







Year 2 2025-2026	Autumn		Spring		Summer	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Focus	<p>Vile Victorians</p>  <p>The reign of Queen Victoria was an era of astonishing progress and prosperity for Britain. It was the age of the railway and feats of engineering; of manufacturing and trade; of numerous discoveries in science and medicine, and the age of empire, when Britain ruled half the world. The children will learn about different aspects of Victorian life, what it was like for the rich and the poor and will compare it with Elizabethan times and with life today.</p>	<p>What a Wonderful World</p>  <p>Building on our geographical knowledge from Year 1, we will take a closer look at the seven continents and the oceans and seas that surround them. We will find out about the different weather and climates in these areas and compare them with weather here in Britain.</p>	<p>The Great Fire of London</p>  <p>The Great Fire of London of September 1666 was one of the most famous incidents in Stuart England. It was the second tragedy to hit the city in the space of a year. Just as the city was recovering from the Great Plague, the inhabitants had to flee the city once again – this time not as a result of a disease, but the result of a human accident. We will be looking at what life was like in the 17th Century and comparing it with life now, the key events of the fire, how we know about it and what happened after.</p>	<p>Rainforests</p>  <p>This unit will teach the class about the characteristics of a rainforest, extending children's knowledge of the world. Children will learn about the plants and animals located within a rainforest. They will continue to build on their map skills using atlases, world maps and globes more widely, in order to focus on the Amazon rainforest and physical and human features of Brazil.</p>	<p>World War II VE Day</p>  <p>VE Day - or 'Victory in Europe Day' - marks the end of World War Two (WW2) when fighting against Nazi Germany in Europe came to an end. We will be learning about the key events of the war, who was involved, what life was like back then, how the war affected Exeter and what life was like after.</p>	<p>Our Food, Our World</p>  <p>This topic links the everyday experience of buying and eating food within the UK along with the children's growing geographical understanding of the world. Children study the local area, looking closely at a market and farm to understand the connections between what we buy, where it comes from locally and how it might be able to be sourced from the UK (and beyond).</p>

<p>English Writing</p>	<p>Fiction</p> <p>The Train Ride by June Crebbin</p> <p>Outcome: narrative</p> <p>Fiction</p> <p>No-Bot, The Robot Wit No Bottom by Sue Hendra</p> <p>Outcome: narrative</p>	<p>Non-Fiction</p> <p>Could a Penguin Ride a Bike? By Camilla de la Bedoyere</p> <p>Outcome: information text</p>	<p>Fiction</p> <p>Little Red Riding Hood by Charles Perrault</p> <p>Outcome: traditional tale</p>	<p>Fiction</p> <p>The Day the Crayons Quit by Drew Daywalt</p> <p>Outcome: Letter to persuade</p>	<p>Non-Fiction</p> <p>How to Wash a Woolly Mammoth by Michelle Robinson</p> <p>Outcome: Instructions</p>	<p>Poetry</p> <p>Tell Me A Dragon by Jackie Morris</p> <p>Outcome: Poem</p>
<p>Maths</p>	<p>White Rose Maths</p> <p>Place Value (Within 10)</p>	<p>White Rose Maths</p> <p>Addition and Subtraction (Within 10)</p> <p>Shape</p>	<p>White Rose Maths</p> <p>Place Value (Within 20)</p> <p>Addition and Subtraction (Within 20)</p>	<p>White Rose Maths</p> <p>Place Value (Within 50)</p> <p>Length and Height</p> <p>Mass and Volume</p>	<p>White Rose Maths</p> <p>Multiplication and Division</p> <p>Fractions</p> <p>Position and Direction</p>	<p>White Rose Maths</p> <p>Place Value</p> <p>Money</p> <p>Time</p>
<p>Science</p>	<p>Healthy Me</p> <p>Observe closely.</p> <p>Perform simple tests.</p> <p>Identify and classify.</p> <p>Use observations and ideas to suggest answers to questions.</p> <p>Gather and record data in answering questions.</p>	<p>Mini Worlds</p> <p>Observe closely.</p> <p>Identify and classify.</p> <p>Use observations and ideas to suggest answers to questions.</p> <p>Gather and record data in answering questions.</p>	<p>Materials Monster</p> <p>Observe closely.</p> <p>Perform simple tests.</p> <p>Identify and classify.</p> <p>Use observations and ideas to suggest answers to questions.</p> <p>Gather and record data in answering questions.</p>	<p>Move It</p> <p>Observe closely.</p> <p>Perform simple tests.</p> <p>Identify and classify.</p> <p>Use observations and ideas to suggest answers to questions.</p> <p>Gather and record data in answering questions.</p>	<p>Young Gardeners</p> <p>Ask simple questions and recognise that they can be answered in different ways.</p> <p>Observe closely, using simple equipment.</p> <p>Perform simple tests.</p> <p>Identify and classify.</p> <p>Use observations and ideas to suggest answers to questions.</p> <p>Gather and record data in answering questions.</p>	<p>Little Masterchefs</p> <p>Observe closely.</p> <p>Perform simple tests.</p> <p>Identify and classify.</p> <p>Use observations and ideas to suggest answers to questions.</p> <p>Gather and record data in answering questions.</p>

**History
&
Geography**

History: Vile Victorians	Geography: What a Wonderful World	History: The Great Fire of London	Geography: Rainforests	History: World War II VE Day	Geography: Our Food, Our World
<p>Show an awareness of the past, using common words and phrases relating to the passing of time. (Chronological understanding)</p>	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. (Geographical skills and fieldwork)</p>	<p>Show an awareness of the past, using common words and phrases relating to the passing of time. (Chronological understanding)</p>	<p>Ask simple geographical questions e.g. What is it like to live in this place? (Geographical skills and fieldwork)</p>	<p>Show an awareness of the past, using common words and phrases relating to the passing of time. (Chronological understanding)</p>	<p>Ask simple geographical questions e.g. What is it like to live in this place? (Geographical skills and fieldwork)</p>
<p>Describe where people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods. (Chronological understanding)</p>	<p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom. (Locational knowledge)</p>	<p>Describe where people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods. (Chronological understanding)</p>	<p>Understand how some places are linked to other places e.g. roads, trains. (Locational knowledge)</p>	<p>Describe where people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods. (Chronological understanding)</p>	<p>Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. (Human and physical geography)</p>
<p>Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events. (Historical enquiry)</p>	<p>Name and locate the world's seven continents and five oceans. (Locational knowledge)</p>	<p>Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. (Place knowledge)</p>	<p>Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and</p>	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. (Geographical skills and fieldwork)</p>
<p>Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented. (Historical enquiry)</p>	<p>Use simple compass directions (North, South, East and West) and locational and directional language e.g. near and far; left and right, to describe the location of features and routes on a map. (Geographical skills and fieldwork)</p>	<p>understands key features of events. (Historical enquiry)</p>	<p>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South poles. (Human and Physical Geography)</p>	<p>understands key features of events. (Historical enquiry)</p>	
<p>Describe changes within living memory and aspects of change in national life. (Historical interpretations)</p>	<p>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p>	<p>Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented. (Historical enquiry)</p>	<p>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. (Human and physical geography)</p>	<p>Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented. (Historical enquiry)</p>	
<p>Describe events beyond living memory that are significant nationally or</p>		<p>Describe events beyond living memory that are significant nationally or globally e.g. the Great Fire of London, the</p>		<p>Describe changes within living memory and aspects of change in national life. (Historical interpretations)</p>	

	<p>globally e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries. (Historical interpretations)</p> <p>Use a wide vocabulary of everyday historical terms. (Organisation and communication)</p> <p>Speak about how he/she has found out about the past. (Organisation and communication)</p> <p>Record what he/she has learned by drawing and writing. (Organisation and communication)</p> <p>Discuss the lives of significant people in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods. (Understanding of events, people and changes)</p>	<p>(Human and physical geography)</p> <p>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. (Human and physical geography)</p> <p>Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. (Human and physical geography)</p>	<p>first aeroplane flight or events commemorated through festivals or anniversaries. (Historical interpretations)</p> <p>Use a wide vocabulary of everyday historical terms. (Organisation and communication)</p> <p>Speak about how he/she has found out about the past. (Organisation and communication)</p> <p>Record what he/she has learned by drawing and writing. (Organisation and communication)</p>	<p>Use and interpret maps, globes, atlases and digital/computer mapping to locate countries and key features (Geographical skills and fieldwork)</p>	<p>Describe significant historical events, people and places in his/her own locality. (Historical interpretations)</p> <p>Use a wide vocabulary of everyday historical terms. (Organisation and communication)</p> <p>Speak about how he/she has found out about the past. (Organisation and communication)</p> <p>Record what he/she has learned by drawing and writing. (Organisation and communication)</p> <p>Discuss the lives of significant people in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods. (Understanding of events, people and changes)</p>	
<p>Computing</p> <p>&</p> <p>Music</p>	<p>Computing: Information Technology Around Us</p> <p>Use technology safely and keep personal information private (e-Safety)</p>	<p>Music: Call & Response</p> <p>To create short sounds with varied dynamics that represent an animal.</p> <p>To copy a short sound pattern.</p>	<p>Computing: Digital Photography</p> <p>Use different software programs and discuss the benefits of their usage (Using Computers)</p>	<p>Music: Instruments - Storytelling</p> <p>To explore listening and analysing a piece of music in relation to a story.</p>	<p>Computing: Programming Quizzes</p> <p>Predict the behaviour of a programmed toy, clearly relating each action to part of an algorithm. (Coding)</p>	<p>Music:</p>

	<p>Recognise how others use technology outside of school (Computers)</p>	<p>To explore call and response using instruments.</p> <p>To create sound patterns based on call and response.</p> <p>To perform different sound patters with contrasting dynamics.</p>	<p>Use technology purposefully to create, store and retrieve digital content (Using Computers)</p>	<p>To explore how music and sound effects can tell a story.</p> <p>To select appropriate sounds to match events, characters and feelings in a story.</p> <p>To suggest appropriate sounds to represent parts of a story.</p> <p>To perform a composition showing changes in tempo and dynamics.</p>	<p>Create a simple program to perform a task. (Coding)</p> <p>Create and debug simple programs (Coding)</p> <p>Find and fix simple bugs in programs. (Coding)</p> <p>Understand that programs run by following clear instructions. (Coding)</p>	
<p>Design Technology & Art</p>	<p>Art: Sculpture and 3D: Clay Houses</p> <p>Use artwork to record ideas, observations and experiences. Try out different activities and make sensible choices about what to do next. (Learning)</p> <p>Give reasons for his/her preferences when looking at art/craft or design work. (Learning)</p> <p>Try out different activities and make sensible choices about what to do next. (Learning)</p> <p>Know that different artistic works are made by craftspeople from different cultures and times. (Learning)</p>	<p>D&T: Textiles: Pouches</p> <p>Design purposeful, functional, appealing products for himself/herself and other users based on design criteria. (Processes)</p> <p>Generate, develop, model and communicate his/her ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. (Processes)</p> <p>Investigate different techniques for stiffening a variety of materials and explore different methods of enabling structures to remain stable. (Processes)</p>	<p>Art: Craft and Design: Map it out</p> <p>Use artwork to record ideas, observations and experiences. Try out different activities and make sensible choices about what to do next. (Learning)</p> <p>Give reasons for his/her preferences when looking at art/craft or design work. (Learning)</p> <p>Try out different activities and make sensible choices about what to do next. (Learning)</p>	<p>D&T: Mechanisms: Moving monsters</p> <p>Design purposeful, functional, appealing products for himself/herself and other users based on design criteria. (Processes)</p> <p>Generate, develop, model and communicate his/her ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. (Processes)</p> <p>Investigate different techniques for stiffening a variety of materials and explore different methods of enabling structures to remain stable. (Processes)</p>	<p>Art: Drawing: Tell a story</p> <p>Use artwork to record ideas, observations and experiences. Try out different activities and make sensible choices about what to do next. (Learning)</p> <p>Give reasons for his/her preferences when looking at art/craft or design work. (Learning)</p> <p>Try out different activities and make sensible choices about what to do next. (Learning)</p> <p>Select particular techniques to create a chosen product and develop some care and control over materials and their use. (Learning)</p>	<p>D&T: Cooking and nutrition: Balanced diet</p> <p>Understand the need for a variety of food in a diet. (Cooking and Nutrition)</p> <p>Understand that all food has to be farmed, grown or caught. (Cooking and Nutrition)</p> <p>Use a wider range of cookery techniques to prepare food safely. (Cooking and Nutrition)</p>

	<p>Experiment with tones using pencils, chalk or charcoal. (Techniques)</p> <p>Represent things observed, remembered or imagined using colour/tools. (Techniques)</p> <p>Experiment with basic tools on rigid and flexible materials. (Techniques)</p>	<p>Explore and use mechanisms e.g. levers, sliders, wheels and axles, in his/her products. (Processes)</p> <p>Choose appropriate tools, equipment, techniques and materials from a wide range. (Processes)</p> <p>Safely measure, mark out, cut and shape materials and components using a range of tools. (Processes)</p> <p>Evaluate and assess existing products and those that he/she has made using a design criteria. (Processes)</p>		<p>Explore and use mechanisms e.g. levers, sliders, wheels and axles, in his/her products. (Processes)</p> <p>Choose appropriate tools, equipment, techniques and materials from a wide range. (Processes)</p> <p>Safely measure, mark out, cut and shape materials and components using a range of tools. (Processes)</p> <p>Evaluate and assess existing products and those that he/she has made using a design criteria. (Processes)</p>	<p>Use a variety of techniques including carbon printing, relief, press and fabric printing and rubbings. (Techniques)</p>	
<p>PSHE and SMSC</p>	<p>Staying Healthy</p> <p>How can I be healthy?</p> <p>Who helps me stay healthy?</p> <p>How can I make sure I get enough sleep?</p> <p>What foods help me stay healthy?</p> <p>What activities keep my brain healthy?</p>	<p>Online Safety</p> <p>How does this internet work?</p> <p>Can I trust everything online?</p> <p>What happens if people have my personal information?</p> <p>How can you be safe online?</p> <p>What are safe decisions online?</p>	<p>Understanding Myself</p> <p>What makes me unique?</p> <p>How do I express my feelings?</p> <p>How do I cope with erupting feelings?</p> <p>What are different ways to look after my wellbeing?</p> <p>How can I be my best at school?</p>	<p>Happy & Safe</p> <p>How can we include people?</p> <p>What does friendship look like?</p> <p>Why do we fall out with our friends?</p> <p>What should you do if you see unkind behaviour?</p> <p>How can I make sure I feel safe?</p>	<p>Community & Diversity</p> <p>What is a community?</p> <p>How can I be a good neighbour?</p> <p>What makes Britain special?</p> <p>How are people treated fairly in Britain?</p> <p>What does it mean to be part of Britain?</p>	<p>Growing Up</p> <p>What do you like about yourself?</p> <p>What different jobs exist?</p> <p>What do you want to be when you grow up?</p> <p>Where does money come from?</p> <p>How can you help grownups?</p>

<p style="text-align: center;">RE</p>	<p>What does it mean to belong to a faith or a belief community?</p> <p>Explore the concept of belonging.</p> <p>Understand symbols of Christian belonging.</p> <p>Understand symbols of Muslim belonging.</p> <p>Understand symbols of Jewish belonging.</p> <p>Learn about Christian baptism.</p> <p>Learn how a baby is welcomed in Islam.</p>	<p>Why does Christmas matter to Christians?</p> <p>I can recognise that Jesus is believed to be God on Earth.</p> <p>I can recognise the importance of baby Jesus.</p> <p>I can retell the Nativity story.</p> <p>I can explain why Christmas is important for Christians.</p> <p>I can define what 'advent' means.</p> <p>I can compare religious and non-religious views about Christmas.</p>	<p>Who is Jewish and how do they live?</p> <p>Learn what Shabbat is.</p> <p>Learn the traditional Shabbat greeting.</p> <p>Reflect on what Jewish people do on Shabbat.</p> <p>Learn the story of David and Goliath.</p> <p>Learn the story of Chanukah.</p> <p>Reflect on the importance of Chanukah.</p>	<p>What is the 'good news' Christians believe Jesus brings?</p> <p>I can discuss the 12 disciples.</p> <p>I can identify how Jesus teaches us about forgiveness.</p> <p>I can identify how Jesus teaches us about peace.</p> <p>I can identify ways that Christians bring Jesus' good news to others.</p> <p>I can identify ways that Christians say sorry to God.</p> <p>I can explain what I have learnt from the Gospel of Jesus.</p>	<p>Who is a Muslim and how do they live?</p> <p>Identify the 99 names of Allah.</p> <p>Recognise the words of the Shahadah and that it is very important for Muslims.</p> <p>Begin to consider how their beliefs impact how a Muslim lives.</p> <p>Give an example of a story about the Prophet.</p> <p>Reflect on Muslim beliefs and ways of living.</p>	<p>What makes some places sacred to believers?</p> <p>Understand the terms 'holy' and 'sacred'.</p> <p>Identify a place of worship sacred to Christians.</p> <p>Identify a place of worship sacred to Jewish people.</p> <p>Identify a place of worship sacred to Muslims.</p> <p>Compare and contrast places of worship.</p> <p>Compare religious places of worship to non-religious special places.</p>
<p style="text-align: center;">PE</p>	<p>Tag Rugby</p> <p>How can I hold equipment and move?</p> <p>How can you hand over and receive a ball?</p> <p>How can you score?</p> <p>How can you tag in a game?</p> <p>How can you get past a tagger?</p>	<p>Gymnastics</p> <p>How can you perform gymnastic shapes?</p> <p>How can you perform a jump?</p> <p>How can you perform different rolls?</p> <p>How can you balance on different parts of your body?</p> <p>How can you perform a bunny hop?</p> <p>How can you perform shapes, balances and</p>	<p>Ball Skills</p> <p>How can you stop a ball with control using your feet?</p> <p>How can you pass a ball using your feet?</p> <p>How can you dribble a ball using your feet?</p> <p>How can you roll a ball?</p> <p>How can you throw a ball underarm?</p> <p>How can you catch a ball?</p>	<p>Fitness</p> <p>How can you balance on different parts of your body?</p> <p>How can you exercise for 40 seconds without stopping?</p> <p>How can you keep your balance when moving?</p> <p>How can you perform different exercises that make your heartbeat faster?</p> <p>How can you co-ordinate different parts of your</p>	<p>Kwik Cricket</p> <p>How can you roll and stop a ball?</p> <p>How can you throw underarm and catch a ball?</p> <p>How can you bowl a ball underarm?</p> <p>How can you throw a ball overarm?</p> <p>How can you hit a ball?</p> <p>How can you take part in batting and fielding games?</p>	<p>Athletics</p> <p>How can you co-operate in a team?</p> <p>How can you run fast?</p> <p>How can you throw a range of objects accurately at a range of targets?</p> <p>How can you perform a long jump with balance and control?</p> <p>How can you throw an object for distance?</p>

		jumps using various apparatus?		body to work at the same time? How can you record your score and then try and challenge yourself to beat it?		How can you co-operate and work as part of a team?
Curriculum Enrichment Activity	Vile Victorians	What a Wonderful World	The Great Fire of London	Rainforests	World War II VE Day	Our Food, Our World
	Geography: Cranbrook Country Park		RE: Exeter Synagogue Visitor		History: Tiverton Museum	Science: West Town Farm