

# YEAR 2 CURRICULUM 2024-25

	AUTUMN		SPRING		SUMMER	
English	Mary's Great Fire of London by Sue Graves	Coming to England by Floella Benjamin	Grandad's Island by Benji Davies	Billy and the Beast by Nadia Shireen	1: The Secret Sky Garden by Linda Sarah 2: Jelly Boots Smelly Boots by Michael Rosen	Here Comes Frankie by Tom Hopwood
Shared Reading	The Wolf's Story by Toby Forward Camille and the Sunflowers by Laurence Anholt		A Bear Called Paddington by Michael Bond	The Owl who is Afraid of the Dark	Fantastic Mr Fox by Roald Dahl	The Enchanted Woods by Enid Blyton
Maths	<b>Number:</b> Place Value  Number: Addition and Subtraction	Number: Addition and Subtraction  Geometry - Shape	Measurement – Money  Number – Multiplication and Division	Measurement: Length and Height  Measurement – Mass, Capacity and Temperature	Number - Fractions  Measurement - Time	Statistics  Geometry – Position and Direction
History	Study Events Beyond Living Memory – Great Fire of London		Significant historical events, people and places in our locality (Poplar)		Revisit events beyond living memory	
Geography	Local area study		1: Comparison of a non-European location with small area of UK (London and Nairobi) 2: Local area map work skills and introduction to scale		Compare an alternative non-European locality (Village in a rainforest)	
RE	Is it possible to be kind to everyone all of the time?	Why does Christmas matter to Christians?	Does praying at regular intervals everyday help a Muslim in his/her everyday life?	What do Christians believe God is like?	What do Christians believe God is like?	What is the good news that Jesus brings?
Science	Living things and their habitats Animals, including humans		Uses of everyday materials Revisit Living things and their habitats / materials		Plants Revisit Living things and their habitats / Animals, including humans	
ICT	Information technology around us	Digital photography	Robot algorithms	Pictograms	Digital music	Programming quizzes
Art	Drawing Block A Painting Block B		Printmaking Block C Textiles and collage Block D		3D Block E Creative Response Block F	
DT	Textiles Block A Food and Nutrition Block B		Mechanisms Block C Materials Block D		Food and Nutrition Block E Structures Block F	
PSHE	Being me in my world	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me

PE	Fundamentals Athletics	Dance Yoga	Target Games	Gymnastics	Sending and Receiving	Net and Wall Games Invasion Games
MFL French	<b>At the Farm</b> Nouns for farm animals, rhyme, numbers, 'more than one' (plural nouns), farm song	<b>Autumn Walk and Harvest</b> Colours, numbers, Autumn Walk story, fruits and vegetables, 'Giant Pumpkin' story.	<b>Birthday Party</b> New vocabulary themed around a story about a birthday. Nouns for woodland animals, birthday story, numbers and age, birthday gifts, birthday month, instructions.	<b>Me and my puppy</b> New and familiar vocabulary in the context of a puppy. Ask and answer name, favourite things, numbers, commands, what a puppy likes doing/where a puppy likes to go.	<b>Over the rainbow</b> Colours, rainbow song, weather phrases, weather song.	<b>Pirate Personalities</b> Vocabulary associated with pirates, pirate themed story and board game, numbers, body parts, pirate song.
Trips and Visits	The Monument		Tate Modern		Kew Gardens	
Whole class reading spine books	Traction Man is Here, Meerkat Mail, Amazing Grace, Pumpkin Soup, Who's Afraid of the Big Bad Wolf?, Dr Xargle's Book of Earthlets, Not Now Bernard, Tuesday, The Flower, Gorilla, Emily Brown and The Thing, Frog and Toad Together, The Owl who was Afraid of the Dark, The Giraffe, Pelly and Me, Fantastic Mr Fox, The Hodgeheg, Flat Stanley, Willa and old Miss Annie					
Promotion of British Values SMSC	Tolerance of others with different faiths or beliefs Mutual respect Safety and well-being		Tolerance of others with different faiths or beliefs Mutual respect		Tolerance of others with different faiths or beliefs Mutual respect	
ALS Progression through the program	<b>Phase 5:</b> Long 3: ea, e-e, ie, ey (key), y (very), e (Block 2) Long i: ie, i-e, y (by), i Long o: ow (row) o-e, o (no), oe (Block 3) Long u: ew, ue, u-e, u (unit), ou Short oo: u (put), oil, aw, au, al (Block 4) ir, ear, ou, oy (Block 5)	<b>Phase 5:</b> ere, eer, are, ear, ch, ch (picture), c (cent), ce/ci/cy, se, sc, st (Block 6) g, ge/gi/gy, dge, le, mb, kn, gn, wr (Block 7) tch, sh, ch, ea, zh, (w)a, o, augh (Block 8)	<b>Spring and Summer</b> Children who did not meet the Y1 phonics check continue to practise their phonics through small group intervention work.			
Spelling	<b>Concept:</b> Common exception words, Y1 revisited and Y2 introduced	<b>Concept:</b> The /s/ sound spelt c before e, i and y <b>Etymology:</b> hex (Block 4)	<b>Concept:</b> Common exception words <b>Etymology:</b> quart (Block 7)	<b>Concept:</b> The /l/ or /θl/ sound spelt -al at the end of words Words ending -il	<b>Concept:</b> Adding -es to nouns and verbs ending in -y	<b>Concept:</b> The suffixes -ment, -ness, -ful, -less and -ly

	<p><b>Etymology:</b> bi (Block 1)</p> <p><b>Concept:</b> The /dʒ/ sound -ge and -dge at the end of words</p> <p><b>Etymology:</b> oct (Block 2)</p> <p><b>Concept:</b> The /dʒ/ sound spelt g elsewhere in words before e, i, y and j before, a, u and o</p> <p><b>Etymology:</b> pent (Block 3)</p>	<p><b>Concept:</b> The /ʒ/ sound spelt s</p> <p><b>Etymology:</b> quad (Block 5)</p> <p><b>Concept:</b> Homophones and near homophones</p> <p><b>Etymology:</b> wise (Block 6)</p>	<p><b>Concept:</b> The /l/ or /θl/ sound spelt -le at the end of words, the /l/ or /θl/ sound spelt -el at the end of words</p> <p><b>Etymology:</b> ward (Block 8)</p>	<p><b>Etymology:</b> meter/metre (Block 9)</p> <p><b>Concept:</b> The /aɪ/ sound spelt -y at the end of words</p> <p><b>Etymology:</b> fold (Block 10)</p>	<p>Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it</p> <p><b>Etymology:</b> vore (Block 11)</p> <p><b>Concept:</b> ending in -e with a consonant before it</p> <p>Adding the endings -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter</p> <p><b>Etymology:</b> semi/hemi (Block 12)</p> <p><b>Concept:</b> The / ʒ:/ sound spelt or after w</p> <p>The / ɔ:/ sound spelt ar after w</p> <p>The /ɒ/ sound spelt a after w and qu</p> <p><b>Etymology:</b> trans (Block 13)</p>	<p><b>Etymology:</b> loc (Block 14)</p> <p><b>Concept:</b> Contractions</p> <p><b>Etymology:</b> dent (Block 15)</p> <p><b>Concept:</b> Words ending in -tion</p> <p><b>Etymology:</b> equi (Block 16)</p>
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