

Year 2 Overview – 2026-2027

Subject	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Topic/Hook	<i>Food Glorious Food/Healthy Heroes Iceberg Ahead!</i>	<i>Pride of Portsmouth</i>	<i>Now and Then</i>	<i>Fire Fire!</i>	<i>Our Wonderful World!</i>	<i>Brazil</i>
Enquiry	<i>How can you be a Healthy Hero?</i>	<i>What makes Portsmouth proud?</i>	<i>Would you rather travel back or forward in time?</i>	<i>How did the great fire change London?</i>	<i>How can we look after our world?</i>	<i>What would it be like to live in Brazil?</i>
Concepts	Health, growing up, fairness, bravery, friendship, welcoming	Change, difference, pride, home, messengers	Fairness, punishment, evil, power, good, choice, authority	Bravery, fear, death, memory, belonging	Discovering, change, fear, difference, choice, remembering	Moving on, growing up, change, love, family, God
CUSP Writing	Sentence Structure Character Description Poetry (vocabulary) Narrative	Formal invitations Stories from other cultures	Poetry (humour) Non-chronological reports Formal invitations	Recount Retelling of a narrative	Non-chronological reports Recount	Character Description Poetry (developing vocabulary) Stories from other cultures Poetry on a theme: change
CUSP Reading	Grandad's Island The Goose that Laid the Golden Egg Mrs Noah's Pockets	Paddington The Christmas Pine	The Quangle Wangle's Hat Coming to England The Street Beneath my Feet	The Rhythm of the Rain The Sun and the Wind	Little People, Big Dreams: David Attenborough Fantasticly Great Women Who Changed the World	Fantastic Mr Fox
Maths	See separate plan					
Cross Curricular Maths	Measures/time when preparing and looking at recipes. Make a Tally chart/block graphs of food	Map reading/Directions for Portsmouth. Costing a trip to Portsmouth. Repeating patterns joining materials	Venn circles/Carroll diagram/tally charts/graphs to show science learning. Ordering events for Jesus' life.	Worded problems related to London/GFoL. Distance the fire travelled in London. Amounts of water used to put out the fire.	Measures/Time when preparing and looking at recipes. Making a shape picture from habitats. Identify shapes in habitat pictures.	Map reading/Directions for the non EU country. Collecting data on environments and habitats

	Creating shape pictures of fruits and vegetables.				Position and direction for Beebots. Worded problems	
Ongoing Science	Continue to look at plants within seasons for each half term					
Science	<u>Animals including humans</u> <u>Health and Growth</u> -<u>describe</u> the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. -<u>find out</u> about and describe the basic needs of animals, including humans, for survival (water, food and air). -<u>identify</u> 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. -<u>asking</u> simple questions and recognising that they can be answered in different ways. -<u>identifying and classifying</u>	<u>Everyday Materials</u> <u>Autumn 2/ Spring 1</u> -<u>find</u> out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. - <u>Identify</u> and <u>compare</u> the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular use. -using observations and ideas to suggest answers to questions - gathering and recording data to help in answering questions. -<u>asking</u> simple questions and recognising that they can be answered in different ways.	<u>Plants</u> -<u>observe</u> and <u>describe</u> how seeds and bulbs grow into mature plants. -<u>find</u> out and describe how plants need water, light and a suitable temperature to grow and stay healthy. -<u>identify</u> and <u>name</u> a variety of plants and animals in their habitats, including microhabitats. -<u>observing</u> closely, using simple equipment. -<u>identifying and classifying</u>.	<u>Plants/ Living Things and their Habitats</u> -<u>observe</u> and <u>describe</u> how seeds and bulbs grow into mature plants. -<u>find</u> out and describe how plants need water, light and a suitable temperature to grow and stay healthy. -<u>identify</u> and <u>name</u> a variety of plants and animals in their habitats, including microhabitats. -<u>observing</u> closely, using simple equipment. -<u>identifying and classifying</u>.	<u>Living Things and their Habitats/ Animals including humans</u> -<u>Explore</u> and <u>compare</u> the differences between things that are living, dead, and things that have never been alive. -<u>identify</u> and <u>name</u> a variety of plants and animals in their habitats, including microhabitats. -<u>describe</u> 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. -using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions. -notice that animals, including humans, have offspring which grow into adults.	
Computing	<u>Robot Algorithms</u>		<u>Digital Photography</u>		<u>Programming Quizzes</u>	<u>Digital Music</u>

	To understand with minimal support what algorithms are, how they are implemented as programs on digital devices, and that programs are executed by following precise and unambiguous instructions. -To create and debug simple programs. -Use logical reasoning to predict the behaviour of simple programs with minimal support.		-Use technology purposefully to create, organise, store, manipulate, and retrieve digital content with minimal support. Recognise common uses of information technology beyond school. -Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.		-Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions independently. -Create and debug simple programs independently. -Use logical reasoning to predict the behaviour of simple programs independently. -Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	Digital plant diaries, applying pictograms, electronic microscopes -Use technology purposefully to create, organise, store, manipulate, and retrieve digital content.
Online Safety	Self-Image and Identity Health, Wellbeing and Lifestyle	Online Bullying Copyright and Ownership	Online Relationships	Online Reputation	Managing Online Information	Privacy and Security
Music	Key Focus: Pulse, Rhythm and Pitch. • To know five songs off by heart. • To know that songs have a musical style. • To know that music has a steady pulse. • To know that we can create rhythms from our names. • Learn the names of the notes in their instruments. • To know the names of untuned percussion	Key Focus: Dynamics and Tempo • To know five songs off by heart. • To know that songs have a genre. • To know that music has a steady pulse. • To know that we can create rhythms from words. • Learn the names of the notes in their instruments. • To know the names of untuned percussion	Key Focus: Feelings through music. • To know six songs off by heart. • To know that songs have a genre. • To know that music has a steady pulse. • To know that we can create rhythms from favorite foods. • Learn the names of the notes in their instruments. • To know the names of untuned percussion	Key Focus: Composing • To know six songs off by heart. • To know that songs have a genre. • To know that music has a steady pulse. • To know that we can create rhythms from favorite foods. • Learn the names of the notes in their instruments. • To know the names of untuned percussion	Key Focus: Improvisation • To know seven songs off by heart. • To know that songs have a genre. • To know that music has a steady pulse. • To know that we can create rhythms from short phrases. • Learn the names of the notes in their instruments. • To know the names of untuned percussion	Key Focus: Performing • To know seven songs off by heart. • To know that songs have a genre. • To know that music has a steady pulse. • To know that we can create rhythms from short phrases. • Learn the names of the notes in their instruments. • To know the names of untuned percussion

	instruments played in class. • To improvise you need 1 or 2 notes. • Composing is like writing a story with music. • To be able to warm up your voice and know why. • To recognise the difference between a high and low note or pitch. • To begin to compose your own piece of music. • Evaluate the music of others and your own. Tuned: Steel Pans Un-tuned: Hand Bells	instruments played in class. • Composing is like writing a story with music. • To be able to warm up your voice and know why. • To recognise the difference between a high and low note or pitch. • To begin to compose your own piece of music. • Evaluate the music of others and your own. Tuned: Steel Pans Un-tuned: Hand Bells	instruments played in class. • Composing is like writing a story with music. • To be able to warm up your voice and know why. • To recognise the difference between a high and low note or pitch. • To begin to compose your own piece of music. • Evaluate the music of others and your own. Tuned: Recorders Un-tuned: Tambourines	instruments played in class. • Composing is like writing a story with music. • To be able to warm up your voice and know why. • To be able to sing with the correct posture. • To recognise the difference between a high and low note or pitch. • To begin to compose your own piece of music. • Evaluate the music of others and your own. Tuned: Recorders Un-tuned: Tambourines	instruments played in class. • Composing is like writing a story with music. • To be able to warm up your voice and know why. • To be able to sing with the correct posture. • To recognise the difference between a high and low note or pitch. • To begin to compose your own piece of music. • Evaluate the music of others and your own. Tuned: Chime Bars Un-tuned: African Drums	instruments played in class. • Composing is like writing a story with music. • To be able to warm up your voice and know why. • To be able to sing with the correct posture. • To recognise the difference between a high and low note or pitch. • To begin to compose your own piece of music. • Evaluate the music of others and your own. Tuned: Chime Bars Un-tuned: African Drums
RE	<u>Welcoming - Baptism</u> • Communicate • Apply • Enquire • Contextualise • Evaluate	<u>Community - Hindu Community</u> • Communicate • Apply • Enquire • Contextualise • Evaluate	<u>Authority - Key Events in Jesus' Life</u> • Communicate • Apply • Enquire • Contextualise • Evaluate	<u>Remembering - Passover</u> • Communicate • Apply • Enquire • Contextualise • Evaluate	<u>Specialness – Special People – Sikh Faith Traditions</u> • Communicate • Apply • Enquire • Contextualise • Evaluate	<u>God - Ideas about God</u> • Enquire • Contextualise • Evaluate • Communicate • Apply
Art	<u>Vegetable Sketching</u> -To <u>use</u> sketchbook to draw/sketch initial ideas. -to <u>use</u> line and marks to create outline		<u>Extra opportunity Painting and Printing</u> <u>Victorian wall paper</u> Artist – William Morris	<u>Sculpture and painting Clay</u> To <u>use</u> sketchbook to draw/sketch initial ideas.	<u>Sculpture – Collage</u> -To <u>use</u> sketchbook to draw/sketch initial ideas.	

	shapes, using a variety of media – graphite pencils (HB/2B), charcoal pencils, ball point pens, crayons, felt tip pens, chalk, coloured pencils). -To work to the size of the paper of surface. -to draw in greater detail of vegetables and context. -to look at drawings of Eric Carte (hungry caterpillar) that represent a variety of cultures and times, relating them to own work. <i>Artist – Nick Sharratt, Eric Carle</i>			-To use a combination of shapes to make a sculpture. -to use a wide range of simple tools to cut, shape and impress patterns and textures -to look at and discuss the work of sculptors and relate to own work. <i>Artist – Grayson Perry and/or Henry Moore</i>	- To explore shade and texture of different papers. -To use a variety of materials to make a collage. -to use a range of natural and hand-made materials to match texture and colour to purpose. -to work as a member of a group to produce a single collage. -to discuss their work and the work of others using appropriate language to the visual elements. <i>Artist – Vincent Van Gogh</i>	
DT	<u>Cooking and Nutrition</u> <u>(Fruit Salads)</u> <u>Design</u> To design a healthy fruit salad snack for themselves based on design criteria. To generate, develop, model and communicate ideas about making a fruit salad. <u>Make</u> To select from and use a range of equipment to cut, slice, grate or peel soft ingredients safely and hygienically	<u>Textiles</u> <u>(Calendars)</u> <u>Design</u> To generate ideas about different themes associated with Portsmouth. Begin to develop design criteria for making a souvenir calendar. To use design criteria to design a calendar to celebrate Portsmouth To develop and communicate ideas through drawing, templates, and, where appropriate, information and communication technology.				<u>Mechanisms (wheels and axles)</u> <u>(Carnival Floats)</u> <u>Design</u> To develop, model and communicate their ideas through talking, drawing, templates, mock-up. To design a model of a carnival float based on design criteria; <u>Make</u> To practice making wheels and axles. To make a model of a moving carnival float. To select from and use appropriate equipment and materials to cut,

	To select from a range of ingredients for a fruit salad. <u>Evaluate</u> To name, explore and informally evaluate a range of ingredients for a fruit salad. To evaluate their fruit salad against the design criteria. <u>Cooking and Nutrition</u> To understand where some common fruits come from. Begin to understand what makes a healthy diet. To use the basic principles of a healthy and varied diet to prepare a fruit salad.	<u>Make</u> To practice cutting and joining fabrics. To use pattern pieces to cut required shapes out of fabric. To select from and use a range of materials to make a calendar. To select from and use appropriate tools to cut, join and add finishing details to a calendar. To make a souvenir calendar to celebrate Portsmouth. <u>Evaluate</u> To explore and evaluate a range of calendars. To understand the purpose of a calendar and know who uses them. To evaluate their calendar against design criteria. Begin to consider how work could be improved.				join and add finishing details; <u>Evaluate</u> Evaluate a range of wheeled vehicles. To evaluate their model carnival float against design criteria. To consider how work could be improved. <u>Technical Knowledge</u> Explore a range of wheeled vehicles. To use wheels and axles to make model my carnival float move.
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Real PE	<u>Personal Unit 1</u> Level 1 - I can follow instructions, practice safely and work on simple tasks by myself. (ALL) Level 2 – I try several times if at first I don't succeed and I ask for help when appropriate. (MANY) Level 3 – I know where I am in my learning and I have begun to challenge myself. (SOME)	<u>Social Unit 2</u> Level 1 - I can play with others, taking turns and sharing. (ALL) Level 2 – I can help praise and encourage others in their learning. (MANY) Level 3 – I show patience and support others, listening well to them about our work. I am happy to show and tell them about my ideas. (SOME)	<u>Cognitive Unit 3</u> Level 1 - I can understand and follow simple rules and can name some things I am good at. (ALL) Level 2 – I can begin to order instructions, movements and skills. With help I can reorganise similarities and differences in performance and I can explain why someone is working or performing well. (MANY) Level 3 - I can understand the simple tactics of attacking and defending. I can explain what I am doing well and I have begun to identify areas for improvement. (SOME)	<u>Creative Unit 4</u> Level 1 – I can explore and describe different movements. (ALL) Level 2 – I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme. (MANY) Level 3 – I can make up my own rules and versions of activities. I can respond differently to a variety of tasks or music and I can recognise similarities and differences in movements and expression. (SOME)	<u>Physical Unit 5</u> Level 1 - I can perform a single skill or movement with control. I can perform a range of skills and link 2 movements together (ALL) Level 2 – I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some change in level, direction or speed. (MANY) Level 3 - I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency. (SOME)	<u>Health and Fitness Unit 6</u> Level 1 – I am aware of why exercise is important for good health (ALL) Level 2 – I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely. (MANY) Level 3 – I can describe how and why my body feels during and after exercise. I can explain why we need to warm up and cool down. (SOME)
	<u>Real Dance</u> Shape, Circles, Partnering and Artistry.	<u>Real Gym</u> Balance and Travel	<u>Real Gym</u> Flight and Rotation	<u>Real Dance</u> Consolidation of Shape, Circles, Partnering and Artistry.	<u>Real Gym</u> Consolidation of Balance, Travel, Flight and Rotation	<u>Athletics</u> Consolidation of Fundamental Movement skills
	Geography	<u>Portsmouth Locational knowledge</u>				<u>Brazil/Rainforests Locational knowledge</u>

		<u>-Name, locate</u> and identify characteristics of the four countries and capital cities of the United Kingdom <u>-Name and locate</u> the world's seven continents and five oceans with support. <u>Human and physical geography</u> -Use basic geographical vocabulary to refer to: Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. <u>Geographical skills and fieldwork</u> -Recognise landmarks and basic human and physical features; by using aerial photographs and <u>planning</u> perspectives. <u>-Describe</u> the geography of their school and its grounds using simple fieldwork and observational skills.				- <u>name and locate</u> the world's seven continents and five oceans. <u>Human and physical geography</u> -Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. <u>Geographical skills and fieldwork</u> -<u>Use</u> world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans .
History	<u>Titanic</u> -events beyond living memory that are significant nationally or globally. -significant historical events, people and places in their own locality.		<u>Victorians</u> -events beyond living memory that are significant nationally or globally. -Significant historical events, people and places in their own locality- John Pounds/Brunel.	<u>The Great Fire of London</u> -events beyond living memory that are significant nationally or globally.		

			-the lives of significant individuals in the past who have contributed to national and international achievements.			
PSHE	Mental Health and Wellbeing - Noticing and naming feeling - Different distractions - Changing thoughts and feelings - Managing unhelpful thoughts - Reactions and responses Change, loss and grief - What happens when things change?	Keeping Safe online - Jessie and friend; watching videos - Jessie and friends: sharing pictures - Jessie and friends: playing games Watch Out - Helping to make good viewing choices - Keeping viewing choices safe	Me, my body and staying safe Changing and growing up - My special people - Growing up: the human life cycle - Everybody's body NSPCC: TALK PANTS (ages 5 to 7) - PANTS Power - More PANTS Power	Money and Work Career Explorers - Strengths and interests - Different jobs Money and wellbeing - What is money? - Money Choice	Safety outside the home Road safety - Crossing the road - Keeping safe around railways - Emergencies - Water safety Caring for the Environment - Everyone is responsible	Looking back and moving on Re-visit Embracing Change and new challenges - Moving to a new class
Social Links	• Participating in harvest celebration - community link	• Portsmouth as a community –how many languages are spoken?	• Understanding of how British history contributed to life today –what differences did Victorian make? – Inventions and Florence Nightingale	• Understanding of how British history contributed to life today –what happened to London after the fire?	• Looking after their community –who has responsibility for this? Why?	• How is life in Britain similar/ different to other places in the world?
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Moral Links	- Is it right that some people have too much food and others do not have enough? - Fairtrade links - Should women and children have gone first on lifeboats? Should people with more money be saved first?	What makes a family a family?	- Should children have been caned at Victorian schools? - Was it right to make children go to work?	Understanding that people believe different things	Should you drop litter at your local park? Why/ Why not?	- How do we look after other people in the world? - Small tribes? - Deforestation –Is it right to cut down rainforests?
Spiritual Links	Thinking about welcoming and reflecting on own beliefs.	Thinking about community and reflecting on own beliefs.	Reflection on Jesus' life and how this affects Christian people.	Thinking about on remembering and reflecting on own beliefs.	Sense of enjoyments and fascination about finding out about their world.	- Sense of enjoyments and fascination about finding out about their world. - Reflection on own beliefs.
Cultural Links	Where does food come from?- Other cultures	Historical consciousness of Portsmouth	Appreciating the evolutionary cultural change from Victorian period- ladies at work/no children at work.	Appreciating the evolutionary cultural change after the GFOL.	Countries around the world.	Countries/traditions around the world.