

TOPIC OVERVIEW SHOWING OBJECTIVES TAKEN FROM THE NATIONAL CURRICULUM

Year Group: 2

Term: Autumn 2025

SCIENCE	HISTORY	GEOGRAPHY	RELIGIOUS EDUCATION
- Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) - Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. - Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. - Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. - Asking simple questions and recognising that they can be answered in different ways.	- Learn about changes within living memory. - Learn about events beyond living memory that are significant nationally or globally. - Know where the people and events they study fit with the chronological framework. - Know and understand the history of the UK as a coherent, chronological narrative.	- Identify seasonal and daily weather patterns in the United Kingdom (year 1) and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles (year 2). - Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. - Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map. - Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents.	- Describe the concept of belief and recall types of beliefs. - Recall basic ideas around God and their importance for believers. - Talk about rituals related to births, greetings and hospitality and why they are important. - Describe holy books and explain why they are important for believers. - Identify places of pilgrimage and retell the stories associated with them.
ART	DESIGN AND TECHNOLOGY	MUSIC	ICT
- Use a range of materials creatively to design and make pieces of art. - To use drawing and painting to develop and share ideas, experiences and imagination. - To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. - To learn about the work of a range of artists, describing the differences and similarities between different	- Design purposeful, functional, appealing products for themselves and other users based on design criteria. - Generate, develop, model and communicate their ideas through talking, drawing and templates - Select from and use a range of tools and equipment to perform practical tasks. - Select from and use a range of materials and components including	- Use their voices expressively and creatively 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.	- Use technology purposefully to create, organise, store, manipulate and retrieve digital content - Recognise common uses of information technology beyond school - Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about

practices and making links to their own work.	textiles. – Explore and evaluate a range of existing products. – Evaluate their ideas and products against design criteria.		content or contact on the internet or other online technologies.
PHYSICAL DEVELOPMENT	PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT	COMMUNICATION, LANGUAGE AND LITERACY LINKS	MATHEMATICAL DEVELOPMENT LINKS
– Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. – To participate in team games, developing simple tactics for attacking and defending.	– Understand that families look after us. – Know some words to describe how people are related (e.g. aunty, cousin). – Know that some information about me and my family is personal. – Understand some characteristics of a positive friendship. – Understand that relationships can have problems, but that these can be overcome. – Understand what money is and where it comes from. – Explain why class and school rules are important. – Understand that families offer love and support, and that different families may be made up of different people. – Consider what friend may be thinking and feeling in different situations. – Recognise some issues that may occur in friendships and which of these may need adult help to resolve. – Understand that expectations of manners may change according to the situation. – Understand where money comes from. – Recognise that different rules apply in different situations.	– Articulate and justify answers, arguments and opinions. – Participate in discussions, presentations, performances, role play, improvisations and debates. – Speak audibly and fluently with an increasing command of Standard English. – Consider and evaluate different viewpoints, attending to and building on the contributions of others.	– Interpret and construct simple pictograms, tally charts, block diagrams and simple tables. – Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity. – Ask and answer questions about totalling and comparing categorical data.

SUGGESTED ACTIVITIES LINKED TO THE NATIONAL CURRICULUM OBJECTIVES

SCIENCE	HISTORY	GEOGRAPHY	RELIGIOUS EDUCATION
– Observing closely, using simple equipment. – Performing simple tests. – Identifying and classifying. – Using their observations and ideas to suggest answers to questions. – Gathering and recording data to help in answering questions.	– Analyse primary and secondary sources. – Asking and answering questions. – Role play – Ordering and creating timelines. – Holding a press conference and interviewing guests. – Drawing and writing comparisons. – Debating questions.	– Sorting hot and cold places. – Write a description of a hot and cold place. – Fact file on Antarctica, Desert or the Rainforest. – Non- chronological report on polar bears. – Postcard. – Answer questions about hot and cold places.	– Create a book that is special to you. – Write about the importance of the Quran in Islam. – Act out the story of Noah’s Arc to understand the importance of the Bible. – Describe the importance of the Torah in Judaism.
ART	DESIGN AND TECHNOLOGY	MUSIC	ICT
– Explore colour mixing. – Experiment with different materials to create texture. – Explore and create collages. – Art day based on drawing skills. – Art day based on values.	– Explore, plan, make and evaluate puppets. – Join fabrics together using pins, staples or glue. – Design a puppet and use a template. – Join their two puppets’ faces together as one. – Decorate a puppet to match their design.	– Understand pulse and rhythm. – Play untuned percussion instruments. – Sing songs with expression. – Evaluate different types of music. – Rehearse and perform. – Experiment with, create, select and combine sounds using the inter-related dimensions of music. – Use their voices expressively and creatively by singing songs and speaking chants and rhymes.	– Create mind maps to show how computers are used. – Recognise parts of a computer. – Identify and label information technology. – Understand that computers have controls. – Sort information technology devices into groups. – Identify devices that are

PHYSICAL DEVELOPMENT	PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT	COMMUNICATION, LANGUAGE AND LITERACY LINKS	MATHEMATICAL DEVELOPMENT LINKS
Fundamentals: – Develop balance, stability, landing. – Explore moving at different speeds and directions. – Develop jumping, hopping, skipping, co-ordination and jumps. Gymnastics: – Perform shapes, balances and link them together. – Explore travelling actions, direction and levels. – Develop sequence work on apparatus. Ball skills: – Explore ball handling skills. – Develop control, technique and coordination. – Rolling, throwing and catching. Team building: – Listening, communicating, cooperating and planning skills	– Create class rules. – Identify people that love and care for us. – Understand that all families are different. – Recognise feelings and emotions. – Understand positive and negative friendships. – Understand where money comes from.	– Explanation on what animals need to survive and how to keep our bodies healthy. – Inquiry– How can we group these animals based on their needs for survival? – Labelling a map of the UK. – Researching polar bears. – Instructions. – Recount. – Recording investigation results.	– Counting and number: scale of countries, timelines in history, real-life money. – Data handling: Venn diagrams to sort and graph to group and classify.
	TRIPS AND VISITORS		
	Pantomime trip (Christmas). Guest to interview about school in the past.		