

**Year Group Overview: Year Two 2025-2026**

	<b>Autumn 1</b> 8 weeks	<b>Autumn 2</b> 7 weeks	<b>Spring 1</b> 6 weeks	<b>Spring 2</b> 5 weeks	<b>Summer 1</b> 6 weeks	<b>Summer 2</b> 7 weeks
<b>Theme/ Key Question (Lead focus- Geog/ Hist)</b>	<b>History</b> Why did the Great Fire of London cause so much and what happened as a result?	<b>Geography</b> How does the UK's climate compare to others around the world?	<b>History</b> What is the history of Castle Hill?	<b>Geography</b> Why is Huddersfield and the rest of our world wonderful?	<b>History</b> How have the courageous acts of Rosa Parks and Malala Yousafzai changed our world and inspired others?	<b>Geography</b> What is it like to live by the seaside?
<b>Enhancements/ planned trips/ visitors (2 per year)</b>		The Deep	Castle Hill Visit (Local)			Seaside Trip – links to lesson 5 Geog.
<b>Texts/ Stimuli</b>	The Tunnel  The Great Fire of London	George's Marvellous Medicine  Arctic and Antarctic	The Bear and the Piano  The Day The Crayons Quit	Flat Stanley  The Enormous Crocodile	Black Dog  Katie Morag: The Tiresome Ted	The Jolly Postman  Flotsam
<b>Oral composition</b>	(Teacher modelling a mixture of 3-5 compound and simple sentences in the right order.)	(Teacher modelling a mixture of 3-5 compound and simple sentences in the right order.)  Teacher model a range of "command" sentences in the right order)	(Teacher modelling a mixture of 3-5 sentences including: subordination, compound and simple)  Teacher modelling a range of question sentences.	(Teacher modelling a mixture of 3-5 sentences including: subordination, compound and simple)  Teacher modelling a range of sentences in the past tense.	(Teacher modelling a mixture of 3-5 sentences including: subordination, compound and simple)	(Teacher modelling a mixture of 3-5 sentences including: subordination, compound and simple)  Teacher modelling prosody and expression during poetry recitation.
<b>Oracy Skills Explicitly Taught</b>		Recite/deliver short pre-prepared material to an audience  Ask questions to find out more about a subject	Make connections between what has been said and their own and others' experience (Recount)		Recite/deliver short pre-prepared material to an audience	
<b>Writing output (audience and purpose)</b>	Setting description (The Tunnel)  Narrative (The Tunnel)  Diary (Great Fire)  <b>3 polished pieces</b>	Narrative – George making the medicine  Instruction text (ing, ly)  A poem (alliterative)  <b>Performance poem (Trust competition)</b> <b>3 polished pieces</b>	Narrative  Letter to persuade  Recount (Castle Hill)  <b>2 polished pieces</b>	Diary Entry  Non-Chronological Report on Roly Poly Bird  <b>2 polished pieces</b>	Suspense Setting Story Starter  Narrative: Adventure story  <b>2 polished pieces</b>	Postcard/ Letter  Character Description  <b>Writing competition (Trust)</b> <b>3 polished pieces</b>
<b>Writing progression of skills</b>	Independently orally rehearse and sequence sentences to form short narratives  Read aloud their writing clearly enough to be heard by their peers/adult  Short, medium and multisyllabic words using sounds taught so far  <b>Tense verbs (simple &amp; progressive)</b>  Hear sounds in words using Segmenting fingers to help with writing words  Dictate 3-5 simple and compound sentences using the sounds taught so far  Conjunction 'and'  Personal pronoun 'I'	<b>All skills in the previous box plus...</b>  Expanded noun phrases  Recap coordination 'and' <b>begin to use 'or' and 'but'</b>  Independently writing 3-5 simple and compound sentences broadly accurately  Tense verbs (simple & progressive)  Write 3 – 5 dictated sentences.  <b>Brief introduction to adverbs (e.g. of time to support sentence structure)</b>  <b>Introduce different sentence types: statements, commands and questions.</b>	<b>All the skills in the previous boxes plus...</b>  <b>Subord. 'because' 'when'</b>  Coordination 'or' 'and' 'but'  <b>Exclamation sentence</b>  <b>Commas in a list.</b>  <b>Apostrophes for contraction</b>  Write 3 – 5 dictated sentences.	<b>All the skills in the previous boxes plus...</b>  Expanded noun phrases  Subord. 'when' and 'because'  Coordination 'or' 'and' 'but'  Commas in a list  Apostrophes for contraction  Write 3 – 5 dictated sentences.  Brief introduction to adverbs (e.g. of time to support sentence structure)	<b>All the skills in the previous boxes plus...</b>  Subord. 'when' 'if' 'that' 'because'  Coordination 'or' 'and' 'but'  Tense verbs (simple & progressive)  Commas in a list  <b>Apostrophes for possession.</b>  Write 3 – 5 dictated sentences.  Use a range of different sentence types	<b>All the skills in the previous boxes plus...</b>  Subord. 'when' 'if' 'that' 'because'  Coordination 'or' 'and' 'but'  Tense verbs (simple & progressive)  Commas in a list  Apostrophes for possession  Write 3 – 5 dictated sentences  Use a range of different sentence types

	Question mark Exclamation mark Capital letters for people and places					
<b>Spelling</b>	<i>Spell words by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly and making phonetically plausible attempts at others.</i>  *Address any Y1 spelling gaps	<i>Spell words by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly and making phonetically plausible attempts at others.</i>  *Address any Y1 spelling gaps	Contractions (can't, didn't, hasn't, it's, couldn't, I'll, they're)  Adding endings '-ing', 'ed', '-er', '-est' to words ending in 'e' with a consonant before it  Adding '-ing', '-ed', '-er', '-est' and '-y' to words of one syllable ending in a single consonant after a single vowel  • <b>Common exception words</b>	Homophones and near homophones /  Adding '-es' to nouns and verbs ending in 'y'  Adding suffixes '-ful', '-less' and '-ly'  • <b>Common exception words</b>	Adding endings '-ing', '-ed', '-er', and '-est' to words ending in 'y'  Suffixes '-ment' and '-ness'  The possessive apostrophe (singular nouns)  Adding the ending 'y' to words ending in 'e' with a consonant before it /i:/ sound spelt 'ey'  • <b>Common exception words</b>	Homophones  Revise content from the Year 2 programme of study  • <b>Common exception words</b>
<b>Guided Reading Texts</b>	F: Harry and the Poisonous Centipede  NF: Emperor of the Ice	F: George's Marvellous Medicine  P: An Emotional Menagerie	F: <b>The Boy who Grew Dragons</b>  NF: <b>Big Blue Book</b>	F: The Owl who was Afraid of the Dark  NF: <b>Counting on Katherine</b>	F: <b>Mrs Pepperpot Stories</b>  NF: <b>We all Celebrate</b>	F: Mr Majeika  P: <b>A Ticket to Kalamazoo</b>
<b>Poetry</b>	Tiger, Tiger Burning Bright by Fiona Waters	In Flanders Fields by John McCrae	Don't by Michael Rosen	Weird, Wild and Wonderful by James Carter	Macavity by T.S Elliot	Cats Sleep Anywhere by Eleanor Farjeon
<b>Maths (White Rose)</b>	Place Value Addition and Subtraction	Addition and Subtraction Shape	Money Multiplication and Division	Multiplication and Division Length and Height Mass, Capacity and temperature	Fractions Time	Statistics Position and Direction
<b>Science (White Rose)</b>	Biology: Animals' needs for survival (week 1-4) Biology: Humans (week 5-6) Chemistry: Materials (week 7-11) Sustainability: Plastic (week 12)		Biology: Planting (week 1-3) Biology: Living things and their habitats (week 4-10) Biology: Plants (light and dark) (week 11)		Biology: Plants (Bulbs and seeds) (week 1-2) Biology: Growing up (week 3-6) Biology: Bulbs and seeds (week 7) Biology: Growing up (week 8) Sustainability: Wildlife (week 9-12)	
<b>RE (Trust)</b>	UC: Creation Who made the world?	Thematic How should we care for the world and for others and why does it matter?	World Faith Who is Jewish and how do they live? (Part 2)	Thematic What makes some places sacred to believers?	UC: Gospel What is the good news that Jesus Brings?	World Faith Who is Muslim and what do they believe? (Part 2)
<b>Christian Values</b> (Friendship, Forgiveness, Courage, Hope, Trust)	Courage					
<b>Fundamental British Values</b> (Democracy, rule of law, individual liberty, mutual respect & tolerance)	Democracy – School council, Leadership roles.	Mutual respect & Tolerance	Individual Liberty Mutual respect & Tolerance	Democracy	Rule of Law Individual Liberty Mutual respect & tolerance	Mutual respect & Tolerance Individual Liberty
<b>Geography</b>		Would you prefer to live in a hot or cold place?		Why is our world wonderful?		What's It like to live by the seaside?
<b>New knowledge Revist (for curriculum area)</b>						

<b>History (CCA bespoke)</b>	The Great Fire of London		Castle Hill		Fighting Injustice (Rosa Parks & Malala Yousafzai)	
<b>Art (Kapow)</b>	Craft and Design: Map it out (4)		Sculpture and 3D (5) 6: Clay Sculpture of Castle Hill	Painting and Mixed Media: Life in Colour (5)	Drawing: Tell a story (4)	
<b>DT (Kapow)</b>	Mechanisms: Moving Monster (4)	Food: A balanced Diet (4)  Textiles: Pouches (3)				Mechanisms: Fairground Wheel (4) Structures: Baby Bears Chair (3)
<b>Computing (Kapow)</b>	Computing systems and networks: What is a computer?	Programming 1: Algorithms and debugging	Computing systems and networks 2: Word processing	Programming 2: Scratch Jr.	Creating media: Stop Motion	Data Handling: International Space Station
	Online Safety Lesson (1)	Online Safety Lesson (2)	Online Safety Lesson (3)	Online Safety Lesson (4)	Online Safety Lesson (5)	Online Safety Lesson (6)
<b>Music (Kapow)</b>	<b>Call and response</b> (Theme: Animals)	<b>Instruments</b> (Theme: Musical Storytelling)	<b>Singing</b> (Theme: On this Island)	<b>Contrasting Dynamics</b> (Theme: Space)	<b>Structure:</b> (Theme: Myths and Legends)	<b>Pitch</b> (Theme: Musical Me)
<b>PE (Get set for PE)</b>	Fundamentals	PSP Coach - Gymnastics	Ball Skills	PSP Coach – Dance	Invasion Games	PSP Coach – Athletics (Sports Day)
<b>RSHE (SCARF)</b>	<b>Me and My Relationships</b>	<b>Valuing Difference</b>	<b>Keeping Safe</b>	<b>Rights and Respect</b>	<b>Being My Best</b>	<b>Growing and Changing</b>
<b>Forest School</b>	Nature (Trees, Fungi & Birds)	Bushcraft	Social & Emotional	Nature (mini beasts & Growing Things)	Woodland Exploration	Enchanted Woodland( Pirates)