Stakeford Primary School

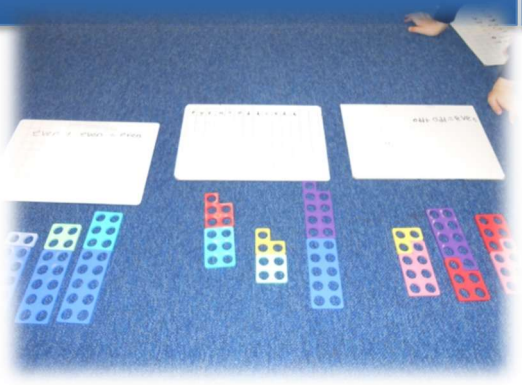
Year 2 Curriculum Information



2026 - 2027









Stakeford Primary School

Curriculum Intent

*Our aim is to provide ALL of our pupils with a curriculum which equips them with the **motivation**, **aspirations**, **skills** and **knowledge** to become lifelong learners.* *Our curriculum will provide us with:*								
S	T	A	K	E	F	O	R	D
Skills to help us communicate with a rich and varied vocabulary.	*Time and support to ensure we are fluent readers, with a desire to read.*	*A firm foundation in basic skills so we have the building blocks for our future learning.*	*Knowledge of the wider world in which we live*	*Engaging and enjoyable learning experiences to inspire us.*	*Friendships, relationships and an understanding of self.*	*Opportunities to revisit and develop skills to help us excel.*	*Readiness for the next stage in education and life.*	*Determination and resilience to achieve our potential.*

As a school we believe that reading is the key to unlock all learning. In Year 2 (KS1), time is spent to ensure children are fluent readers with good comprehension skills. All English fiction units are focused around a central text. Children also cover poetry and non-fiction during English sessions. Our school uses the Bug Club reading scheme across school and children continue their phonic journey using the same scheme. They move to spelling units form Twinkl once the covered phonics are secure.

Pupils have daily Maths lessons and our school follows the White Rose Maths scheme. In addition to Maths lessons, we build time into each day to build fluency in basic number recall.

Other curriculum subjects are taught across the year to ensure that over the whole of KS1, children visit the objectives of the National Curriculum in sufficient breadth and depth.

Topics in the table below marked with a 🌍 *indicate coverage that is developed to enable pupils to learn about sustainable living and environmental impacts.*

Autumn Term

Year 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15
English	**Non-Fiction: Letters and Postcards** Children will write examples of letters and postcards developing the use of expanded noun phrases and varying sentence types.			**Stick Man** Children will retell the story and identify rhymes within the story. They will then use their knowledge of postcard writing and write in role as Stick Man.		**Poetry** Children will explore and write shape poems.	**Non-Fiction: Instructions** Children will understand instruction writing and think about the use of imperative verbs in instructions. They will learn about adverbs and begin to write their own instructions		**Persuasive Adverts and Letters** Children will identify features of a persuasive advert and begin to write effective slogans. They will use expanded noun phrases when writing a persuasive letter of their own.		**Monstersaurus** Children will read and respond to the story and write character descriptions. They will design their own inventions before writing a product description and advert.		**Poetry: Free Verse** Children will make changes to an existing poem, following the same form then write their own poetry.		Focus on reading comprehension.
Maths	Place Value					Addition and Subtraction							Shape		
Science	**Living Things and Their Habitats:** Living, dead and never alive; Local habitats; Microhabitats; World habitats; Food chains								**Animals Including Humans:** Animal offspring; Life cycles; Growing up; Survival; Exercise; Healthy living						
History	**How Was School Different in the Past?** Were schools different in the past?; How have schools changed within living memory?; How were schools different in the 1900s?; How have schools changed?; What is similar and different about schools now and in the past?; Would you prefer to have gone to school in the past?														
Geography									**Continents and Oceans:** What are the continents and where are they?; What are the continents like?; Are some continents hot and other cold?; What are the oceans and where are they?; What lives in our continents and oceans?; Which continent would you travel to?						
Art/DT	**Dips and Dippers (DT):** Evaluating dips; Exploring dips and dippers; Food groups; Modelling dips and dippers; Designing a dip; Making and Evaluating								**Colour Chaos (Art):** Mondrian; Rothko; Klee; Pollock; Delaunay; Kandinsky						
Computing	**Online Safety:** What happens when I post online?; How do I keep my things safe online?; It's my choice; Is it true?;								**What is a Computer?** Computer parts; Inputs; Technology safari; Invention; Real-world role play						
Music	**Tony Chestnut** Explore beat, rhythm, melody, echo, call-and-response, tuned and untuned percussion								**The Carnival of The Animals** Explore timbre, tempo, dynamics, pitch, classical music						
RE	**Beginnings and Endings:** Thinking about Beginnings and Endings; Vaisakhi; Naam Karan; Baptism; Easter; Marking My Own Beginning or Ending								**Light and Dark:** Advent at Christmas; Christmas lights; Rama and Sita; Light over darkness; The Maccabee brothers; The Hanukkah menorah						
PE	**Fundamentals:** Sessions led by NUFC Coaching team on core movement and fundamental skills for all sports														
PSHE	**Think Positive:** Think Happy, Feel Happy; It's Your Choice; Go-Getters; Let It Out; Be Thankful; Be Mindful								**TEAM:** Together Everyone Achieves More; Listening; Being Kind; Bullying and Teasing; Brilliant Brains; Making Good Choices						

Spring Term

Year 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
English	**Non-Fiction: Newspaper Reports** Children will identify features of newspaper reports and explore the use headlines and quotations. They will then write their own newspaper report.		**Stuck** Children will explore labels and lists in writing as well as revising their newspaper skills. They will complete this unit by writing a newspaper report.		**Poetry: Repeating Patterns** Children will read and write poems with repeating patterns, introducing alliteration.	**The Disgusting Sandwich** Children will develop their skills and understanding when writing instructions. They will also create an advertisement for their own disgusting sandwich.		**Non-Fiction: Information Texts** Children will explore information texts and develop their understanding of expanded noun phrases. They will produce their own information text using subordinating and coordinating conjunctions.		**Man on the Moon** Children will develop their understanding of using commas in lists as well using role play to describe settings in a story. They will use their persuasive writing skills to create an advertisement poster .	
Maths	**Money**		**Multiplication and Division**					**Length and Height**		**Measure, Capacity and Temperature**	
Science	**Uses of Everyday Materials:** Identifying uses; Out and about; Comparing suitability; Changing shape; Recycling; Discovering new materials						**Plants:** What do plants need to grow; What's inside a seed?; Life cycle of a plant; What do plants need to stay healthy; How do plants grow in hot, cold or dry places				
History							**Fieldwork Enquiry: The Seaside** Why does the UK have so many seaside towns?; What do we see by the sea?; Are all seasides the same?; What can we fond out about letter?; What information can we collect about litter?; How can we draw a map to show what we have found out?				
Geography	**How did we learn to fly:** Who were the Wright brothers?; When was the first flight?; Why is Bessie Coleman significant?; Why is Amelia Earhart significant?; Why was the moon landing special?; How did we learn how to fly?										
Art/DT	**Portraits (Art)** Drawing self-portraits; Using colours in portraits; Making a collage portrait; Watercolour backgrounds; Line drawings; Pop art portraits						**Fabric Faces (Design Technology):** Exploring fabric faces; Making hair; Joining fabrics; Face shapes and templates; Designing our fabric faces; Making our fabric faces				
Computing	**Algorithms and Debugging** Dinosaur algorithm; Machine learning; Through the maze; Making maps; Unplugged and debugging						**Word Processing** Getting to know the keyboard; Getting started with word processing; Newspaper writer; Poetry book; Digital writer				
Music	**Grandma Rap** Explore duration (crotchet, quavers, crotchet rest), unison, rounds.						**Orwa (3 lessons) Trains (3 lessons)** Explore beat, rhythm, repetition, structure, 20th century classical music; create music inspired by train travel, volume/dynamics, speed/tempo.				
RE	**Nature and God:** Creation story (Christianity); Harvest (Christianity); Sukkot (Judaism); Prince Siddharth and The Swan (Buddism); The Boy Who Threw Stones at Trees (Islam)						**Ceremonies:** What Is a Ceremony?; Aqiqah (Islam); Bar/Bat Mitzvah (Judaism); Dastar Bandi (Sikhism); Hindu Wedding (Hinduism); Planning a Ceremony				
PE	**Multiskills** Sessions led by NUFC coaches										
PSHE	**Money Matters:** Money; Where money comes from; Look after it; Save or spend; Want or need; Going shopping						**Digital Wellbeing** The Internet and me; Online and offline; Staying safe online; Personal information; Communicating online; True and false information online				

Summer Term

Year 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
English	**Non-Fiction: Recounts** Children will identify features of a recount before writing their own diary entry based on a trip through the rainforest. They will use expanded noun phrases to add detail.		**How to Hide a Lion** Children will learn to use subordinating and coordinating conjunctions when writing a recount from the point of view of a character in a story.			**Poetry: Shape Poems** Children will use expanded noun phrases, alliteration and similes to create their own shape poem.		**Non-Fiction: Explanation Texts** Children will verbally explain a process before writing their own explanation text using technical vocabulary for effect.		**Grandpa and the Kingfisher** Children write a setting description using powerful adjectives and similes. They will also look at writing letters in the role of a character as well as creating an explanation text about kingfishers.		**Film Unit: Caterpillar Shoes** Children will write a detailed character description and use drama to act out a story. They will write a non-chronological report all about mini-beasts before editing to improve their ideas.		
Maths	Mass, Capacity Temperature	**Statistics**		**Fractions**				**Position and Direction**		**Problem Solving**		**Time**		
Science	**Biodiversity – Minibeasts:** Minibeasts; Bee-Friendly Environments; Minibeast Helpers; Minibeast Mansions; Wonderful Worms; Minibeasts for our Planet.							**Scientists and Inventors:** Greenhouse growing; Brilliant botany; Doctors surgery; Discovering germs; Charles Macintosh; Rachel Carson						
History	**What is a Monarch?** What is a monarch?; Who is our monarch today?; How did William the Conqueror become King of England; How did William the Conqueror rule?; How did castles change?; What was a monarch on the past?													
Geography								**Contrasting Places in Kenya** Where is the continent of Africa and what is it like?; How is Nairobi similar to London?; Why do people visit areas of Kenya and our local area?; Where do people work in different areas of Kemya?; What is wildlife like in different areas of Kenya and the UK?; Where in Kenya would you most like to visit						
Art/DT	**Mechanisms – Making a Moving Monster** Pivots, levers and linkages; Making linkages; Designing my monster; Making my monster							**Nature Sculptures (Art):** Mini models; Drawing from nature; Woodland walk; Land art; Big build; Showcase collage						
Computing	**Programming Scratch Jr** Using Scratch Jr; Creating an animation; Making a musical instrument; Programming a joke; Scratch Jr blocks							**Stop Motion: Using Tablets** What is animation; My first animation; Plannign my project; Creating my project;						
Music	**The Rockpool Rock** Explore 2-part singing, rock 'n' roll, structure, timbre							**Swing Along (3 weeks) Charlie Chaplin (3 weeks)** Explore 2- and 3-time, beat, beat groupings, 20th century Classical music; create music to accompany a short film, pitch, duration, dynamics/volume						
RE	**Places of Worship:** Special places; What is it like to visit a Mosque?; Visiting a Gurdwara; The shape of Buddhist temples; Making comparisons; Designing a special place							**Rules and Routines:** School rules and routines; The 10 commandments; Shabbat (Judaism); The five pillars of Islam; The five Ks (Sikhism); Making decisions (Humanism)						
PE	**Net and Wall** Pupils will develop sending and receiving skills, use space effectively and take part in simple games.							**Athletics** Pupils will develop running, jumping and throwing skills, focusing on speed, coordination and movement.						
PSHE	**Diverse Britain:** My school; My community; My neighbourhood; My country; British people; What makes me proud of Britain							**Digital Wellbeing:** The Internet and Me; Online and Offline; Staying Safe Online; Personal Information; Communicating Online; True or False?						