

						Year 2 Overview 2026 - 2027	
Subject	Autumn 1 2026	Autumn 2 2026	Spring 1 2027	Spring 2 2027	Summer 1 2027	Summer 2 2027	
Books	 	 					
English (Mastery Keys)	Pathways to Write Mastery Keys: (Year Group National Curriculum Expectations) Use punctuation correctly- full stops and capital letters (including proper nouns) Use subordination (because) and coordination (and) Use expanded noun phrases to describe and specify	Pathways to Write Mastery Keys: (Year Group National Curriculum Expectations) Use co-ordination (but, or) to join clauses Use -ly to turn adjectives into adverbs eg. slow to slowly Use commas to separate items in a list	Pathways to Write Mastery Keys: (Year Group National Curriculum Expectations) Write sentences with different forms: statements, questions, exclamations and commands Use subordination (apply because, introduce when) Use past and present tense correctly and consistently (some progressive) Use punctuation correctly- exclamation marks, question marks	Pathways to Write Mastery Keys: (Year Group National Curriculum Expectations) Use subordination (apply because, when; introduce that) Use past and present tense correctly and consistently Use the progressive form of verbs in the present and past tense Use punctuation correctly- introduce apostrophe for the possessive (singular)	Pathways to Write Mastery Keys: (Year Group National Curriculum Expectations) Add -er and -est to adjectives Use homophones and near homophones Use subordination (if, that) Use punctuation correctly (apostrophes for contracted forms)	Pathways to Write Mastery Keys: (Year Group National Curriculum Expectations) Add suffixes to spell longer words (e.g -ment, -ful) Use subordination (when, if, that, because) and co-ordination (or, and, but) Use expanded noun phrases to describe and specify Use present and past tenses correctly and consistently including the progressive form	
Writing outcome:	Fiction: write a story with a focus on characters	Non-chronological report: write a fact sheet about owls	Fiction: write an adventure story with a change of character and machine	Recount: write a diary entry of historical events from	Letter: write a letter in role as the character persuading to save the trees	Fiction: write a story with a moral focus	

				Major Glad's point of view		
Curriculum links:	Belonging	Continents and oceans	Design & Technology	History – Life in the Past	Geography/ Science-environment	Speaking and listening focus
Handwriting	National Curriculum: pupils should be taught to: • form lower-case letters of the correct size relative to one another • start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters • use spacing between words that reflects the size of the letters					
Nelson Handwriting:	Nelson handwriting joining unit starts at Y1 on Nelson Handwriting Unit 9- capital letters (E F H I T L) Unit 10- capital letters (A K M N V W X Y Z) Unit 11- capital letters (B D C G O Q S P R U)	Y1 on Nelson Handwriting Unit 13- introducing break letters (b p g q y j z x) Unit 14- Practising consistent size and height of small letters Unit 15- ed join Unit 16- ig join Unit 17- ar join	Y1 on Nelson Handwriting Unit 18- aw join Unit 19- ef join Unit 20- il join Unit 21-ck, tch join Unit 22-wa join Unit 23- oo join Unit 24- or, ore	Y1 on Nelson Handwriting Unit 25- of join Unit 26- wl join Unit 27- recap break letters Unit 28- revise the four joins (ai, al, ol and ow) Year 2 Nelson handwriting Unit 1- ai join Unit 2- ee join Unit 3- ie join Unit 4- oa join Unit 5- oo join	Year 2 Nelson handwriting Unit 6- oi join Unit 8- ea join Unit 9- er join Unit 10- ou join Unit 11- or join Unit 12- air join Unit 13- al join Unit 14- ot join Unit 16- joining to and from the letter c Unit 17- ie join Unit 19- joining letter s, sh and es	Year 2 Nelson handwriting Unit 20- joining y- ky Unit 21- ing join Unit 22- review four joins kn, mb and wr Unit 24- ly join Unit 26- cian join Unit 27- less join Unit 28- est

Twinkl Phonics	Level 6 Week 1-5 Weeks 1-2 Recap Level 5 from Y1 1- y saying /igh 2- dge and ge saying /j/ 3- adding -es to words ending in y 4- gn saying /n/ 5- kn saying /n/	Level 6 Week 6-9 6. adding - ing and - ed to words ending in y 7. wr saying /r/ 8. le saying /l/ 9. adding -er and -est to words ending in y	Level 6 Week 10-15 10. el saying /l/ 11. al and il saying /l/ 12. adding -ed and -er to words ending in e 13. eer saying /ear/ 14. ture saying /cher/ 15. adding -est and -y to words ending in e	Level 6 Week 16-20 16. mb saying /m/ 17. a and al saying /or 18. adding -ing and -ed to CVC and CCVC 19- o saying /u/ 20-ey saying /ee/	Level 6 Week 21-25 21- Adding -er and - est and -y to CVCC and CVC words 22- Contractions 23- war saying /wor/, wor saying /wur/ 24-Adding suffixes - ment and -ness 25- s saying /zh/	Level 6 week 26-30 26- wa saying /wo/, qua saying /quo/ 27-tion saying /shun/ 28-Adding the suffixes - ful, -less and -ly to words 29- Homophones/near homophones 30- Adding the prefix dis-
	Words containing the sounds above, plus the following common exception words:					
Spellings	door floor bought favourite autumn gone know colour other does	talk two four eight world work poor great	break steak busy clothes whole listen build earth delicious fruit learn search	famous shoe pretty neighbour England tongue group country heart dangerous	special enough aunt father prove improve hour move sure sugar	half quarter touch straight caught daughter journey area heard early
Maths	White Rose Maths Year 2 small steps provide the structure and guidance for learning.					
	Children delve into each learning challenge topic, exploring rich and diverse learning and developing key skills. The end of each theme generally culminates in an exhibition of learning					

Theme	Explore (Geography)		Discover (History)		Create (Art/D&T)	
	Let's explore our World!		Let's discover what London was like in 1666!		Let's create memories!	
Outcome / Event / Visits	Enrichment Trip to Longshaw – support Science Curriculum Share our work with parents at coffee morning Harvest Assembly – local charity support Christmas Performance		Dance Festival- perform in front of a large community audience Trip to Town Hall and visit Mayor – support British Values / History curriculum		Leavers' assembly – Performance Celebration of time at Westfield Share our work with parents at coffee morning Pleasley Vale Adventure Centre in support of PE and PSHE	
Values	<i>Perseverance, Tolerance, Love, Courage</i>		<i>Respect, Hope, Honesty, Trust</i>		<i>Happiness, Peace, Empathy, Responsibility</i>	
PSHE	Jigsaw 1: Being Me in My world	Jigsaw 2: Celebrating Differences	Jigsaw 3: Dreams & Goals	Jigsaw 4: Healthy Me	Jigsaw 5:Relationships	Jigsaw 6: Changing Me
	Forest School			Forest School		
Science	Living things and their Habitat	Living things and their Habitat <i>Investigation at Longshaw</i>	Materials	Materials	Animals inc Humans	Plants <i>Investigation for plants- fair test</i>
Computing	Information Technology around us (unplugged) Project Evolve: Privacy and Security <i>to know that I can and how</i>	Digital Photographs Project Evolve: Online relationships/ online reputation	Robot Algorithms Project Evolve: Online Bullying, self image and identity <i>To know that debugging means finding and correcting errors in a program</i>	Making music Project Evolve: Health, well-being and lifestyle	Project Evolve: Managing Online Information <i>To know that I should not share personal information and what to do if I see</i>	Quizzes (programming) Project Evolve: Copyright and ownership

	<i>to save, retrieve and edit my work into a folder (Seesaw)</i> <i>to know and recognise common uses of information technology beyond school</i>		To know that I can create a clear and precise algorithm using simple commands.		or hear something online that makes me feel worried, scared or sad.	
Geography	Understand and use the compass points N,E,S and W. Maps Name and locate the 7 continents of the World and locate and name the 5 oceans. Forest School – fieldwork To know the four points on a compass: North, South, East, West To know the seven continents: North America, South America, Europe, Asia, Antarctica,	Comparison between Kenya and Chesterfield using human and physical features. Understanding human features are man-made and physical features are natural. To know a human feature is man-made: city, harbour and shop To know a physical feature is natural: beach, mountain, river				

	Australasia, Africa. To know the world's five oceans: Pacific, Atlantic, Indian, Arctic, Southern					
History	Black History Month Eluid Kipchoge		The Great Fire of London To know that chronological means in order of events. To know the sequence of events in the Great Fire of London To know a wide vocabulary of everyday historical terms - chronological, future, before, after, century, earliest, latest To know that artefacts can help us explain things that happened in the past.	Queen Elizabeth II King Charles III To know the impact of the lives of significant individuals within living memory and beyond: Queen Elizabeth II		
Art				Drawing Cityscapes of London. Stephen Wiltshire Foreground, middle ground, background. Tone – pencil gradings. Cityscapes of London. Stephen Wiltshire To know that space is the area around or between objects including foreground, background and middle ground.	Creation of textile art. Printing Habitats Mark Hearld To know and explain what pattern is	Painting- colour mixing Water/ swimming pool art – self portrait (body) David Hockney To know what the tertiary colour wheel is.

				<i>To understand line and how I can use this in my artwork</i> <i>To know key facts about Stephen Wiltshire's and his artwork, including how the pieces were created.</i>		
DT			Design and make. London Bridge project. Use of mock ups and creation of stable free-standing structure. <i>To know that a mock-up is a simple copy of something to test your design</i>	Design and make. London Bridge project. Use of mock ups and creation of stable free-standing structure. <i>To know a template is an exact shape drawn to size to help with cutting.</i> <i>to know that flange, slot, tabs, tie and L brace are type of join.</i> <i>To know how to evaluate their ideas and product they have made against their design criteria.</i>	Sewing- joining fabric using stitches. <i>to know that fabric can be joined using stitches (running stitch)</i>	Sewing- joining fabric using stitches.
Music	Sing Up: <u>Carnival of the animals</u> <u>Composing music inspired by birdsong</u>	Christmas Celebrations <i>Musical focus:</i> Performance.	Sing Up: <u>Trains:</u> <i>Extend to the full half term to increase composition opportunities and the use of musical instruments.</i>	<u>Chrome Music Lab: Making Music</u> <i>Musical focus:</i> Composition, improvisation graphic notation and rhythm and pitch patterns.	Sing Up: <u>Swing-a-long with Shostakovich</u> <i>Musical focus:</i> 2- and 3-time, beat, beat groupings, 20th century Classical music.	End of Year Celebration <i>Musical focus:</i> Leavers' Performance

	Musical focus: Timbre, tempo, dynamics, pitch, classical music, creating music inspired by birds and birdsong, improvising, playing a solo on instruments. <i>To know that you can express and justify opinions about music.</i>		Musical focus: Beat, rhythm, repetition and structure and 20th century classical music. To create music inspired by train travel, volume/dynamics. <i>To know that composition can be written down in various forms. To know that tuned and untuned instruments should be played musically.</i>	<i>To know the difference between rhythm and pitch patterns.</i>	<u>Charlie Chaplin</u> Musical focus: Performance, create music to accompany a short film featuring Charlie Chaplin, pitch (high and low), duration (long and short), dynamics/volume (loud and soft) <i>To know that music reflects different cultures, traditions and communities.</i>	
RE	<u>Christianity</u> What did Jesus teach? Is it possible to be kind to everyone all of the time?	<u>Christianity</u> Christmas - Jesus as a gift from God Why do Christians believe God gave Jesus to the world? <i>To know why Christians believe God gave Jesus to the world.</i>	<u>Islam</u> Who is God to Muslims? Enquiry 1 The meaning of and the attributes shown to the 99 names of Allah and how a Muslim may want to show respect to these <i>To know that Allah is God to Muslims.</i>	<u>Christianity</u> Easter - Resurrection How important is it to Christians that Jesus came back to life after His crucifixion? <i>To know the main events of the Easter story.</i>	<u>Islam</u> How important is the prophet Muhammad to Muslims? Enquiry 2 Events in the life of the prophet Muhammad and their impact on and the importance to Muslims today (discusses the Qur'an and the Hadith) <i>To know why Prophet Muhammad</i>	<u>Islam</u> How important is the Qur'an to Muslims? Enquiry 3 How Muhammad received the Qur'an in the Night of Power, how a Muslim would treat the Qur'an with respect and the importance of its teachings to Muslims today <i>To know that the Qur'an is the holy book of Islam and why it is important.</i>

					is important to Muslims.	
PE	<u>Real Gym</u> Steps / routines. Exploring movement, formation and pattern. <u>Real PE</u> Unit 1 – static balance and coordination To know that when I exercise it increases my breathing and heart rate	<u>Real Gym</u> Steps / routines. Exploring movement, formation and pattern. <u>Real PE</u> Unit 2 - static balance and dynamic balance and agility To know what a sequence is	<u>Fundamental Dance Movement Skills</u> Travelling, high and low movements, Travelling <u>Real PE</u> Unit 3 – small base and dynamic balance	<u>Games for understanding – Attacking and Defending</u> Sending, rolling Striking, passing, dribbling, attacking, defending. Jumping, stepping, striding, jogging, running, running backwards, sprinting, stopping, (movement & position) <u>Real PE</u> Unit 4 – counter balance in pairs, coordination (ball skills) To know what defending is To know what attacking is	<u>Fundamentals - Hand Skills</u> Dribbling, passing, stopping, control, sending, receiving, bouncing, turning. <u>Real PE</u> Unit 5 – coordination with equipment and agility reaction and response To know how to kick, hit, roll and catch in a game Chatsworth Road Football Cup	<u>Fundamentals of Rackets and Ball Skills</u> Striking, hitting, accuracy, targets, aiming, sending, receiving, control, throwing, fielding, catching <u>Real PE</u> Unit 6 – static balance floor work and agility ball chasing Tennis Coaching