DATA  -To understand some of the ways we can keep safe online and who to tell if we encounter any problems.
<b>Music</b>	Children will be encouraged to become more accurate in their pitch matching and following the contour of the song. They will learn to name and compose with rhythms using rhythm syllables.	<b>Listening and Appraising.</b>  <b>Carnival of the Animals.</b>  Based around five of the movements from <i>Carnival of the animals</i> , pupils will explore ways that the composer – Camille Saint-Saëns – has used	Children will learn how to change their voices, following Italian markings for dynamics F/P. They will expand their understanding of the beat, through beat groupings and begin to read pitch using iconic notation.	<b>Listening and Appraising.</b>  <b>Trains.</b>  This unit is all about modes of transport and specifically train travel. Children will begin by listening and analysing four great	Children will now develop their ability to sing with expression, when learning about crescendo and decrescendo. They will use their combined musical knowledge this year to compose from non-	<b>Listening and Appraising.</b>  Swing-a-long with Shostakovich.  2- and 3-time, beat, beat groupings, 20th century Classical music.

		<p>instruments, rhythm, articulation, tempo, and pitch to create pictures of the animals in our imaginations.</p>		<p>pieces of music, each one describing a different vehicle. Then they will discover how composers use volume, speed, and rhythm in their music. Finally, they will create their own transport-inspired pieces.</p>	<p>musical stim - storm/car race / rocket.</p>	
<p><b>MFL</b> <b>(Non-statutory)</b></p>	<p><b>Self, family and friends</b> Name, feelings, where you live, age Family members Familia Dedo song Ricitos de Oro, El Pequeno Elefante story Colours (x10) <b>Number: 1-20/20-1</b></p>	<p><b>School life</b> Name, feelings, where you live, age Clothes Juguemos en el Bosque clapping song Christmas games, activities and carols <b>Number: odd/even numbers to 10</b></p>	<p><b>The world around us</b> Name, feelings, where you live, age, (likes - colours) Space and Planets Mimi la Hormiga story Colours (10). <b>Number: 1-20/10-1</b></p>	<p><b>Animals and home environment</b> Name, feelings, where you live, age, (likes – colours and fruits) The Hungry Caterpillar story Fruit and Food (R) Colours (x10). <b>Number: Simple calculations 1-20</b></p>	<p><b>Leisure</b> Name, feelings, where you live, age. (likes- colours, fruits and animals) Simple weather phrases (R) Charlie and Lola weather story Weather songs</p>	<p><b>Summer</b> Name, feelings, where you live, age. (likes – colours, fruits, animals) Minibeasts (R) La Cucaracha song. The Ladybird song. Colours (10). <b>Number: 1-20 out of sequence</b></p>