Year 2 Curriculum Overview 2026-2027						
Gospel Value: The core value explored throughout the year is Peace						
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Spiritual Education	**Lighting the Path**					
	Creation and Covenant The Story of Noah God's promise to all in the sign of a rainbow Psalms are prayed/sung to praise God Stewardship The symbols of Baptism – the first Sacrament	**Prophecy and Promise** Advent The Annunciation Mary is the mother of God The Visitation A prophet communicates God's The words of Isaiah The birth of John the Baptist Zechariah's voice is restored The birth of Jesus	**Galilee to Jerusalem** The Baptism of Jesus The Parable of the Lost Sheep God forgives us Miracles of Jesus are signs that he is the Son of God Catholics say sorry in prayer	**Desert to Garden** Holy Week God always forgives us The Sacrament of Reconciliation Jesus spoke words of forgiveness on the cross Peter at the tomb The Easter Vigil Mass- rich in symbols of light and darkness	**To the Ends of the Earth** Jesus appears to the apostles The Ascension Pentecost Peter speaks the crowd Fruits of the Holy Spirit Conversion of Saul	**Dialogue and Encounter** The Good Samaritan teaches about how Christians should live How we can act as a good Samaritan in the local community
	New Year Mass Mary Mass **Stay and Pray the Rosary**	**Mass: Remembrance/All Souls** **Advent Mass and Reflection**	**Ash Wednesday Liturgy** **Lenten Reflection** **Mass: Holy Week**		**Stay and Pray the Rosary**	**Share and Shine Assembly** **Mass: The Feast of St John Fisher** **Mass: Leavers**
Moral Education	**Activists for Christ-a response to Laudato Si - Recognise right and wrong and respond to Moral Issues.**					
	How can we reduce litter in the canal environment? E-Safety Week Black History Month Assembly themes –e.g. Prodigal Son – right and wrong choices Remembrance Reflection Anti-Bullying week		Assembly themes focus on saying sorry and forgiveness during the season of Lent Teaching morals through story		How can we help to reduce climate change and save the Barrier Reef?	
Social Education	**Catholic Social Teaching/ Activists for Christ in response to Laudato Si** **Use a range of social skills; participate in the local community; engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance.**					
	School Council Elections CAFOD Charity Day Class Rules	Inter Faith Week: Jewish Beliefs and laws Laudato Si – Melting ice caps	Class Charity Day - Barnados Supporting charitable works – St Joseph's Penny Enterprise Fundraising Event for Local Hospice		Rochdale Children's Champion Elections Mission Together, Day of Many Colours Religious Education – World of Faiths	
Cultural Education	**Yahweh God took the man and settled him in the garden of Eden to cultivate and take care of it. Genesis 2:15** **Develop understanding of Catholic Culture and Cultural Capital-Appreciate cultural influences; participate in culture opportunities; understand, accept, respect and celebrate diversity.**					
	World Poetry Day Black History Month	Inter Faith Week Nativity Play	World Book Day		Created to live in Community (RSE)	
RSE/PHSE Education	**Life to the Full**					
	Module 1: Created and Loved by God				**Module 2: Created to Love Others**				**Module 3: Created to Live in Community**	
	Unit 1 **Religious Understanding**	**Unit 2** **Me, My Body, My Health**	**Unit 3** **Emotional Well-Being**	**Unit 4** **Life Cycles**	**Unit 1** **Religious Understanding**	**Unit 2** **Personal Relationships**	**Unit 3** **Life Online**	**Unit 4** **Keeping Safe**	**Unit 1** **Religious Understanding**	**Unit 2** **Living in the Wider World**
	Let the children come.	I am unique. Girls and Boys. Clean and Healthy (My Body).	Feelings, likes and dislikes. Feeling Inside Out. Super Susie Gets Angry.	The Cycle of Life. Beginnings and Endings. Change Is All Around.	God Loves You	Special People Treat Others Well. …and Say Sorry	Real Life Online Rules to Help Us	Good and Bad Secrets. Physical Contact. Harmful Substances. Can you help me?	Three in One Who is My Neighbour?	The Communities We Live in. Who will I be? Needs and Wants.

	Year 2 Curriculum Overview 2026-2027					
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Maths	**Block 1 – Number:** Place Value **Block 2 – Number**: Addition & Subtraction	**Block 2 (Continued)** – Number: Addition & Subtraction **Block 3 – Geometry** Shape	**Block 1 – Measurement:** Money **Block 2 – Number:** Multiplication & Division	**Block 3 – Measurement:** Length & Height **Block 4 – Measurement**: Mass, Capacity & Temperature	**Block 1 – Number**: Fractions **Block 2 – Measurement**: Time	**Block 3 – Statistics** **Block 4 – Geometry:** Position & Direction
	MAPs & Fluency • Counting on & Back in 2s, 5s & 10s to 100 • Odd & Even numbers to 100 • Addition facts to 10 • Addition – pairs to 100 (multiples of 10) • Rounding – 2 digit numbers to the nearest 10	**MAPs & Fluency** • Counting on & Back in 2s, 5s & 10s to 100 • Odd & Even numbers to 100 • Addition facts to 10 • Addition – pairs to 100 (multiples of 10) • Rounding – 2 digit numbers to the nearest 10	**MAPs & Fluency** • Counting On and Back in 2s, 5s & 10s to 100 • Odd & Even numbers to 100 • Subtraction facts to 10 • Addition – correspondence to next multiple of 10 • Missing number problems with addition and subtraction to 10 • Subtraction – haves to 40 and corresponding halves of multiples of 10 up to 200	**MAPs & Fluency** • 2, 5 & 10 Times-Tables missing number problems with addition & subtraction to 10 • Addition and subtraction – numbers to 100 using partitioning, counting on, rounding, double & adjust and number bonds	**MAPs & Fluency** • 2, 5 & 10 Times-Tables • Addition facts to 20 • Subtraction – rounding, partitioning, counting on/back and number bonds of 2-digit numbers • Fractions – recalling half and quarter of amounts up to 40	**MAPs & Fluency** • 2, 5 & 10 Times-Tables • Addition facts to 20 • Multiplication & Division fact families for 2s, 5s & 10s times tables • Addition and subtraction recap on strategies
	Times Tables Multiplication only TT Rockstars worksheets 3- day Games & songs practice 2-day Focus on 2's, 5's & 10s	**Times Tables** Multiplication only TT Rockstars worksheets 3- day Games & songs practice 2-day Focus on 2's, 5's & 10s	**Times Tables** Multiplication only TT Rockstars worksheets 3- day Games & songs practice 2-day Focus on 2's, 5's & 10s	**Times Tables** Multiplication only TT Rockstars worksheets 3- day Games & songs practice 2-day Focus on 2's, 5's & 10s	**Times Tables** Multiplication only TT Rockstars worksheets 3-day Games & songs practice 2-day Focus on 2's, 5's & 10s	**Times Tables** Multiplication only TT Rockstars worksheets 3-day Games & songs practice 2-day Focus on 2's, 5's & 10s
Science	**Animals, including humans** **Humans** Children will learn to: • Understand that animals, including humans, have offspring which grow into adults **Animal's Needs for survival** Children will learn to: • 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.	**Materials** Children will learn to: • Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. • Know that materials can be changed by squashing, bending, twisting and stretching. **Sustainability** Children will learn to: • Know how we can reduce our plastic waste in school.	**Plants** Children will learn to: • Observe 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. • Explore and compare the differences between things that are living, dead, and things that have never been alive. **Living things and their Habitats** Children will learn to: • 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. • 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.	**Plants** Children will learn to: • Know what happens to a plant kept in the dark. **Living things and their habitats** Children will learn to: • 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. • 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.	**Plants** Children will learn to: • Observe 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. **Animals Including Humans - Growing up** Children will learn to: • Understand the lifecycle of a butterfly.	**Plants** Children will learn to: • Observe how seeds and bulbs grow into mature plants. **Animals Including Humans - Growing up** • Understand that animals, including humans, have offspring which grow into adults. **Sustainability - Wildlife** Children will learn to: • Understand how wildlife is beneficial for humans.
	Work scientifically to ask simple questions and recognise that they can be answered in different ways. Observe closely, using equipment. Perform simple tests .Identify and classify. Use observations to suggest answers to questions. Gather and record data to help in answering questions.					

Year 2 Curriculum Overview 2026-2027								
	Autumn 1	**Autumn 2**		**Spring 1**	**Spring 2**		**Summer 1**	**Summer 2**
Topic	**The Canal**	**Christopher Columbus**	**Ernest Shackleton**	**The Great Fire of London**	**Cities of the UK**	**Careers**	**Australia**	
English	**Key Tests – Fiction:** Snowy – Berlie Doherty The Bog Baby – Jeanne Willis People Need People – Benjamin Zephaniah – Black History Month -	**Key Tests – Fiction:** The Great Explorer – Chris Judge		**Key Tests – Fiction:** Toby and the Great Fire of London – Margaret Nash and Jane Cope	**Key Tests – Fiction:** Katie in Scotland – James Mayhew	Career Books	**Key Tests – Fiction:** The Koala who could – Rachel Bright and Jim Field	**Key Tests – Fiction:** Dougal's Deep Sea Diary – Simon Bartram
	Key Tests – Non-Fiction: The Great Canal Clean Up – Oxford Reading Tree	**Key Tests – Non-Fiction:** You wouldn't want to sail with Christopher Columbus	**Key Tests – Non-Fiction:** You wouldn't want to be on Shackleton's Polar Expedition – Jen Green	**Key Tests – Non-Fiction:** The Great Fire of London – Emma Adams and James Weston Lewis	**Key Tests – Non-Fiction:** Maps of the United kingdom		**Key Tests – Non-Fiction:** AUSTRALIA Our World	**Key Tests – Non-Fiction:** Earth's Incredible Places – The Great Barrier Reef
	Key Poems: Treading water by Ian Humphreys The Owl and the Pussycat – Edward Lear	**Key Poems:** In 1492 by Jean Marzollo	**Key Poems:** I am a Polar Bear	**Key Poems:** The Great Fire of London by Paul Perro	**Key Poems:** Wee Willie Winkle – William Miller		**Key Poems:** Hopaloo Kangaroo – John Agard	**Key Poems:** The Great Barrier Reef – S.D. Tiwari
	Spoken Language Focus: Poetry Persuasive focus on canal clean up	**Spoken Language Focus:** Poetry Nativity		**Spoken Language Focus:** Poetry Green Screen History Presentation	**Spoken Language Focus:** Poetry		**Spoken Language Focus:** Poetry	**Spoken Language Focus:** Poetry Persuasive information about the Great Barrier reef Share and Shine Assembly
	Writing: **Linked to key fiction texts:** Character description Setting description Storyboard/planning and retelling of the story **Writing linked to non-fiction across the curriculum** Questionnaire – how do people enjoy the canal? Information about the history of canals Persuade to keep the canal a litter-free environment	**Writing:** **Linked to key fiction texts:** Character description Setting description Storyboard /planning Story retelling **Writing linked to non-fiction across the curriculum** Biography of an explorer Recount about exploration		**Writing:** **Linked to key fiction texts:** Setting description Storyboard /planning Story retelling **Writing linked to non-fiction across the curriculum** Information text about the Great Fire of London	**Writing:** **Linked to key fiction texts:** Storyboard /planning Story retelling **Writing linked to non-fiction across the curriculum** Information/Fact file about Capital Cities in the UK		**Writing:** **Linked to key fiction texts:** Storyboard /planning Story retelling Setting description Writing linked to **non-fiction across the curriculum** Information/Fact File about Australia/Canberra	**Writing:** **Linked to key fiction texts:** Storyboard /planning Story retelling Setting description **Writing linked to non-fiction across the curriculum** Description – Great Barrier Reef Persuasive text – Save the Reef
Career Related Learning Trips and Visitors	A walk to the canal Canal and River Trust Workshop What's it like to work for the Canal Trust? Visit from a dance artist	Do I have the skills to be an explorer? What skills do I need to be an explorer? Visit from an artist		What skills do I need to be a firefighter? Can girls become firefighters?	Careers Week Enterprise Week		Blackpool Zoo – in search of Australian animals What's it like to be a zookeeper?	What's it like to be a nature photographer?

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Topics	**The Canal**	**Christopher Columbus**	**Ernest Shackleton**	**The Great Fire of London**	**Cities**	**Careers Week See CRL above**	**Australia**	
History/ Geography	**Geography** - Children will learn how to recognise the canal – human feature- on an aerial photograph. They will discuss how to recognise the Clough – a natural feature - on a map of the local area. Children will learn how to use directional language to describe the route from school to the canal on a map of the local area. They will learn how to use simple compass directions to describe the location of features in the local area, including the canal and Boarshaw clough. Pupils will discuss why canals were built many years ago and how to stay safe near the canal. Children will work on how to collect information to find out how people enjoy the canal today. They will talk about and learn how to look after the local environment and encourage others to do the same.	**Geography** - Children will learn that North America and South America are continents, which they can find in an atlas and locate on a World Map. History - Children will learn about Christopher Columbus and understand he was a famous explorer who lived over 500 years ago. Children will recognise that Columbus discovered new lands – the Americas and brought back goods such as pineapples and turkeys.	**History** - Children will learn that Ernest Shackleton was a famous explorer. They will understand that Shackleton went on several trips to explore the South Pole on the continent of Antarctica. Children will recall that his most famous journey was on a ship called Endurance. They will know that Shackleton rescued his crew when they became trapped in ice. Geography - Children will know that Antarctica is surrounded by the Southern Ocean that can be located on a world map and a globe. Children will be able to name some animals found in cold places and understand that the equator is an imaginary line around the middle of the earth. Children will know that countries near to the equator are hot countries and that countries furthest away from the equator are cold countries (the poles).	**Geography** - Children will know the names of the four countries of the UK and the names of the capital cities. History - They will understand that the Diary of Samuel Pepys is evidence of the Great Fire of London. They will recall that The Great Fire of London started in a bakery on Pudding Lane because the fires were not put out properly and discuss why the fire spread so quickly. Children will learn that in 1666, the buildings in London were made from wood and straw and they were very close together, making it easy for flames to spread. They will know that strong winds were blowing, which helped the flames to spread. Children will discuss the fact that the king made a new law after the fire that buildings had to be made from brick or stone. They will know to recognise photos of London, now and before the Great Fire.	**Geography** - Children will know that the UK is surrounded by North Sea, The English Channel and the Irish Sea and that these can be found on a map. They will know how to locate the city of Manchester on a map of England. Children will know the names of at least 4 human features of Manchester and recognise the similarities and differences between Middleton- a town- and Manchester – a city. Children will discover that Edinburgh Castle is a famous landmark in the city of Edinburgh and Ben Nevis, that Cardiff Castle is a famous landmark in the city of Cardiff and that Belfast City Hall is a famous landmark in the city of Belfast.	Children will focus on Fire Fighters and know that they work to keep us safe. They will know that men and women can be firefighters and that firefighters are brave. Children will understand that firefighters work as a team, helping each other. They will know that firefighters drive fire engines and wear special clothes to keep them safe. Children will discuss how firefighters need to be fit to climb ladders and carry people.	**Geography** - Children will know that Australia is one of the 7 continents which can be found on a globe. Children will be able to name at least 2 different animals that are native to Australia. They will understand that some Aboriginal peoples live in the Outback regions. They will know that he capital city of Australia is Canberra and recognise some similarities and difference between the capital city, London, and the capital city, Canberra.	**Geography -** Children will know that Australia is surrounded by the Southern Ocean, the Indian Ocean and the Pacific Ocean. They will learn that countries near to the equator are hot countries. Children will focus on The Great Barrier Reef and understand that it can be found in the Pacific Ocean off the coast of Australia. Children will discuss global warming and rising sea temperatures and how this is harming the coral. Children will discuss what we can do to help stop global warming.

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	The Canal	**Christopher Columbus**	**Ernest Shackleton**	**The Great Fire of London**	**Cities**	**Australia**	
Art and Design	Children will recap on learning about Primary Colours to create canal 'Roses and Castles' pictures. Children will learn about the artist Van Gogh, learning about the canals in Amsterdam. They will create Van Gogh inspired landscapes.	Children will create a polar landscape Arctic/Antarctic Collage.		Children will explore the works of Various Artworks and create their own interpretation of The Great Fire of London.		Children will explore Aboriginal art techniques and create their own work of art in the same style.	
Design and Technology		Children will design and make Fruit Kebabs- linking this to Columbus discovery of different places with different food.		Children will learn about the designer Vivienne Westwood and use her outfits as inspiration to create a tartan product e.g. pencil case/phone case.			Children will explore Aboriginal art techniques and create their own work of art in the same style. Children will design a boomerang wall hanging/plaque for their home or for someone they know.
Computing	**Information technology - Animation** Children will learn to create a simple animation to tell a story including more than one character linked to English lessons.	**Information Technology – Photo & Digi Art** Children will learn to order images to create a simple storyboard and to sequence a series of pictures to explain their understanding of Christopher Columbus/Ernest Shackleton explorations.		**Computer Science - Programming** Children will learn to develop programming skills using Scratch Jnr. **Information Technology – Video & Presentations** Green Screen presentation – History.	**Information Technology – Skills, Research & Presentations** Children will investigate AI technology, exploring the usefulness of 'Look Up' and Amazon Echo to find out information about the capital cities of the UK.	**Information Technology – Data Handling** Children will develop Data Handling skills by creating a bar chart to represent children's favourite Australian Animal.	**Computer Science - Programming** Children will use Bee Bot App to programme.
Digital Literacy	Online safety aspect of digital literacy is taught through RSE Through all subjects, including computing, children will learn how to manage online information as follows: To know how to search technologies effectively To know how to explain how search engines work and how results are selected and ranked. To know how to demonstrate the strategies I would apply to be discerning in evaluating digital content. To know how to describe how some online information can be opinion and can offer examples. Copyright and Ownership: I know that if I create work it belongs to me. I can name my work so that others know it belongs to me.						
Music	Children will work with Mrs Walsh-Music Specialist. Children will use tuned and untuned percussion and iPad apps to compose and improvise. Children will use their voices expressively and creatively by singing songs and speaking chants and rhymes with growing confidence.	Children will practise, rehearse and present performances to audiences with a growing awareness of the people watching – Nativity.		Children will Listen to: Peter and the Wolf Night Ferry Ann Clyne Children will identify the different types of sounds that different instruments make and begin to recognise them. Singing: Firework (singup) London's burning (singup) Sparkyard – Time to play – Exploring pulse and rhythmic patterns	Children will begin to describe a piece of music using a developing understanding of the interrelated musical dimensions. Children will listen to Finlandia by Jean Sibelius and identify some of the musical instrument families in an orchestra. Singing: My Bonnie Lies Over the Ocean – Scottish folk song (singup) Dream Big (singup)	Children will listen to: Wild Man- Kate Bush Children will sing topic related songs, e.g. I got kicked by a kangaroo Platypus song With a little help from my friends – The Beatles Sparkyard – Patterns with pitch – exploring pitch and melody.	
PE	Football/Hockey and Cross Country	Gymnastics and Dance		Netball and Basketball	Tennis and Badminton	Rounders and Cricket	Athletics
	Children will be taught to: Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. Participate in team games, developing simple tactics for attacking and defending. Perform dances using simple movement patterns.						
Big Questions	Why did God make me?	Does God help me to make the right choices?	Is it important to pray every day?	What is the Holy Spirit?	Does God love me if I make the wrong choices?	Where is God?	