Fossdene Primary School

Year 2 Curriculum Overview 2026-2027

This document outlines the order of the teaching sequence. Refer to individual subject plans for more detail.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	**Core Text:** Mrs. Noah's Pockets Character description Retelling of Story	**Core Text: need new KO** The Lost Robot Setting Description Diary Entry Letter to Robot	**Core Texts:** **Narrative Bob Cox:** Wizard of Oz **Poetry Bob Cox Unit:** Green Eyed Catcher – Cat! Eleanor Farjeon	**Core Text:** George's Marvellous Medicine Instructions - Potions Narrative - Write the next chapter from chapter 7	**Core Text:** Cinnamon by Neil Gaiman Diary Entry Own fable	**Core Text: The Diary of a Killer Cat - Anne Fine need new KO** Persuasive letter - begging dad not to get rid of Tuffy. Informal - gets in the contractions **Poetry Unit - Bob Cox -** The Owl and the Pussy Cat
Grammar Explicitly taught	- Capital letters -punctuating sentences -recognising and writing sentences -conjunctions -commas in a list recognising nouns -writing nouns	-recognising adjectives -writing adjectives -commas to separate adjectives -recognising noun phrases -writing noun phrases	-recognising expanded noun phrases - writing expanded noun phrases -recognising verbs -writing verbs -recognising adverbs - writing adverbs -conjunctions when and if	-conjunctions because and that -exclamations -commands -identifying sentence types -apostrophes-contractions - apostrophes-possessions	-past tense -past progressive tense -present tense -present progressive tense	Consolidation of Year 2 Grammar curriculum
Phonics/Spelling	Year 1 Phase 5 Summer 2 teaching. 1 - /ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw	Complete Phase 5 Complete teaching the Summer 2 Year 1 plans if Yr1 needed to close gaps. If not, proceed to Phase 5 review Phase 5 Review	Bridge to Spelling 1 - What do I need to know to think about spelling? How do I use the Complete the code chart to help me to spell?	Spelling Units 1 - Why do some words have the spellings 'kn' and 'gn' for /n/, and 'wr' for /r/? (once/two)	Spelling Units 1 - The 'W special' How do 'w' and 'qu' change the sounds that 'a', 'ar' and 'or' make in some words? (who/whole)	Spelling Units Summer 1 (Summer 2 must be taught in Autumn 1 of Year 3 if Yr1 closed gaps)

	/m/ mb thumb /ear/ ere eer here deer (busy, beautiful, pretty, hour) 2- /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large (move, improve, parents, shoe) 3-/sh/ ti ssi si ci potion mission mansion delicious 4-/or/ augh our oar ore daughter pour oar more 5-review	1 - /ai/ a-e ai ay a eigh ea ey aigh /ee/ y ea ee e ie ey e-e /igh/ igh i-e i y ie /oa/ ow o o-e oa oe ou (people, eye, whole) 2 - /oo/ /yoo/ oo u u-e ew ue ou ui /air/ air are ear ere /ur/ er ur ir or ear /ow/ ou ow (through improve move prove shoe two who beautiful their parents) 3 - /or/ or a aw au ore oor al oar our augh aur /zh/ si su /ch/ ch tch ture* /sh/ sh ti ch ssi ci si (thought sure) 4- /j/ j g ge dge /s/ s ss c ce se st sc /u/ ou /e/ ea /i/ y /o/ a /u/ o o-e /oo/ u oul schwa: er a or ar our re (once again any many friend busy pretty because laugh) 5 - ie /ee/ /igh/ y /ee/ /igh/ /i/ ea /ee/ /e/ /ai/ a /a/ /ai/ /or/ (friend)	2 - Why do I double letters at the end of words? Why do I double letters in some longer words ending in -er? 3 - Why do some words end in 'k' or 'ck'? Why do some words end in 'ch' or 'tch'? 4 - When do I add the suffix -es/-s to words? Why do I double the final letter in some words when I add the suffix -ing? 5 - Why do I swap the 'y' for an 'i' when I add the suffix -ed? Why do I drop the 'e' when I add the suffix -ing?	Homophones: knight/night 2 - Why do I drop the 'e' when I add the suffixes -ed, -ing, -er, -est and -y? (any many) Homophones: one/won 3 - Why do some words end 'ge' or 'dge'? Why can /j/ be spelled 'j' or 'g' in different words? *Review* Homophones: where/wear	Homophones: our/ hour 2- The 'W special' How do 'w' and 'qu' change the sounds that 'a', 'ar' and 'or' make in some words? (people/friend) Homophones: quiet/ quite 3 - Why do some words have the spelling 'ey' for the sound /ee/? (move/improve) Homophones: sea/see 4 - Why do some words end -le, -al, -il or -el? *review* Homophones: two/too/to	1 - Why does 'c' make the sound /s/ in some words?(beautiful/ laugh) Homophones: hear/here 2 - How can I spell the sound /zh/? (busy/pretty) Homophones: be/ bee 3 - What happens when I add the suffixes -ment, -ness, -ful -less and -ly to a root word? (parents/ because) Homophones: bare/bear 4 - How can I show missing letters in a word? *review* Homophones: their/ they're/ there
Let's Think	Kids https://drive.google.com/drive/folders/1M83nA4Xcef9waj7vNcqH0QX7DCTzXQ_7?usp=drive_link Dark https://drive.google.com/drive/folders/1FChpHo7uANhQ1pPGd2alCnRtvJ3AQfKb?usp=drive_link	Mystery https://drive.google.com/drive/folders/1zw0N2C8sTxbozfdqSN26RK35icPMyvSk?usp=drive_link Journey https://drive.google.com/drive/folders/1hH1TAYrNdxo6TJp0eel-4_swI5oO5cp6?usp=drive_link	Quest https://drive.google.com/drive/folders/1ZkA9tsF4Yj6SyIBeh9guLYB-jvY3BYyx?usp=drive_link Today I Feel https://drive.google.com/drive/folders/1Mxhd3VG7xhSfQK3EhxJtTdhNAzWBCS85?usp=drive_link	Wild https://drive.google.com/drive/folders/1XK5uS0Zq8gv_fT6qOU1RbOLEld0UC1KB?usp=drive_link Big Wolf and Little Wolf https://drive.google.com/drive/folders/14GpyV8Bc8WR7dOhRP4zDrjSSeezkzAxq?usp=drive_link	Elise https://drive.google.com/drive/folders/1ZbDEqlfRrd-Y_PrCz9ZrOHeEQa_5mDQJ?usp=drive_link Fish is Fish https://drive.google.com/drive/folders/11YT-e1_Rwc5pxiFa1-K4gUQKVnVYBleI?usp=drive_link	Return https://drive.google.com/drive/folders/1zw0f4-oStgoG2jvkr9z6xCwSpS85W0Kt?usp=drive_link Something Else https://drive.google.com/drive/folders/1tqpvq7puRja6xWZl4xiS13AQk0Rxj5bm?usp=drive_link
Think Alouds						Lions, Lions, Lions

	Little Wandle Phase 5 Set 5	Little Wandle Fluency Set 1	Little Wandle Fluency Set 1 - 3	Little Wandle Fluency Set 1 - 4	Little Wandle Fluency Set 1 - 6	Focus: Retrieval Non-Fiction There's a Lion in my Cornflakes Focus: Inference Fiction The Great Fire of London Focus: Retrieval Non-Fiction
Maths	**Number:** Place value x 4 weeks, Addition and Subtraction x 3 weeks	**Number**: Addition and Subtraction x 2 weeks **Geometry:** Shape x 3 weeks	**Measurement:** Money x 2 weeks **Number:** Multiplication and Division x 4 weeks,	**Number:** Multiplication and Division x 1 week, **Measurement:** Length and Height x 2 weeks, Mass, Capacity and Temperature x 3 weeks	**Number:** Fractions x 3 weeks, **Measurement:** Time x 3 weeks	**Statistics** x 2 weeks **Geometry:** Position and Direction x 2 weeks
Year 2 **Fluency Bee**	**Stage 1** 6 and 8 8 and 9 10 Comparison to 10 Addition and Subtraction (29 lessons) (34 days in the term)	**Stage 1** Ten and a bit Comparison to 20 **Stage 2** 1 more within 20 1 less within 20 Make connections Odd and Even (33 lessons) (35 days in the term)	**Stage 2** Doubles to 20 Near doubles Add 2 Subtract 2 **Stage 3** Add through 10 (34 lessons) 30 days in the term)	**Stage 3** Subtract through 10 Bonds to 20 **Stage 4** How many? (23 lessons) (24 days in the term)	**Stage 4** Comparison to 100 **Stage 5** Introduction to Multiplication and Division The 2 Times-Tables (27 lessons) (34 days in the term)	**Stage 5** The 10 Times-Tables The 5 Times-Tables (24 lessons) (34 days in the term)
Science	**Animals' needs for survival**	**Materials** Explore different materials and their properties.	**Plants (light and dark)** Explore plants and what they need to grow	**Living things and their habitats** Observe different habitats	**Plants (bulbs and seeds)**	**Bulbs and seeds** Findings of bulbs and seeds experiment

	Identify five main animals groups needs for survival **Humans** Discuss humans needs to stay healthy	Plan and conduct experiments on materials **Sustainability** How does plastic impact the environment?		Food chains **Plants (light and dark)** Findings of light and dark experiment	What do bulbs and seeds need to grow? **Growing up** Life Cycles of different animals	**Wildlife** What does wildlife do for us and how can we help wildlife?
History	**Local History** How was school different in the past?		**Event Beyond Living** How did we learn to fly?		**Lives of significant individuals** What is a monarch?	
Geography		**Would you prefer to live in a hot or cold place?** L5 involves Fieldwork		**Why is our world wonderful?** L5 involves Fieldwork		**What is it like to live by the coast?** Use R. Thames rather than coast L5 involves Fieldwork
PE	PE Planning - Orienteering https://peplanning.org.uk/lesson-plans/orienteering-lesson-plans/year-2/	PE Planning - Fitness https://peplanning.org.uk/lesson-plans/fitness-lesson-plans/year-2/	PE Planning - Athletics https://peplanning.org.uk/lesson-plans/athletics-lesson-plans/year-2/	PE Planning - Hanball https://peplanning.org.uk/lesson-plans/handball-lesson-plans/year-2/	PE Planning - Football https://peplanning.org.uk/lesson-plans/football-lesson-plans/year-2/	PE Planning - Dance https://peplanning.org.uk/lesson-plans/dance-lesson-plans/year-2/
Computing	Computing systems and networks What is a computer? **1 digital online safety lesson** ***Lesson 1***	Programming 1 Algorithms and debugging **1 digital online safety lesson** ***Lesson 2*** ***How do I keep my things safe online?***	Computing systems and networks 2 Word processing **1 digital online safety lesson** ***Lesson 3*** ***Who should I ask?***	Programming 2 MakeCode **1 digital online safety lesson** ***Lesson 4*** ***It's my choice***	Creating media Stop motion - Option 1 Using tablet devices **1 digital online safety lesson** ***Lesson 5*** ***Is it true?***	Data handling International Space Station **Quiz and end assessment**

	What happens when I post online?					
Art	*Drawing and understanding tone (6 lessons) https://www.kapowprimary.com/subjects/art-design/key-stage-1/year-2/drawing-understanding-tone-and-texture/		Painting and mixed media: Life in colour (5 lessons) https://www.kapowprimary.com/subjects/art-design/key-stage-1/year-2/year-2-painting/ Craft and design: Map it out (Lesson 1, 3 and /or 4) https://www.kapowprimary.com/subjects/art-design/key-stage-1/year-2/craft-and-design/		Sculpture and 3D: Clay houses (5 lessons) https://www.kapowprimary.com/subjects/art-design/key-stage-1/year-2/3d-and-sculpture-clay/	
DT		**Structures: A Chair for a Bear** Structures: A chair for a bear (5 lessons)		**Cooking & Nutrition: Balanced Diet** KS2 DT Lesson & Videos | Balanced Diet (6 lessons)		**Mechanisms: Making a Fairground** KS1 DT Lesson Plans | Fairground Wheel Mechanisms (5 lessons)
RE	Hinduism 1 (Diwali) **Temple visit**	Celebrations	Sikhism 2 (Sikh teachings and life)	Christianity 3 (Easter and symbols)	Hinduism 2 (Worship)	Christianity 4 (A local church) **Church visit**
Jigsaw/PHSE	Being Me in My World	Celebrating Differences *L1: 'Assumptions' L5: 'We're all Different'	Dreams and Goals *L2: Being Healthy L5: Being Relaxed	Healthy Me *L1&L2: Restructured L3: Keeping safe at home (new lesson) L4: Safe outside (new lesson)	Relationships	Changing Me *L4: learning intention restructured L5: Changed some content

				L5: Restructured		
Music	Tony Chestnut	Carnival of the animals / Composing music inspired by birdsong	Grandma rap	Orawa / Trains	Swing-a-long with Shostakovich / Charlie Chaplin	Tanczymy labada