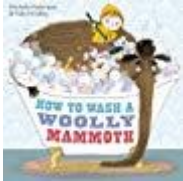
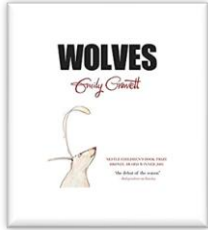
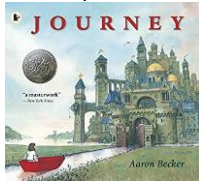
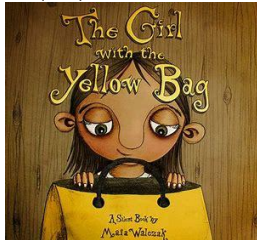
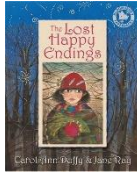
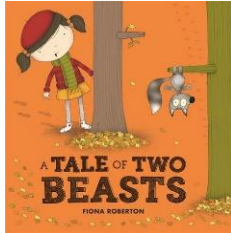
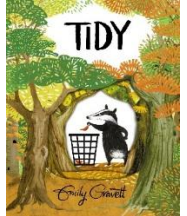


Year 2 Curriculum overview 2026-27

Dougan Class Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Text: <i>Traction Man is Here!</i> - Mini Grey  Complementary texts: <i>Elliot Jones</i>, <i>Midnight Superhero</i> - Anne Cottringer <i>Superhero ABC</i> - Bob McLeod Writing Outcomes: Descriptive writing – a new villain Character description – new toys Narrative – escape episode Text: <i>How to Wash a Woolly Mammoth</i> - Michelle Robinson and Kate Hindley  Complementary texts: <i>The Disgusting Sandwich</i> - Gareth Edwards <i>Instructions</i> – Neil Gaiman Writing Outcomes: Instructions – How to... Recount – Grace Darling Diary (curriculum link)	Text: <i>Wolves</i> - Emily Gravett  Complementary texts: <i>We travel so far: Small stories of Incredibly Giant Journeys</i> - Laura Knowles Writing Outcomes: Information text – traditional presentation and in another format (warning poster, warning letter for rabbits) Text: <i>The Way Home for Wolf</i> - Rachel Bright  Complementary texts: <i>Snow</i> - Walter de la Mere <i>The Ice Bear</i> - Jackie Morris Big Bear, Little Brother - Writing Outcomes: Narrative – innovated adventure Information text – top trumps cards on Arctic animals (curriculum link)	Text: <i>Journey</i> - Aaron Becker  Complementary texts: <i>The Tunnel</i> - Anthony Brown <i>The Lion, the Witch and the Wardrobe</i> - C.S. Lewis <i>Something Fishy</i> (animation) Writing Outcomes: Narrative – portal story Recount – Finding the portal Text: <i>The Girl with the Yellow Bag</i> (film) - Maia Walczak  Complementary texts: <i>The Magic Box</i> - Kit Wright (poem) Writing Outcomes: Poetry – Into the bag... Narrative – version of film Instructions – How to ...	Text: <i>The Night Gardener</i> - The Fan Brothers  Complementary texts: <i>The Tin Forest</i> - Helen Ward <i>The Promise</i> - Nicola Davies Writing Outcomes: Diary entries – different POV Advert – for the “magnificent masterpiece” Trip Advisor reviews – Grimloch Lane before and after Recount – Topiary making (curriculum link) Text: <i>It starts with a seed</i> (poem) - Laura Knowles and Jennie Webber  Complementary texts: <i>The Flower</i> - John Light Writing Outcomes: Poetry – showing a natural process Letter - persuasive	Text: <i>The Lost Happy Endings</i> - Carol Ann Duffy  Complementary texts: <i>Wanted: A Witch's Cat</i> (poem) - Shelagh McGee Writing Outcomes: Narrative – descriptive alternative endings (the golden pen) Character / setting descriptions Text: <i>A Tale of Two Beasts</i> - Fiona Robertson  Complementary texts: <i>Wanted: The Perfect Pet</i> - <i>The Diary of a Killer Cat</i> - Anne Fine Writing Outcomes: Narrative – Animal encounters – two viewpoints Advert – pet skills including diagrams	Text: <i>Fantastic Mr Fox</i> - Roald Dahl  Complementary texts: <i>The Magic Finger</i> - Roald Dahl <i>The Twits</i> - Roald Dahl Writing Outcomes: Letter – persuasive Character description Narrative – action scenes Recount- story ending Text: <i>Tidy</i>- Emily Gravett  Complementary texts: <i>Dear Greenpeace</i> - Simon James <i>Litter Lout</i> (poem) - Sue Cowling Writing Outcomes: Letter – Persuasive Poster – persuasive Information – leaflet/guide
Curriculum text links	<i>The Lighthouse keeper's lunch</i> - David Armitage <i>Grace Darling: 1815-1842</i>	<i>Poles Apart</i> - Jeanne Willis <i>Meerkat Mail</i> - Emily Gravett <i>Bringing the Rain to Kapiti Plain</i> - Verna Aardema	<i>Samson's Titanic Journey</i> - Lauren Graham <i>The story of the Titanic for children</i> - Joe Fullman <i>You wouldn't want to... Sail on the Titanic!</i> - David Stewart	<i>It starts with a seed</i> (poem) - Laura Knowles <i>A walk in London</i> - Salvatore Rubbino <i>The Queen's Hat</i> - Steve Anthony	<i>Toby and the Great Fire of London</i> - Margaret Nash <i>Vlad and the Great Fire of London</i> - Kate Cunningham <i>You wouldn't want to ...Be in the Great Fire of London!</i> - Jim Pipe	<i>Flotsam</i> - David Wiesner <i>Shark in the Dark</i> - Peter Bently <i>Ocean Emporium</i> - Susie Brooks <i>The Storm Whale</i> - Benji Davies <i>Mr Tiger goes Wild</i> - Peter Brown

Maths	Main teaching focus: - count in steps of 2, from 0, and in tens from any number - estimate numbers using different representations - read and write numbers to at least 100 in numerals - recall and use addition and subtraction facts to 20 fluently. - add and subtract numbers using concrete objects, pictorial representations, and mentally, including: - a two-digit number and ones - a two-digit number and tens - find different combinations of coins that equal the same amounts of money - solve simple problems in a practical context involving addition and subtraction of money of the same unit, - recognise and use symbols for pounds (£) and pence (p); - combine amounts to make a particular value Domain links: Number and place value Addition and Subtraction Measurement	Main teaching focus: - recognise the place value of each digit in a two-digit number (tens, ones) - compare and order numbers to 100 using <, > and = signs - recall and use multiplication and division facts for the 2, and 10 multiplication tables, including recognising odd and even numbers - show that multiplication of two numbers can be done in any order (commutative law) - solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods - recognise, find, name and write fractions 1/3 and ¼ - identify and describe the properties of 2-D shapes, - identify 2-D shapes on the surface of 3-D shapes, for example a circle on a cylinder and a triangle on a pyramid - ask and answer simple statistics questions by counting and sorting categories by quantity Domain links: Multiplication and Division Fractions and Geometry Statistics Number and Place Value Addition and Subtraction	Main teaching focus: - count in steps of 5 from 0 forward or backward - read and write numbers to at least 100 in words - add three one-digit numbers - show addition is commutative and subtraction is not - recognise, find, name and write fractions 2/4 and 3/4 of a length, shape, set of objects or quantity - choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm);using rulers - tell and write the time Including quarter past/to the hour and draw the hands on a clock face to show these times. - know the number of minutes in an hour and the number of hours in a day - identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces Domain links: Number and Place Value Addition and subtraction Measurement (time) Fractions and Geometry	Main teaching focus: - use place value and number facts to solve problems. - Solve subtraction problems using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a two-digit number and tens - interpret and construct simple pictograms, tally charts, block diagrams and tables - recognise, find, name and write fractions 2/4 and 3/4 of a length, shape, set of objects or quantity - choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm);using rulers - recognise and use symbols for pounds (£) and pence (p); - combine amounts to make a particular value - use mathematical vocabulary to describe position, direction and movement, including movement in a straight line Domain links: Number and Place Value Subtraction and addition Statistics Fractions Measurement and Geometry	Main teaching focus: - calculate mathematical statements for division within the multiplication tables and write them using division (÷) - show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot - solve problems involving multiplication and division facts - count in steps of 3 from 0 forward or backward - addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 - add and subtract numbers using concrete objects, pictorial representations, and mentally, including: two-digit numbers - recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems. Domain links: Multiplication and division Number and Place Value Addition and subtraction	Main teaching focus: - write simple fractions e.g. 1/2 of 6 = 3 and recognise the equivalence of 2/4 and 1/2 - choose and use appropriate standard units to estimate and measure mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using scales thermometers and measuring vessels - compare and order mass, volume/capacity and record the results using >, < and = - tell and write the time to 5 minutes - compare and sort common 2-D and 3-D shapes and everyday objects. - distinguish between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti- clockwise) Domain links: Fractions Multiplication and division Measurement Geometry			
	Science	Working scientifically: - ask simple questions and recognise that they can be answered in different ways - use observations and ideas to suggest answers to questions Materials - Identify and compare the suitability of a variety of everyday materials for particular uses - Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching - Develop an understanding of the simple physical properties of materials						Animals, including Humans - Notice that animals have offspring which grow into adults - Find out about and describe the basic needs of animals for survival	Plants - Observe and describe how seeds and bulbs grow into mature plants - Find out and describe how plants need water, light, and suitable temperature to grow and stay healthy

	-Consider how these properties make materials useful for particular purposes - Test a range of different materials for different purposes - Classify materials - Carry our comparative tests for different properties and use the results of tests to suggest suitable choices for particular purposes - Use observations and ideas to suggest answers to questions	- Describe the importance of exercise, diet and hygiene for humans - Consider the basic needs of animals, plus additional needs for health and wellbeing - Identify simple differences between living and non-living things - Understand the sequence of the human life-cycle	- Grow plants from bulbs and seeds, understanding the sequence of germination, and comparing and contrasting the requirements of germinating seeds with those of mature plants to maintain healthy growth - Observe change over time and complete comparative tests - Record a series of observations using labelled drawings and photographs	- Identify and name a variety of plants and animals in their habitats, including micro-habitats - 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 - Identify how a habitat changes throughout the year - Explore the interactions between the living organisms within a habitat and explain how animals in a habitat depend on each other - Use observations and gather evidence to suggest answers to questions - Explore how humans can impact positively and negatively on their environment
History	Historical skills: develop an awareness of the past, using common words and phrases relating to the passing of time; know where the people and events they study fit within a chronological framework; identify similarities and differences between ways of life in different periods; use a wide vocabulary of everyday historical terms; ask and answer questions; choose and use parts of stories and other sources to show that they know and understand key features of events; understand some of the ways in which we find out about the past; identify different ways the past is represented.			
	Grace Darling – significant national figure - Explore and research the life of someone famous from Britain who lived in the past, giving attention to their contribution to national life (RNLI) - Sequence events about the life of Grace Darling - Explain why she acted as she did and the significance of this - Give examples of things that are different in their life from that of Grace Darling (1815-1842), and explain why that might be - Sequence artefacts close together in time - Use time lines to find out more about the past - Begin to discuss the effectiveness of sources	The Titanic - significant historical events, people and places in their own locality, beyond living memory. - Use chronological language to explain how long ago the disaster occurred - Sequence a set of events in chronological order and give reasons for their order - Explain why their locality is associated with a special historical event - Recount some interesting facts from a historical event - Answer questions using a range of historical sources, and compare the accuracy and trustworthiness of different sources - Explain why eye-witness accounts may vary - Compare pictures or photographs of people or events from the past	The Great Fire of London - events beyond living memory that are significant nationally or globally - Use chronological language to explain how long ago an event happened - Sequence events chronologically and explain why they occurred in this way - Research a famous event in British History, considering cause and effect - Explain what has changed as a result of the event (Fire Service, Building regulations) - Find out about people and events in other times using a range of artefacts and pictures / photographs - Explain why sources are limited for older events	
Geography	My local area – Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. – Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. – Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. – Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.	The UK, including London - Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas - Study a small area of the UK (London) - Use basic geographical vocabulary to refer to key physical and human features - Use world maps, atlases and globes to identify the UK and its countries and seas - Use simple compass directions and locational and directional language to describe the location of the features and routes on a map - Use aerial photographs to recognise landmarks and basic physical and human features	The Isle of Wight and Kota Kinabalu – a Comparison - Understand geographical similarities and differences through studying the human and physical geography of Malaysia in comparison to the Isle of Wight - Make simple comparisons between features of different places - Present findings simply and clearly - Use world maps, atlases and globes to identify countries, continents and oceans - Use books, stories, maps, pictures / photos and the internet as sources of information - Devise a simple map, and use and construct basic symbols in a key - Use simple fieldwork and observational skills to study the key physical and human features of the Isle of Wight - Describe conclusions to fieldwork questions and predictions	
Art and design	A1 Sea Pictures – painting and collage Mix paint to create all the secondary colours Make tints by adding white Make tones by adding black Begin to demonstrate ideas through photographs and in sketch books Say how other artists have use colour, pattern and shape in their work	Sp1 The Titanic - drawing and clay Use different pencil grades in their drawing. Create different tones using light and dark marks. Use different grades of pencil shade, to show different tones and texture.	Su2 Malaysian Batik – painting, printing and use of IT Create a print using pressing, rolling, rubbing and stamping Create a print like a designer Set out ideas using annotation in sketch books and keep notes as to how work has changed	

	Create individual and group collages Use different kinds of materials in collage and explain why Use repeated patterns in collage Create Grace Darling inspired collages depicting her daring rescue.		Use charcoal to create shadow effects. Clay: Control form to assemble basic shapes and forms and add surface features, joining, shaping and smoothing Create sketches of ships and sketches and clay models of animal heads (linked to Samson's Titanic Journey).		Create a negative print using Batik techniques IT: Use simple IT mark-making tools to create and edit Batik designs Create colourful prints using glue lines in the context of Malaysian Batik.	
Design and technology	A2 Food technology Understand that food must be reared (comes from elsewhere) grown or caught and further develop their understanding of how their food comes from a source to our plate. Begin to explore the food groups and learn the need for a healthy, balanced diet. Start to identify how the food groups meet our needs e.g. carbohydrates=energy. Explore the eat well plate and how the different parts of a meal fit into the section of the plate. Learn how to prepare food by grating, slicing, chopping and cutting. Prepare a simple sandwich and cut vegetables in the context of the Lighthouse Keeper's Lunch. Link to Science Materials, designing a seagull proof lunchbox to carry the prepared sandwich across a pulley.		Sp2 Textiles Georgia O'Keeffe Flowers – Explore the work of Georgia O'Keeffe and create their own pencil, and pastel or watercolour versions. Make simple design drawings and label parts Identify different ways textiles are used. Demonstrate different ways that fabric can be joined together to include glue, stitching and fasteners. Develop technical vocabulary including prototype and template. Evaluate against the brief stating what was good and what could be improved. Design and create a simple product relating closely to a given brief – felt flowers inspired by the work of Georgia O'Keeffe. Joined with glue and some simple stitching and presented as a class patchwork.		Su1 Mechanisms Wheels and Axles Understand that wheels and axles are a mechanism that provides movement building upon their knowledge of levers/sliders. Use technical vocabulary relating to wheels and axles. Investigate and explore different axles and their benefits and limitations. Explore different ways in which wheels and axles can be made and move. Design and make a product with wheels/axles. Evaluate the strengths and weaknesses of the mechanism within their product. Design and create a fire engine with the fastest wheels in the context of their studies about The Great Fire of London.	
RE	Special Places Religions: Christianity & Hinduism Key Concept: Hindu Mandir	Candle light as a symbol Religion: Christianity Key Concept: Diwali and Advent	Remembering Religion: Hinduism Key Concept: Holi	Love as sad and happy Religion: Christianity Key Concept: The Easter story	Special Food Religions: Across religions Key Concept: Specialness	God Religions: Across religions Key Concept: Ideas about God
Computing	Computing Systems and Networks Info technology around us	Creating Media Digital photography	Programming A Robot Algorithms	Data and Information Pictograms	Creating Media Digital music	Programming B Programming quizzes
Physical Education	Games skills 1 Fundamental Movement Skills and Throwing and Catching Mindfulness	Performance Gymnastics Nutrition	Games 2 - Hitting and Striking skills, apply to small sided games Personal Care	Games 3 Applying fundamental movement skills to small games whilst controlling a ball Sleep	Games 4 Apply key game skills to football and Tag Rugby Teamwork and leadership	Athletics Yoga
Music	Musical skills: use their voices expressively by singing songs and speaking chants and rhymes; play tuned and untuned instruments musically; listen with concentration and understanding to a range of high-quality live and recorded music; experiment with, create, select and combine sounds using the inter-related dimensions of music.					
	Questions and Answers Hello Hey Friends	Let's Keep Singing The Wee Kirkudbright Centipede Babushka	Sound and Symbol 1 Glockenspiel Music World – Part 1	Sound and Symbol 2 Glockenspiel Music World – Part 2	Around the World Hands, Feet, Heart	The Power of Communication It's OK Please Just Say
PSHE/SMSC/British Values	Me and My Relationships How can we be a good friend?	Valuing Difference What makes us who we are?	Keeping Safe How can we look after ourselves and each other?	Rights and Respect How can I get along with others?	Being My Best How can I develop a healthy body and mind?	Growing and Changing How can I deal with different changes in my life?
Visits TBC		RNLI –	Artist workshop	Ventnor Botanic Gardens	Fire service visitors	Donkey Sanctuary

		Bembridge				
Parent Sharing events TBC		DT workshop			DT workshop	