

Curriculum Overview Year 2 2026-2027



Year 2	Autumn 1 Mammoth to Minuscule	Autumn 2 Mammoth to Minuscule	Spring 1 Sparks	Spring 2 Sparks	Summer 1 Brilliantly British	Summer 2 Brilliantly British
Art	Art inspired by architects – Norman Foster and Zaha Hadid. Mixing primary colours. Drawing techniques. Photography. Remembrance Day art. Christmas art. Christmas craft club.		Mixing and applying colours for 'Great fire of London'. Art inspired by the work of Turner. British countryside – including local seaside and pinewoods. Mixing primary, secondary and exploring some tertiary colours. Starting to work with a variety of paint types (poster, acrylics, watercolour) Easter art.		Black and white – chalk and pastels. Investigating light and dark pencil tones. Observational drawing of Tudor buildings Art inspired by Bridget Riley (Black and white). Walker and Tate visit. Arts Week: Visiting professionals. Ainsdale Show.	
Computing	Purple Mash Sequence of Work Purple Mash Unit 2.1 Coding Embed coding skills learned in year 1. Develop coding skills to accurately complete given tasks. Learn about e-safety.	Purple Mash Sequence of Work Purple Mash Unit 2.2 Online Safety Learn about the importance of online safety. To learn about e-mail and how to use it as a means of communication. Purple Mash Unit 2.3 Spreadsheets Develop an understanding of how spread sheets are used and what they can be used for.	Purple Mash Sequence of Work Purple Mash Unit 2.4 Questioning To learn how to represent information in different ways and understand how graphs and charts represent data. Learn about e-safety.	Purple Mash Sequence of Work Purple Mash Unit 2.5 Effective Searching Learn how to do safe searches on the internet and then create documents to showcase what we have found out. Purple Mash Unit 2.6 Creating Pictures We will use programmes to make pictures and representations of our ideas. Learn about e-safety.	Purple Mash Sequence of Work Purple Mash Unit 2.7 Making Music Using computers to make music. Sequence sound to make patterns. Increase and decrease tempo. Learn about e-safety.	Purple Mash Sequence of Work Purple Mash Unit 2.8 Presenting Ideas To use computers effectively to share their ideas. Use programmes to make mind maps, book and posters. Learn about e-safety.

Design Technology	Design and make a Christmas stocking using a template designed individually. Develop technical skills (sewing, applique). Test and evaluate product to determine its' functionality. Give peer feedback to a friend.	Design and make a card with moving parts, using different folding, cutting and template methods. Prototypes mechanisms, rotating wheels, sliders, pop ups, flaps, levers, pivots. Test and evaluate product to determine its' functionality. Give peer feedback to a friend.	Design and make a car to transport an object. Test and evaluate product to determine its' functionality. Give peer feedback to a friend.
Geography	Continents & Oceans Locational Knowledge Name, locate and identify the world's seven continents and five oceans. Place Knowledge Compare similarities and differences between different continents and oceans on Earth. Human & Physical Geography Identify vegetation, weather patterns and physical geography features at different locations around the world. Geographical Skills & Fieldwork Use world maps, atlases, globes, digital maps, satellite images, aerial photographs to locate continents and oceans.	Liverpool Locational Knowledge Locate our nearest city, Liverpool, as well as places we may find on the way to Liverpool. Place Knowledge Explore the similarities and differences between Liverpool and Southport, and compare reasons why people go to these places (work, leisure, holiday, shopping etc.) Human & Physical Geography Identify key human and physical geography features of Liverpool, and how the city of Liverpool differs from our home town of Southport. Geographical Skills & Fieldwork Use Ordnance Survey maps to identify routes to Liverpool, as well as simple OS symbols depicting key human and physical features. Use digital maps, satellite images, photographs and tourist maps to locate places around Liverpool.	Ghana Locational Knowledge Locate Ghana and its capital city, Accra. Understand that Ghana is located on a different continent to Liverpool. Place Knowledge Compare geographical similarities and differences between a small area of the United Kingdom (Liverpool) and a contrasting small area of a non- European country (Ghana/Accra). Human & Physical Geography Compare and contrast weather patterns in Liverpool and Ghana. Identify key similarities and differences between the physical and human geography features of Liverpool and Ghana. Geographical Skills & Fieldwork Use world maps, atlases, globes, digital maps, satellite images, aerial photographs, Met Office data to compare Liverpool and Ghana. Children will construct simple keys and complete map-related fieldwork in the form of a visit to Liverpool.

History	Mary Anning Dinosaurs significance. Women in history. Evidence through artefacts/ photographs/ written accounts/ records. Formby Footprints- Evidence of early prehistoric animal tracks in sand. Guy Fawkes and Gunpowder Plot Southport Firework Factory. Remembrance Day Southport links.		Great Fire of London Importance of diaries as written evidence (primary source materials). Influence of fire on future architecture/ fire services. Link to Plague and the significance of the effects of fire. Experience the event through drama to enhance understanding and impact upon people at the time.		Comparison of aspects of life for Emily Davison and Rosa Parks . Timeline of events. Primary/secondary source materials. How do we know about these events? What did people think at the time? Are these historic figures significant and why? Farnborough Road Birthday Celebration. Queens Platinum Jubilee celebration. Look back at the children's time at our school. Discuss changes in their lifetime and use memories to create a yearbook.	
	Charanga Unit – Hands, heart, feet Genre: South African Songs- Harvest and Autumn songs Listen: Tchaikovsky Play: Exploring pitch/tempo/dyna mics. Exploring instruments, symbols and graphic notation. Introduce different types of notes, crotchet, minimum etc. Locality Learning Beatles Debut Single Love me do	Charanga Unit – Ho Ho Ho. Genre: Christmas Singing Christmas Concert Songs Listen: Tchaikovsky Live Music Pop Project Play: Creating own compositions of music relating to topic. Extra-curricular clubs Little voices Performance at Queens court Hospice. Recorders.	Charanga Unit – I wanna play in a band. Genre- Rock Sing: Calendar of songs Listen: Haydn- Fire related music Play: London's burning on the glockenspiels Locality Learning- Beatles all of you need is love Extra-curricular clubs Recorders.	Charanga Unit – Zootime. Genre- Reggae Sing: Growth mindset songs Listen: Haydn- Fire related music Play: Exploring tuned percussion. Using the chime bars to develop rhythm, pace, dynamics, timbre and texture. Extra-curricular clubs Recorders. Wally Cane rehearsals and performances.	Charanga Unit – Friendship song. Genre- Pop Sing: Songs by the Beatles Listen: Mozart Play: Creating original compositions, using simple graphic notations to play. Locality Learning: Liverpool Philharmonic visit. Extra-curricular clubs Recorders. Wally Cane rehearsals and performances	Charanga Unit – Recap and revisit. Genre- Classical Sing: Songs by the Beatles Songs for Summer concert. Listen: Mozart Play: Exploring music from other countries and cultures. Art Week themed music sessions.

PE	Games- ball skills, striking, hockey Gymnastics and CPD Dance and Movement Multi- skills/circuits Yoga	Games- ball skills Gymnastics and CPD Dance and Movement Multi- skills/circuits Yoga	OAA Games- Rugby and CPD Gymnastics- flight Multi-skills/circuit Games- striking badminton	OAA Games- Rugby and CPD Gymnastics- R and R Multi- skills/circuit Games- striking badminton	Games- striking skills, tennis Dance Multi-skills/circuit Athletics	Games- ball skills Dance Multi-skills/circuit Athletics Sports Day/Week
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Practise Perfect - Makes Growth Mindset

Talk about how we are all special and unique.

Are we all good at the same things?

Understands the importance of practise.

Shows a 'can do' attitude and have a positive, resilient attitude towards their learning.

Being Responsible - Helping someone in need

Know how to help others

Recognise kind and thoughtful

behaviour and actions

Rules of talking to others

Difference between being responsible and

being irresponsible.

Being Responsible - stealing

Knowing the difference between borrowing and stealing.

Feelings + Emotions - Anger + Grief

Recognise and **name** emotions and their physical effects.

Difference between pleasant and unpleasant emotions.

Coping with unpleasant and uncomfortable emotions.

Communicating feelings with and without words.

Friendship Week

Knows how to be a good friend and what a good friend looks like.

Celebrate our uniqueness and how we are special.

Can **resolve** disagreements with friends positively.

Relationships - Touch (incl. no means no, naming body parts + NSPCC Pantosaurus video)

Difference between appropriate and inappropriate touch.

Image Sharing

Understand how online activity can affect others.

Identify negative aspects of technology.

Know the rule for image sharing without permission.

Types of images you should and should not post online.

Computer Safety

Golden rules for staying safe online, When to take a break from being online + playing games.

Computer safety declaration.

Consent

Understands importance of consent – will **look** at this throughout Computer Safety module.

Age Restrictions/ Rules

Know that some games/DVDs have age restrictions.

Understands that rules and restrictions

Physical Health

Understands the importance of physical health.

Can **talk** about ways to stay physically healthy.

Look at the relationship between physical and mental health.

Mental Health

Understands that humans can experience a range of emotions.

Can **name** different emotions.

To **recognise** how others are feeling.

To **name** things they can do in order to help manage big feelings.

Medicine + Drugs

Know, understand and practise safety rules about medicines.

When it is safe to take medicine.

Who we accept medicine from.

Understands that medicine comes in different forms.

Staying Safe - incl. trusted adults

Ways to keep yourself and others safe.

Recognise risky situations.

Ways to stay safe in the house, including fire and electrical safety.

Identify trusted adults.

Difference between safe and risky choices.

Staying Safe at Home/ with families

Can **talk** about ways to stay safe at home.

Can **talk** about ways to stay safe when out with their families.

Can **recognise** risky choices/ situations and know to talk to a trusted adult.

Fire Safety

Can **recognise** situations that would require emergency services and know how to contact them.

Know what may cause a fire.

Working In Our World

Can **name** different ways we receive money.

Understands the difference between spending money online and on games.

Living In Our World

To **understand** how and why we look after living things.

Know ways to look after our world.

Transition - Change

Understands that change can cause mixed feelings.

Know who to talk to when feeling sad, worried, nervous.

	How would you feel if something is not returned? Why is it wrong to steal? Difference between being responsible and irresponsible. Whole Class Activity – ‘Step Into Someone Else’s Shoes’	Caring about others feelings. Personal Boundaries. Labelling body parts. Know who and how to ask for help. Can confidently say no/stop when they don't like something. Know not to keep secrets from trusted adults	are there to keep us safe.	Difference between healthy and unhealthy choices.	Can recognise safe and risky choices. Railway Safety Organise talk from Railway. Visit to local Train Station, platform rules. Track rules. Train rules. Identify Dangers.	
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Key question: What can we learn from sacred books?

Recognise that sacred texts contain stories which are special to many people and should be treated with respect.

Re-tell stories from the Christian Bible and stories from the Jewish faith suggesting the meaning of these stories.

Ask and **suggest** answers to questions arising from stories Jesus told and from another religion.

Talk about issues of good and bad, right and wrong arising from the stories.

Suggest their own ideas about stories from sacred texts and give reasons for their significance.

Make links between the messages within sacred texts and the way people live.

Key question: How and why do we celebrate special and sacred times?

Collect examples of what people do, give, sing, remember or think about at Christian festivals and say why they matter to believers (Harvest and Christmas).

Identify some similarities and differences between the celebrations studied.

Key question: Who is Jewish and what do they believe?

Talk about the fact that Jewish people believe in God.

Talk about how the mezuzah in the home reminds Jewish people about God.

Talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat.

Re-tell a story that shows what Jewish people at the festival of Chanukah might think about God, suggesting what it means.

Make links between Jewish teachings and how Jewish people live.

Express their own ideas about the value of times of reflection, thanksgiving, praise and remembrance, in the light of their learning about why Jewish people choose to celebrate in these ways.

Key question: How and why do we celebrate special and sacred times?

Re-tell stories connected with Easter and a festival in another religion and say why these are important to believers.

Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion.

Suggest meanings for some symbols and actions used in religious celebrations.

Key question: How should we care for others and the world, and why does it matter?

Re-tell Bible stories and stories from another faith about caring for others and the world.

Identify ways that some people make a response to God by caring for others and the world.

Talk about issues of good and bad, right and wrong arising from the stories.

Talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more.

Give examples of ways in which believers put their beliefs about others and the world into action, making links with religious stories.

Science	Living Things and their Habitats Children explore the differences between things that are living, dead, and never been alive. They learn about habitats and are introduced to microhabitats and simple food chains. Seasonal changes.	Uses of Everyday Materials Children investigate materials and compare their suitability for particular uses. They find out how the shapes of solid objects can be changed. Science & Technology Week. Seasonal changes.	Plants Children observe and describe how seeds and bulbs grow into mature plants. They find out what plants need to grow and stay healthy. Pine trees, sand dunes, plants. Gardening Club. Seasonal changes.	Animals including Humans Children learn how animals including humans having offspring which grow into adults. They find out about animal's basic needs for survival. Frogs, butterflies and humans. Keeping Healthy Children learn the importance of exercise, a nutritional diet, hygiene, sleep and sensible amounts of screen time.
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