



History

Year 2 Curriculum Objectives

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| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|--|--|---|----------|--|----------|
| Describe and understand the significance of historical events beyond living memory (nationally or globally) | Historical Heroes Fire of London Grace Darling Mary Seacole Florence Nightingale | | Winter Wonderland First person to the arctic | | Life in the Lakes Beatrix Potter | |
| Describe key people from the past who have contributed to national and international achievements and understand their significance | Historical Heroes Samuel Pepys Grace Darling Mary Seacole Florence Nightingale | | Winter Wonderland First person to the arctic | | Life in the Lakes Beatrix Potter | |
| Place key dates/eras on a timeline to develop chronological language and to identify similarities and difference between ways of life in different periods | Historical Heroes Nursing / Health care - past and present Transport - fire engines | Historical Heroes London - past and present Sequence events of Great Fire of London | | | Life in the Lakes Beatrix Potter | |
| Know about changes within living memory and how they affected changes in national life eg toys, homes, transport | Historical Heroes Houses - Fire of London Making Fire-engine Nursing/Healthcare | Historical Heroes Lighthouses - electricity | | | Life in the Lakes Beatrix Potter | |
| Know about local historical events, people and places | Historical Heroes Grace Darling Mary Seacole Florence Nightingale | Bonfire Night Guy Fawkes | | | Life in the Lakes Beatrix Potter | |
| Ask wide range of questions about the past using parts of stories and sources | Historical Heroes Fire of London Grace Darling Mary Seacole | Bonfire Night Guy Fawkes | Winter Wonderland First person to the arctic | | Life in the Lakes Beatrix Potter | |



History

Year 2 Curriculum Objectives

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|--|---|------------------------------------|---|--|--|---|
| | Florence Nightingale | | | | | |
| Use a wider range of historical vocabulary eg <i>recently, decade, century, source, pioneer</i> | Historical Heroes Fire of London Grace Darling Mary Seacole Florence Nightingale | Bonfire Night Guy Fawkes | | | Life in the Lakes Beatrix Potter | Historical Heroes Fire of London Grace Darling Mary Seacole Florence Nightingale |
| Use range of artefacts, pictures, stories and online sources to answer historical questions | Historical Heroes Fire of London Grace Darling Mary Seacole Florence Nightingale | Bonfire Night Guy Fawkes | Winter Wonderland First person to the arctic | | Life in the Lakes Beatrix Potter | Historical Heroes Fire of London Grace Darling Mary Seacole Florence Nightingale |
| Understand different representations of the past by drawing comparisons | Historical Heroes Grace Darling Houses and Homes - Great Fire of London | | | | | Historical Heroes Grace Darling Houses and Homes - Great Fire of London |



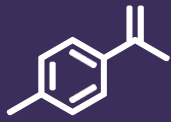
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|---|----------|---|--|--|--|
| Name and locate the 7 continents and 5 oceans | | | Winter Wonderland Map of world - locating continents and Oceans Focus on Cold areas | Winter Wonderland Map of world - locating continents and Oceans Focus on Hot areas | | |
| Name, locate and identify the four countries of the UK, their capital cities and the surrounding seas | Historical Heroes Locate London and countries in UK Place where fire started on map - Pudding Lane / Seahouses | | | | Life in the Lakes UK - locate Lake District and Lakes | |
| Use world maps, atlases and globes | Historical Heroes Location of UK, London on map | | | | Life in the Lakes Place Lake District on a map - label lakes | |
| Use simple compass directions and locational language to describe the location of features and routes on a map | | | | | | Life in the Lakes Compass directions to locate lakes and recognise symbols |
| Use aerial photos and plans to identify features, human and physical | Historical Heroes Locating London/ Bamburgh/ Farne Islands | | | Taste of Spring Locating Stainton on map - spring walk using map | | Life in the Lakes Locating lakes and towns in Cumbria/Lake District |
| Devise simple maps and create a key using symbols | Historical Heroes Outdoor learning - using school map | | | Taste of Spring Locating Stainton on map - spring walk using village map / school maps | | Life in the Lakes Locating lakes and towns in Cumbria/Lake District |



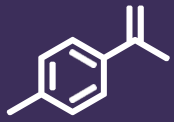
Geography

Year 2 Curriculum Objectives

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|---|--|--|--|--|--|--|
| <p>Identify similarities/differences in physical/human geography between area of UK and non-European area</p> | <p>Historical Heroes Compare city of London with village of Stainton and Bamburgh</p> | | | <p>Taste of Spring Comparing Stainton to Grace's village "The Gambia " (English link)</p> | <p>Historical Heroes Compare city of London with village of Stainton and Bamburgh</p> | |
| <p>Develop geographical vocab eg <i>rural, urban, vegetation, season</i></p> | <p>Historical Heroes Compare city of London with village of Stainton and Bamburgh</p> | | | | <p>Life in the Lakes Locating lakes and towns in Cumbria/Lake District</p> | |
| <p>Identify daily weather and seasonal weather patterns in the UK</p> | <p>Autumn Walk - Scavenger Hunt</p> | | <p>Winter Wonderland Winter Walk - Scavenger Hunt</p> | <p>Taste of Spring Signs of Spring Walk</p> | <p>Life in the Lakes Signs of Summer Walk</p> | |
| <p>Locate and name hot and cold areas in world in relation to Equator and the North/South Poles</p> | | | <p>Winter Wonderland Cold areas</p> | <p>Taste of Spring Hot areas</p> | | |



| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|---|---|--|--|---|--|
| Observe closely | Changing Seasons Forces | Changing Seasons Electricity | Changing Seasons Materials | Changing Seasons Animals including Humans | Changing Seasons Food Chains/Plants | Changing Seasons Plants |
| Ask and raise their own scientific questions | Changing Seasons Forces | Changing Seasons Electricity | Changing Seasons Materials | Changing Seasons Animals including Humans | Changing Seasons Food Chains/Plants | Changing Seasons Plants |
| Use first-hand practical experiences to find answers | Seasonal Walks Forces | Seasonal Walks Electricity | Seasonal Walks Materials | Seasonal Walks Animals including Humans | Seasonal Walks Plants | Seasonal Walks Plants |
| Gather and record data using diagrams, words and charts | Recording Weather and temperatures Measure length of push (forces) | Recording Weather and temperatures | Recording Weather and temperatures Outdoor learning - Materials/shape walk | Recording Weather and temperatures | Recording Weather and temperatures | Recording Weather and temperatures Measure plant growth (plants) |
| Perform simple tests | Testing pushing/pulling objects (forces) | Testing a circuit (electricity) | Testing materials for a purpose (materials) | | Testing growing conditions and speed of growth/germination (plants) | |
| Use simple equipment eg hand lenses, egg timers | Recording Weather and temperatures Timers/Tape measures to record distance/time (forces) | Recording Weather and temperatures Wires/batteries/bulbs (electricity) | Recording Weather and temperatures Timers/Tape measures to record distance/time (materials) | Recording Weather and temperatures Healthy Me - timing how many actions can be completed in a given time (PSHE) | Recording Weather and temperatures | Recording Weather and temperatures Rulers to record height (plants) |



Science

Year 2 Curriculum Objectives

Discuss what they have found out

Present/discuss findings from seasonal walk
Artwork and scavenger hunts linked to seasonal changes
Recording weather patterns on class calendar



Art

Year 2 Curriculum Objectives

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|--|--|---|--|---|
| Use range of pencils to draw lines of different lengths/thickness and show pattern using dots and lines | Historical Heroes Exploring dots and lines - making fire pictures | | | Taste of Spring Observational drawings (spring) | Life in the Lakes Painting characters from Beatrix potter tales | |
| In painting, use a variety of thick and thin brushes to produce lines and shapes, textures and patterns | Historical Heroes Colour mixing to create fire pictures | Bonfire Night Fire paintings | | | | |
| In painting, mix colours to make secondary colours and add white to make tints/black to make tones | | Bonfire Night Fire paintings Christmas Crafts and Cards | | | Life in the Lakes Painting characters from Beatrix potter tales | |
| In collage, mix materials to create texture eg coiling, overlapping and montage | | Bonfire Night Fire collage | Winter Wonderland Winter collage | | | |
| In sculpture, create and combine shapes to make recognisable shapes | | | | Taste of Spring Making animal sculptures | | Life in the Lakes Playdough Beatrix Potter characters |
| In textiles, weave and join materials using glue or stitch | | Christmas Crafts and Cards | | | Life in the Lakes Peter rabbit finger puppets Sewing - Beatrix Potter | |
| In print, use repeat or overlapping shapes (using objects to create print) | | Bonfire Night Fire collage | | | | Life in the Lakes Monoprinting |
| Use correct artistic vocabulary eg tone, tint, pattern, texture | Historical Heroes Colour mixing to create fire pictures | Bonfire Night Fire paintings | Winter Wonderland Winter collage | | | |
| Use and apply art and design techniques in using colour, patterns, texture, line, shape, form and space with range of materials | Historical Heroes Exploring dots and lines - making fire pictures | Christmas Crafts and Cards | | Taste of Spring Observational drawings (spring) | Life in the Lakes Painting characters from Beatrix potter tales | |
| Know about the work of a range of artists, craftmakers and designers | Kandinsky | | Matisse | | Beatrix Potter | |



Art

Year 2 Curriculum Objectives

Describe differences and similarities and make linksto own work

Kandinsky

Bonfire Night
Fire collage/paintings

Matisse

Taste of Spring
Making animal
sculptures

Beatrix Potter

Life in the Lakes
Monoprinting



| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|--|---|---|--|---|
| Design products for others and themselves that are purposeful, functional and appealing | Historical Heroes Making 3D houses - class display model of London Fire Engine (mechanisms) | Historical Heroes Making 3D lighthouses | | Taste of Spring Phunky Food Recipes | | |
| Generate, develop, model and communicate ideas through talking, drawing, templates and ICT | Historical Heroes Design house/fire engine on purple mash | Historical Heroes Design lighthouse on purple mash | | Taste of Spring Phunky Food Recipes | Life in the Lakes Designing and drawing own garden - where to plant veg/flowers (Mr McGregeros Garden) | |
| Build structures, exploring ways to stiffen, stabilise and strengthen | Historical Heroes Create houses - linked to Fire of London | Historical Heroes Lighthouses | Winter Wonderland Create a stable structure (bridge) | | | |
| Explore and use mechanisms eg levers, wheels and axles | Historical Heroes Fire engines | | Winter Wonderland Create model vehicles to move animals to correct habitats | | | |
| Select from and use a wide range of materials and components (according to their characteristics) eg construction, textiles and ingredients | Historical Heroes Making 3D houses - class display model of London | | | Taste of Spring Phunky Food Recipes | Life in the Lakes Peter rabbit finger puppets Sewing - Beatrix Potter | Life in the Lakes Phunky Food Recipes - Summer Crunch |
| Select from and use a wide range of tools and equipment to perform practical tasks eg cut, shape, join and finish | Historical Heroes Making 3D houses - class display model of London | | Winter Wonderland Winter pictures and collages | | Life in the Lakes Peter rabbit finger puppets | |
| Explore and evaluate a range of existing products eg home, school | Historical Heroes Fire engines / transport | Historical Heroes Lighthouses | | | Life in the Lakes Paintings from Beatrix Potter tales | |



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| Evaluate own ideas and designs against given design criteria | Historical Heroes Fire engines | Historical Heroes Design own lighthouse with labels | Winter Wonderland Create a stable structure (bridge) | | | |
| Use basic principles of a healthy and varied diet to prepare dishes | | | | Taste of Spring Phunky Food Recipes PSHE - Healthy Me | | Life in the Lakes Phunky Food Recipes - Summer Crunch |
| Understand where food comes from | | | | Taste of Spring Phunky Food Recipes | | Life in the Lakes Phunky Food Recipes - Summer Crunch |



| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|--|--------------------------------|--------------------------------------|---------------------------------------|--------------------------------|-----------------------------------|
| Understand what algorithms are | | | Coding Programming BeeBots | | Animated Stories | Questioning |
| Understand how algorithms are implemented as programs on digital devices | | Creative Computing | Coding Programming BeeBots | Spreadsheets | Animated Stories | Questioning |
| Understand that programs execute by following precise and unambiguous instructions | | Creative Computing | Coding Programming BeeBots | Spreadsheets | Animated Stories | Questioning |
| Use logical reasoning to predict the behaviour of simple programs | | | Coding Programming BeeBots | | Animated Stories | Questioning |
| Create and debug simple programs | | | Coding Programming BeeBots | | | Questioning |
| Recognise common uses of information technology beyond school | 2BeSafe - self image | 2BeSafe - online relationships | | | Animated Stories | Questioning |
| Use technology safely and respectfully, keeping personal information private | 2BeSafe - self image | 2BeSafe - online relationships | 2BeSafe - online safety and bullying | 2BeSafe - online health and wellbeing | 2BeSafe - Privacy and security | 2BeSafe - copyright and ownership |
| Identify where to go for help/support when concerned about content/contact on internet/other online technologies | Kidsafe | | February 2026 - Safer Internet day | | 2BeSafe - Privacy and security | |
| Use technology purposefully to create, store, retrieve, organise and manipulate digital content | Kidsafe Introduction to Purple Mash | Creative Computing | | Spreadsheets | Animated Stories | Questioning |



Music

Year 2 Curriculum Objectives

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|----------------------------------|---------------------------|--------------------------------|-------------------------------|
| Understand and identify beat groupings, inc. in familiar music | Pulse, Rhythm and Beat | Dance, sing and Play! | | | | Let's perform together |
| Play and invent copycat rhythms on untuned percussion / using word phrases | Pulse, Rhythm and Beat London's Bridge Autumn leaves | Dance, sing and Play! | | Learning to Listen | Exploring Improvisation | Let's perform together |
| Play range of singing games based on the cuckoo interval | | Dance, sing and Play! Christmas singing | Inventing a Musical Story | | | Let's perform together |
| Recognise dot notation and match it to 3-note tunes | Pulse, Rhythm and Beat | Dance, sing and Play! | Inventing a Musical Story | | Exploring Improvisation | Let's perform together |
| Listen to a combination of high-quality recorded and live music | | Dance, sing and Play! | | Learning to Listen | | |
| Listen to music from range of origins, traditions, historical periods and social contexts | | Dance, sing and Play! | Inventing a Musical Story | Learning to Listen | | |
| Say what they like/dislike and give reasons for their opinions | Pulse, Rhythm and Beat | Dance, sing and Play! | Inventing a Musical Story | Learning to Listen | Exploring Improvisation | Let's perform together |
| Sing range of songs regularly with increasing vocal control | Daily singing in worship and classroom/school routine songs Singing worship (weekly) | | | | | |
| Know the meaning of simple musical vocabulary | Pulse, Rhythm and Beat | Dance, sing and Play! | Inventing a Musical Story | Learning to Listen | Exploring Improvisation | Let's perform together |
| Create music in response to non-musical stimulus | Pulse, Rhythm and Beat | | | | Exploring Improvisation | Let's perform together |
| Improvise simple question and answer phrases, sung and played on untuned percussion | Pulse, Rhythm and Beat | | | | Exploring Improvisation | Let's perform together |
| Use range of notation to record composed pieces | Pulse, Rhythm and Beat | Dance, sing and Play! | | | Exploring Improvisation | Let's perform together |



Music

Year 2 Curriculum Objectives

Use music technology to capture, change and combine sounds

Dance, sing and Play!

Inventing a Musical Story

Learning to Listen

Exploring Improvisation



| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|--------------------------------------|---|---|-------------------------------------|----------------------------------|---------------------------------|
| Evaluate own and others' performances | Dance (autumn) Gymnastics | Multi-skills Dance (Christmas) | Dance (Winter Wonderland) | Kwik Cricket / Dodgeball | Football Fundamentals | Athletics |
| Identify how to improve in different physical activities | | | Dance (Winter Wonderland) Rugby Fundamentals | Kwik Cricket / Dodgeball | Football Fundamentals | Athletics Daily Mile |
| Master basic movements including running, jumping, throwing and catching | | Multi-skills | Dance (Winter Wonderland) | Kwik Cricket / Dodgeball | Football Fundamentals | Athletics Daily Mile |
| Develop and apply balance, agility and co-ordination | Dance (autumn) Gymnastics | Multi-skills Dance (Christmas) | Dance (Winter Wonderland) | | Football Fundamentals | |
| Perform dances using simple movement patterns | Dance (autumn) | Dance (Christmas) | Dance (Winter Wonderland) | | | |
| Participate in team games following simple rules | | | Rugby Fundamentals | Kwik Cricket / Dodgeball | Football Fundamentals | Athletics |
| Develop simple tactics for attacking and defending | | | Rugby Fundamentals | Kwik Cricket / Dodgeball | Football Fundamentals | Athletics |