

## Year 2 | Curriculum Overview

### Educational Visits

Educational Visit 1	Educational Visit 2	Educational Visit 3
<b>Black Country Museum: Schools in the Past</b>	<b>Birmingham Central Mosque</b>	<b>Weston-super-Mare</b>
<p>At the Black Country Living Museum, Year 2 will step back in time to take part in a Victorian-style school lesson.</p> <p>This experience will help them see how classrooms, teaching and daily routines were very different from their own.</p> <p>By comparing past and present, pupils will gain a clearer understanding of what school life was like for children in history.</p> <p>The visit will make their learning more memorable and provide real-life examples to discuss back in class.</p>	<p>As part of their RE learning about Islam, Year 2 will be visiting a mosque to see faith in action.</p> <p>They will explore key features such as the prayer hall, washing area, and the place where the Qur'an is read, deepening their understanding of respect and devotion to God.</p> <p>Experiencing a mosque first-hand will make their classroom learning more meaningful and memorable.</p> <p>The visit will also encourage reflection on personal special places and the importance of respect and belonging in different faiths.</p>	<p>Year 2 will be travelling to Weston-super-Mare to explore what it is like to live by the coast.</p> <p>The children will see features such as the beach, cliffs, and sea, and learn how people use the coast for work and leisure.</p> <p>Experiencing the coast first-hand will make their geography lessons more meaningful and memorable.</p> <p>The visit will give pupils real-life examples to use when comparing coastal areas with the places where they live.</p>

## Geography

Unit 1	Unit 2	Unit 3
<b>Climate zones: Would you prefer to live in a hot or cold place?</b>	<b>World geography: Why is our world wonderful?</b>	<b>Coasts: What is it like to live by the coast?</b>
Identifies continents, poles and the Equator, comparing climates and geography of the UK and Kenya using fieldwork data.	Explores oceans, landmarks and global wonders, using mapping skills to present environmental importance and conservation ideas.	Identifies and describes coasts, using compass directions and fieldwork to explore physical and human features.

## History

Unit 1	Unit 2	Unit 3
<b>Education: How was school different in the past?</b>	<b>Transport and innovation: How did we learn to fly?</b>	<b>Monarchy: What is a monarch?</b>
Asks questions about school life in the past, compares classrooms across time periods, and orders photographs on a timeline.	Explores pioneers of flight, uses primary sources to describe events, and explains why achievements like the Moon landing are remembered.	Explains key features of monarchy, compares past and present rulers, and uses evidence to show changes in power over time.

## Science

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
<b>Living Things: Habitats</b>	<b>Living Things: Microhabitats</b>	<b>Uses of Everyday Materials</b>	<b>Animals Including Humans: Life Cycles and Health</b>	<b>Plants: Plant Growth</b>
Describes how different habitats meet the needs of living things.	Explores conditions in microhabitats and simple food chains.	Compares and tests materials for specific purposes.	Explores offspring, basic needs for survival, and hygiene.	Observes how seeds and bulbs grow and what plants need to stay healthy.

## Art & Design

Unit 1	Unit 2	Unit 3
<b>Drawing: Understanding tone and texture</b>	<b>Painting and mixed media: Life in colour</b>	<b>Sculpture and 3D: Clay houses</b>
Builds tonal shading and texture skills through controlled drawing, refining observational work with attention to detail and realism.	Explores texture and pattern in painting and collage, arranging materials purposefully and combining techniques for creative effect.	Introduces shaping and joining techniques in clay to create 3D tiles, adding detail through surface marks and impressed patterns.

## Design & Technology

Unit 1	Unit 2	Unit 3
<b>Textiles: Pouches</b>	<b>Cooking and nutrition: Balanced diet</b>	<b>Structures: Baby Bear's chair</b>
Builds running stitch sewing skills to join and decorate fabric pouches, applying designs with control and precision.	Introduces food group knowledge and balanced meal planning, preparing and evaluating a healthy wrap.	Explores materials and stability to create a chair structure for a teddy, ensuring strength, stiffness and stability.

## Computing

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
<b>Computing systems and networks 1: What is a computer?</b>	<b>Programming 1: Algorithms and debugging</b>	<b>Data handling: International Space Station</b>	<b>Programming 2: ScratchJr</b>	<b>Online safety</b>
Introduces the parts and functions of a computer, the role of technology in daily life, and the concepts of inputs, outputs, and invention design.	Develops problem-solving skills by creating, testing, and debugging algorithms, using loops for efficiency, and understanding abstraction.	Explores how astronauts meet survival needs, uses data to monitor conditions, and creates algorithms to solve real-world space challenges.	Introduces block coding through ScratchJr, teaching animation, loops, and interactive programming to follow and create algorithms.	Teaches safe sharing, password protection, consent, and how to judge the reliability of online information.

# Religious Education

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
<b>Christianity: Is it possible to be kind to everyone all of the time?</b>	<b>Christianity: Why do Christians believe God gave Jesus to the world?</b>	<b>Islam: How important is the Prophet Muhammad to Muslims?</b>	<b>Islam: How important is the Qur'an to Muslims?</b>	<b>Christianity: How important is it to Christians that Jesus came back to life after his crucifixion?</b>	<b>Islam: Who is God to Muslims?</b>
Explores the parable of the Good Samaritan and how Christians try to follow Jesus' example of <i>kindness</i> , even when it is difficult.	Reflects on the Christian belief that Jesus was a gift from God, using the bridge of <i>giving</i> to explore themes of love, sacrifice, and celebration.	Introduces the life of the Prophet Muhammad and considers why he is a role model for Muslims, using the bridge of <i>role models</i> to connect belief with behaviour.	Explores the Qur'an as the most important book in Islam, showing how the bridge of <i>respect</i> shapes the way Muslims treat the Qur'an and live by its teachings.	Considers the Easter story and what Christians believe happened after Jesus' death, using the bridge of <i>loss</i> to explore the meaning of resurrection and hope.	Introduces Muslim beliefs about Allah and the 99 names used to describe Him, using the bridge of <i>devotion</i> to understand how faith influences worship and daily life.

# Physical Education

Unit 1	Unit 3	Unit 5	Unit 7	Unit 9	Unit 11
<b>Year 2 Attack Defend Shoot Unit 1</b>	<b>Year 2 Attack Defend Shoot Unit 2</b>	<b>Year 2 Send and Return Unit 1</b>	<b>Year 2 Send and Return Unit 2</b>	<b>Year 2 Hit Catch Run Unit 1</b>	<b>Year 2 Hit Catch Run Unit 2</b>
Focuses on refining ball control with feet, teamwork to maintain possession, and combining skills like dribbling and passing. Pupils develop spatial awareness, decision-making, and apply tactics in invasion games.	Builds on ball skills with varied equipment, introducing goalkeeper positioning, intercepting, and applying tactics in competitive situations. Pupils enhance cooperation and adaptability in attack and defence.	Develops agility, correct grip, and rally skills in net/wall games. Pupils learn self-feeding techniques, dominant hand use, and basic serving rules while applying these in modified games.	Extends net/wall skills with overarm attacking shots, tactical placement, and managing roles within competitions. Pupils improve coordination, teamwork, and strategic decision-making.	Introduces striking and fielding with various bats, bowling skills, and running between bases to score. Pupils develop spatial awareness, batting strategies, and cooperative fielding.	Builds on striking and fielding by introducing roles like wicketkeeper and backstop, and exploring multiple ways to score runs. Pupils work collaboratively in batting and fielding teams.
Unit 2	Unit 4	Unit 6	Unit 8	Unit 10	Unit 12
<b>Year 2 Gymnastics Unit 1</b>	<b>Year 2 Gymnastics Unit 2</b>	<b>Year 2 Dance Unit 1</b>	<b>Year 2 Dance Unit 2</b>	<b>Run Jump Throw Unit 1</b>	<b>Run Jump Throw Unit 2</b>
Focuses on combining gymnastic elements into sequences, developing flexibility, and performing balances like arabesque. Pupils learn to transition smoothly between movements.	Develops body management, core strength, and rhythm in sequences. Pupils link gymnastic elements such as back support and L-sit, working with partners to create smooth performances.	Uses storytelling through movement, exploring characters and emotions in dance. Pupils perform in duets and as a class, applying dynamics and facial expressions.	Encourages creativity and expression through motifs, formations, and varied movement pathways. Pupils work individually and collaboratively to develop structured performances.	Learners develop power, agility, and control in running, jumping, and throwing while negotiating obstacles and selecting appropriate techniques.	The focus is on sustaining running and jumping over longer periods, building strength for distance and height, and working cooperatively in team challenges.

## Personal, Social & Health Education

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 11
<b>Behaviour: Respect in Action</b>	<b>Online Safety: Protecting Our Digital Selves</b>	<b>Anti-Bullying: Choosing Kindness Every Time</b>	<b>Conflict Resolution: Calm and Fair Solutions</b>	<b>Safeguarding: Speaking Up and Staying Safe</b>	<b>Transition: Confident Steps into KS2</b>
Learners explore how rules, routines, respect for differences, and following positive role models build a safe and fair learning environment.	Pupils develop skills to safeguard personal information, create strong passwords, check facts, set privacy controls, and act responsibly online.	Through recognising different types of bullying, becoming upstanders, and reflecting on safe school systems, children learn to keep everyone safe and included.	This unit helps pupils practise staying calm, finding fair compromises, and working with mediators to agree on positive outcomes.	Learners identify trusted adults, respond to unsafe situations, set boundaries, handle unsafe friendships, and persist in seeking help until problems are resolved.	Learners prepare for new routines and spaces, meet their KS2 teacher, explore expectations, and practise strategies for organisation and resilience.
Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	
<b>Families and Relationships: Understanding and Supporting Each Other</b>	<b>Health and Wellbeing: Strength, Balance, and Healthy Choices</b>	<b>Safety and the Changing Body: Knowing and Respecting Boundaries</b>	<b>Citizenship: Caring for Our Community</b>	<b>Economic Wellbeing: Understanding Needs, Wants, and Work</b>	
Children learn about diverse families, recognising emotions, dealing with unhappy friendships, practising good manners, and coping with change and loss.	In this unit, pupils explore a range of emotions, benefits of activity and relaxation, personal goal-setting, growth mindset strategies, healthy eating, and dental care.	Learners distinguish between secrets and surprises, understand privacy, protect personal boundaries, stay safe on roads, and handle medicines responsibly.	Children discover how to look after school and local environments, learn about community roles, value diversity, and take part in democratic decision-making.	Pupils investigate where money comes from, the difference between needs and wants, how banks work, and how skills link to future jobs.	

## Music

Unit 1	Unit 2	Unit 3
<b>Call and Response (Animals)</b>	<b>Instruments (Musical Storytelling)</b>	<b>Pitch (Musical Me)</b>
Building on earlier rhythm work, children practise call and response structures, using dynamics to represent animals and leading short group performances.	Musical storytelling then takes shape as pupils select instruments, vary tempo and dynamics, and create soundscapes that convey characters, feelings and events.	Finally, learners strengthen their understanding of pitch by reading simple notation, singing accurately across a range, and playing melodies on tuned percussion.

## French

Pathway 3
<b>Building blocks of French</b>
Confidence grows as children use numbers, ages, colours and classroom objects in context, preparing them for more structured learning in Key Stage 2.

## Additional Learning

Unit 1	Unit 3	Unit 5	Unit 7
<b>St George's Day</b>	<b>Eid Learning</b>	<b>Local History</b>	<b>Refugee</b>
Children recall the significance of St George's Day as England's national day and hear the legendary tale of the dragon. They think about how stories from the past carry lessons of bravery and hope that can still guide us today.	Through learning about the lunar calendar, special prayers and family gatherings, children discover how Muslims celebrate Ramadan and Eid. This deepens their understanding of different cultures and nurtures respect for the joy that faith brings to people's lives.	Visiting the Library of Birmingham shows children how libraries support communities and why they matter to city life. They begin to appreciate the value of learning, reading and shared spaces that bring people together.	Through discussion and activities, children think about what makes us feel safe and welcome when we are new somewhere. They learn how kindness, inclusion and community help everyone flourish, connecting this to the Christian value of loving our neighbour.
Unit 2	Unit 4	Unit 6	Unit 8
<b>Sustainability</b>	<b>Science Day</b>	<b>Shakespeare</b>	<b>Together, We Belong</b>
By thinking carefully about their journeys to school, pupils discover how small daily choices can protect the environment. They learn that walking, cycling or sharing transport helps reduce pollution and makes the world a cleaner, safer place.	Taking part in a lively investigation, pupils work like young scientists to explore questions and test ideas. They experience the excitement of discovery and build confidence in problem-solving, teamwork and perseverance.	Hearing the story of <i>Macbeth</i> , children encounter a tale of ambition, power and consequences that captures their imagination. They reflect on why honesty and wise choices are important in building trust and avoiding harm.	Exploring stories that feature LGBTQ+ families, pupils recognise that all families deserve kindness and respect. They see that fairness and belonging are values that help communities to grow strong and united.