Cubitt Town Primary School

Curriculum Intent and Overview

Year 2

Updated 2026

The Cubitt Town Primary School Curriculum:

- Places value in every core and foundation subject
- Is engaging and broad
- Reflects the diverse lived experience of our community
- Is progressive - each year group builds on learning from those preceding it

Our Curriculum directly addresses the needs of our children:

- Reading is prioritised at every opportunity
- Oracy is the golden thread that weaves through our subjects because we recognise the importance of spoken communication skills
- Core British values of Democracy, The Rule of Law, Individual Liberty and Mutual Respect are present across our curriculum content
- Linking key knowledge with disciplinary skills
- Encouraging wide-ranging and subject specific vocabulary
- Being reflecting of our communities diverse make-up and the experiences of our different families

Key:

 Content related to families

 Content related to Migration

 Content related to discrimination

Reading	**Phonics and Guided Reading**: Children work systematically through the Read Write Inc Phonic Programme alongside a range of reading comprehension skills in whole classes and/or small groups using Big Cat reading books, as outlined in our school's Progression in Reading Skills document. **Reading for Pleasure:** Teachers also read to the class daily from, among other texts, the following suggested class reads: Hand on the Bridge, The Queen's Hat Paddington, The Great Fire of London, Rapunzel, The Owl and the Pussycat, Tadpole's Promise, Brave Girl, Malala Yousafzi: warrior with words, A Planet Full of Plastic, King of the Swamp					
Writing	**Autumn 1** **Core text:** Billy and the Beast (Nadia Shireen) **Writing outcome:** Narrative retell with innovation **Core text:** King of the Swamp (Catherine Emmett) **Writing outcome:** Narrative re-tell	**Autumn 2** **Core text:** The Queen's Hat (Steve Anthony) **Writing outcome:** Innovative narrative retell **Core text: T**he Great Fire of London (Emma Adams) **Writing outcome:** Non-chronological report **Core text:** A Walk in London/ (Salvatore Rubbino) **Writing outcome:** Recount	**Spring 1** **Core text:** Rapunzel **Writing outcome:** Innovative narrative retell **Core text:** Flotsam (David Wiesner) **Writing outcome:** Letter writing	**Spring 2** **Core text:** The Lonely Beast (Chris Judge) **Writing outcome:** Character description **Core text:** Orion and the Dark (Emma Yarlett) **Writing outcome:** Innovative narrative retell	**Summer 1** **Core text:** The Day the Crayons Quit (Oliver Jeffers) **Writing outcome:** Informal letter writing **Core text:** The Magic Paintbrush (Julia Donaldson) **Writing outcome:** Innovative narrative retell	**Summer 2** **Core text:** The Crows Tail (Jennie McAlpine) **Writing outcome:** Narrative retell **Core text:** Instructions - Make a nutritionally balanced sandwich **Writing outcome:** Innovated instructions [linked to DT food tech experience]

Maths	Maths is taught in a cyclical fashion, with topics revisited through the year in different contexts. The following core areas of maths are introduced as follows:					
	Autumn 1 Numbers 10-100 Addition and subtraction: bridging 10 Subtraction as difference	**Autumn 2** Addition and subtraction: 2-digit and 1-digit numbers Addition and subtraction: 2-digits and multiples of 10 Multiplication as equal groups Times tables: groups of 2 and commutativity	**Spring 1** Times tables: groups of 10 and of 5, and factors of 0 and 1 Commutativity, doubling and halving Shape	**Spring 2** Addition of 2-digit numbers Subtraction of 2-digit numbers Money	**Summer 1** Fractions Time Measure - length and height Position and direction	**Summer 2** Quotitive and partitive division Measure - capacity, volume and mass Consolidation
Science	**In Autumn Term 1, Y2 will study the topic:** Classifying and grouping materials This will include: describe the simple physical properties of a variety of materials compare and group together a variety of materials based on their simple physical properties	**In Autumn Term 2, Y2 will study the topic:** How animals grow This will include: describe what animals need to survive explain that animals grow and reproduce explain why animals have offspring which grow into adults	**In SpringTerm 1, Y2 will study the topic**: Healthy humans This will include: explain the basic needs of animals, including humans for survival describe why exercise, balanced diet and hygiene are important for humans	**In SpringTerm 2, Y2 will study the topic:** Science process This will include: A variety of different science investigations including: Making crystals Egg drop	**In SummerTerm 1, Y2 will study the topic:** Plants This will include: describe what plants need to survive observe and describe how seeds and bulbs grow into mature plants find out and describe how plants need water, light, and a suitable temperature to grow and stay healthy describe what plants need to survive and link it to where they are found	**In Summer Term 2, Y2 will study the topic:** Habitats This will include: match living things to the habitats they are found in explain the differences between living and non-living things describe some of the life processes common to plants and animals (MRS NERG) decide if something is living, dead or non-living

	describe the properties of different materials using words like transparent or opaque, flexible etc sort materials into groups and say why they have sorted them in that way say which materials are natural and which are man made	describe the lifecycle of some living things explain the basic needs of animals, including humans for survival describe why exercise, balanced diet and hygiene are important for humans			explain that plants grow and reproduce in different ways	describe how a habitat provides for the basic needs of things living there describe a range of different habitats describe how plants and animals are suited to their habitat
	Thinking Scientifically **In Year 2, children will be encouraged to think like scientists in a number of ways including:** • use see/touch/smell/hear/taste to help them answer questions • use some scientific words to describe what they have seen or measure • carry out a simple fair test • explain why it might not be fair to compare two things • say whether things happened exactly as they expected • suggest how to find things out • organise things into groups • find simple patterns (or associations) • identify animals and plants by a specific criteria (lays eggs or not, feathers or not) • use text/charts/diagrams/pictures /tables to record their observations • measure using simple equipment					

History **History Progression in Skills**	**In Autumn Term, Y2 will study:** The Great Fire of London **Key enquiry question:** How did the Great Fire change the city of London? **This area of study will revolve around the following concepts:** • Societal change • Cause and Consequence	**In Spring Term 1, Y2 will study:** Great Changemakers **Key enquiry question:** Why are some people remembered in history books? **This area of study will revolve around the following concepts:** • Societal change • Exploration and invention	**In Spring Term 2, Y2 will study:** The Victorians **Key enquiry question:** What do we know about Queen Victoria and her reign? **This area of study will revolve around the following concepts:** • Technological advance • Societal change • Similarities and difference
Geography **Geography progression in Skills**	**In Autumn Term, Y2 will study:** London **Key enquiry question:** What is it like to live in a big city? **This area of study will revolve around the following concepts:** - Geographical location - Human processes	**In Spring Term, Y2 will study:** Where People Work **Key enquiry question:** Where do people work and what do they do? **This area of study will revolve around the following concepts:** - Human processes - Interconnectedness	**In Summer Term, Y2 will study:** Oceans **Key enquiry question:** Why should we protect our oceans? **This area of study will revolve around the following concepts:** - Earth Systems - Environment and sustainability
Music	**Throughout Year 2, children will have singing lessons with a professional singing teacher including performing in live concerts.** Within these sessions or in additional music lessons, children will learn the following:		

	Singing and listening: • Sing songs regularly with a pitch range of do-so with increasing vocal control. • Sing songs with a small pitch range , pitching accurately. • Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (e.g. crescendo, decrescendo, pause).	**Listening:** • Understand that music can affect your feelings and be able to talk about which feeling the music is portraying. Understand how songs can tell a story or describe an idea. Understand that music comes in different forms (from different cultures) and has changed over time.	**Composing:** • Create music in response to a non-musical stimulus. • Work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation. • Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces. • Use music technology, if available, to capture, change and combine sounds.	**Musicianship:** • Understand that the speed of the beat can change, creating a faster or slower pace (tempo). • Mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo. • Walk in time to the beat of a piece of music or song. Know the difference between left and right to support coordination and shared movement with others. • Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats. • Identify the beat groupings in familiar music that they sing regularly and listen to. • Create rhythms using word phrases as a starting point. • Read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers and crotchets rests. • Create and perform their own chanted rhythm patterns with the same stick notation. • Play a range of singing games based on the cuckoo interval matching voices accurately, supported by a leader playing the melody. • Sing short phrases independently within a singing game or short song. • Respond independently to pitch changes heard in short melodic phrases, indicating with actions. • Recognise dot notation and match it to 3-note tunes played on tuned percussion.
DT	**In Autumn Term, Y2 will study:** Cutting and Joining Year 2 will design and build a Tudor house. They will: • design purposeful, functional, appealing products for	**In Spring Term, Y2 will study:** Textiles and Materials Year 2 will make a puppetl. They will: • design products for myself and others following design criteria • choose suitable materials and	**In Summer Term, Y2 will study:** Cooking and nutrition Year 2 will design and make a nutritionally balanced meal. They will: • describe properties of ingredients and importance of varied diet • describe how food is farmed, home-grown, caught	

	themselves and other users based on design criteria • select from and use a wide range of materials and components, including construction • Use different adhesives to join different materials • explore and evaluate a range of existing products	explain choices depending on characteristics • join materials/components together in different ways	• draw eat well plate; explain there are groups of food • describe "five a day" • cut, peel and grate with increasing confidence
Art	**Across our school we utilise the Access Art scheme , and children will take part in three distinct art projects each year** **Art Overview 23-24 KEY STAGE 1 & 2**		
	In Autumn Term, Y2 will study: Exploratory Drawing • To continue to experience making marks and building knowledge of different tools exploring variety and scale using viewfinders to select and isolate interesting detail. • Use drawing to record observations and investigate real objects. • Develop confidence in selecting tools to match a specific task. • Combine drawing media to achieve different effects. • To draw for different purposes: recording, analysing, sketching, planning from observation, memory and imagination. • To observe shape, form, proportion and features of the human body. • Learn how to plan a drawing to fill the paper. • Encourage recognition of light and its effect on objects.	In Spring Term, Y2 will study: Expressive painting • To have an awareness of the range of shades through more control of colouring mixing. • Control the lightness and darkness of colours using black and white (shades and tones) • Extend exploration of paint with reference to texture (using different parts of the brush, different brush sizes and techniques) • Use sketchbooks to work through ideas and try out techniques or colours to help form part of later learning. • Develop an understanding of the work of artists across a range of genres. Artist focus: Marela Zacariasl; Charlie French; Van Gogh; Cezanne	In Summer Term, Y2 will study: Sculpture - rigid • Explore methods of altering the shape of rigid materials using different techniques such as cutting, folding, weaving, joining. • Use rigid materials to make constructions, learning to join them in different ways. • Become aware of changes that take place in different materials • Make forms from observation of objects and artefacts, using different modelling techniques and exploring varied ways of building up and impressing details. • Look at sculptures from different times and cultures and say what they think and feel about them, developing appropriate vocabulary. Artist Focus: Guatemalan Worry Dolls; Chris Kenny

	Artist focus: Andy Goldsworthy; Hassan Hajjaj; Trash Art Project		
RE	<u>Autumn 1</u> (1.4) What can we learn from sacred books? *(Key curriculum strand: **Believing**)* **Comparisons Across faiths** <u>Autumn 2</u> (1.5) What makes some places sacred? *(Key curriculum strand: **Believing**)* **Comparisons Across faiths**	<u>Spring</u> Oracy Focus (1.7) What does it mean to belong to a faith community? *(Key curriculum strand: **Living**)* **Islam**	<u>Summer 1</u> (1.6 Revisited) How and why do we celebrate special and sacred times? *(Key curriculum strand: **Expressing**)* **Comparisons Across faiths** <u>Summer 2</u> (1.1/1.2/1.3 Recap) What do we know now about Christians, Muslims, and Jews? *(Key curriculum strand: **Believing**)* **Judaism, Christianity & Islam**
PE	**In Autumn Term, Y2 will study:** Gymnastics - linking Can pupils move out of a roll with either a balance or move? ● Can we move on apparatus from a roll into a second movement or balance? ● Do pupils understand what flow is? ● Can pupils jump, sink down into a forward roll or a backwards roll? ● Can pupils use more than one piece of apparatus to move on or balance on at the same time (interesting gymnastics)? ● Can we apply 3 movements and a balance linked on apparatus? Dance – Explorers	**In Spring Term, Y2 will study:** Gymnastics ● Can pupils travel between movements and balances, adding flow? ● Can pupils move along a zig-zag pathway using the same movement? ● Can pupils include a high movement and a low movement in a mini sequence? ● Can pupils apply their own movement pattern to apparatus moving over, under, through, along across, etc? ● Can pupils perform 3 movements and 2 balances, linked in a sequence, on apparatus?	**In Summer Term, Y2 will study:** Locomotion - Dodging ● Can pupils dodge with effective technique? Dodging technique; Head up with a low body position, bending our knees, planting one foot on the floor, leaning our body to one side and then moving the other way quickly. ● Can pupils run as fast as possible to keep away from the defenders? ● Do pupils demonstrate physically and cognitively that they understand when, where and why they dodge? ● Do pupils understand the consequence in a game of moving the to close to the taggers (defenders) Attack v Defence - Games for Understanding ● Do pupils understand the difference between attack and defence? ● Can pupils create and apply simple defensive and attacking strategies? ● Can pupils work against other teams collaboratively? Locomotion - Jumping

	● Can pupils move with control, respond to the rhythm, move in relation to the music? ● Do pupils' movements show a range of action, level and speed? ● Can pupils develop motifs with a partner including some different elements of choreography? Ball Skills - Feet ● Can pupils continuously dribble keeping possession and control of the ball? ● Can pupils change speed and direction when dribbling? ● Can pupils focus and move away from the defender? ● Can pupils receive the ball? Health & Wellbeing ● Pupils will understand what feet eye coordination means and will start to develop their kicking and dribbling skills to develop their feet eye coordination skills.		Dance – Mr Candy's Sweet Factory ● Can pupils respond to the stimulus using a range of different, controlled movements showing expression? ● Can pupils link movements together and move in cannon or unison? ● Can pupils organise their motifs and move with expression? ● Can pupils create a freeze position to represent their character emotions? Ball Skills – Hands 1 ● Can pupils dribble (bounce) the ball with two hands, with control? ● Do pupils adopt the correct technique when passing? Stepping into the pass, pushing the ball away from their body. ● Can pupils continuously dribble keeping possession and control of the ball? ● Can the pupils combine dribbling, passing and receiving in order to keep possession and score a point? Team Building ● Can pupils create and apply a simple strategy? ● Can pupils co-operate as part of a team?		● Can pupils jump using the correct technique and land safely? ● Can pupils identify the difference of jumping for distance and jumping for height? ● Can pupils select the best combination of jumps for their pattern? ● Can pupils link the hop, the step and the jump together? Ball Skills – Hands 2 ● Can pupils use their bodies to aim (fingers, arms, feet etc)? ● Do pupils adopt the correct technique when throwing underarm? Stepping forwards with one foot, releasing the ball from low to high using their opposite hand.	
PHSE	**In Autumn Term 1, Y2 will study the topic:** Being Me **This will include:** ● class charters	**In Autumn Term 2, Y2 will study the topic:** Healthy Me **This will include:** ● Being relaxed	**In Spring Term 1 Y2 will study the topic:** Celebrating Difference **This will include:** ● Right and wrong	**In Spring Term 2 Y2 will study the topic:** Dreams and Goals **This will include:** ● My learning	**In Summer Term 1 Y2 will study the topic:** Relationships **This will include:** ● Secrets ● Safe people ● Friends and conflicts	**In Summer Term 2 Y2 will study the topic:** Changing Me **This will include:** ● Getting older ● NSPCC ● Body Safety

	• emotional vocabulary • Hopes and fears • Listening to others Relationships 	• Medicine • Being Safe • Being a good friend • Online Safety charter • Online health	• Bullying • Similarities and Difference • Standing up for myself and others • Family  	strengths • Working together	• Trust 	
Computing	**<u>Autumn 1</u> Computing systems and networks** IT around us **Esafety**	**<u>Autumn 2</u> Creating Media** Digital photography **Esafety**	**<u>Spring 1</u> Programming A** Pictograms **Esafety**	**<u>Spring 2</u> Data Information** Robot algorithms **Esafety**	**<u>Summer 1</u> Creative Media** Digital music **Esafety**	**<u>Summer 2</u> Programming B** Programming quizzes **Esafety**
Oracy	In oracy, children will develop their spoken communication skills in fortnightly assemblies and across the curriculum, around the four strands of oracy as identified by Oracy Cambridge in their **<u>Oracy Framework</u>** **Physical skills:** what we show through our body language and facial expressions. **Linguistic skills:** what we express through the use of words and language. **Cognitive skills:** applying discussion and learning to develop our thinking further. **Social and emotional skills:** how we work together by considering and respecting our feelings and those of others.					