



**Curriculum Overview for Parents**  
**2024-2025**

Year Group:	2
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**English**

<b>Term</b>	<b>Key Texts / Topics</b>	<b>What We Are Learning</b>
Autumn	<ul style="list-style-type: none"><li>• Meerkat Mail</li><li>• The Gigantic Turnip</li><li>• Poetry: My Skin, Your Skin</li><li>• Journey</li><li>• The Polar Express</li></ul>	<ul style="list-style-type: none"><li>• Recounts in the form of a postcard</li><li>• Instructions</li><li>• Writing a poem for Celebrating Differences Week</li><li>• Narrative with a focus on retelling a story</li><li>• Narrative</li></ul>
Spring	<ul style="list-style-type: none"><li>• Winter Sleep</li><li>• The Princess and the White Bear King</li><li>• Somebody Swallowed Stanley</li><li>• The Day the Crayons Quit</li></ul>	<ul style="list-style-type: none"><li>• Explanation Text</li><li>• Story writing adventure</li><li>• Non-chronological report</li><li>• Persuasive letter</li></ul>
Summer	<ul style="list-style-type: none"><li>• Recount linked to our trip to Chessington Zoo</li><li>• The Snail and the Whale</li><li>• Mr Wolf's Pancakes</li><li>• Julia Donaldson – Poems to Perform</li><li>• The Journey Home</li></ul>	<ul style="list-style-type: none"><li>• Recount in the form of a postcard</li><li>• Narrative retell</li><li>• Instruction writing</li><li>• Poetry</li><li>• Non-chronological report</li></ul>

**Maths**

<b>Term</b>	<b>Key Topics</b>	<b>What We Are Learning</b>
Autumn	Number: Place value within 100	<b>Step 1</b> Numbers to 20 <b>Step 2</b> Count objects to 100 by making 10s <b>Step 3</b> Recognise tens and ones

**Curriculum Overview for Parents**  
**2024-2025**



	<p>Calculation: Addition and subtraction</p>	<p><b>Step 4</b> Use a place value chart  <b>Step 5</b> Partition numbers to 100  <b>Step 6</b> Write numbers to 100 in words  <b>Step 7</b> Flexibly partition numbers to 100  <b>Step 8</b> Write numbers to 100 in expanded form  <b>Step 9</b> 10s on the number line to 100  <b>Step 10</b> 10s and 1s on the number line to 100.  <b>Step 11</b> Estimate numbers on a number line  <b>Step 12</b> Compare objects  <b>Step 13</b> Compare numbers  <b>Step 14</b> Order objects and numbers  <b>Step 15</b> Count in 2s, 5s and 10s  <b>Step 16</b> Count in 3s</p> <p><b>Step 1</b> Bonds to 10  <b>Step 2</b> Fact families - addition and subtraction bonds within 20  <b>Step 3</b> Related facts  <b>Step 4</b> Bonds to 100 (tens)  <b>Step 5</b> Add and subtract 1s  <b>Step 6</b> Add by making 10  <b>Step 7</b> Add three 1-digit numbers  <b>Step 8</b> Add to the next 10  <b>Step 9</b> Add across a 10  <b>Step 10</b> Subtract across 10  <b>Step 11</b> Subtract from a 10  <b>Step 12</b> Subtract a 1-digit number from a 2-digit number (across a 10)  <b>Step 13</b> 10 more, 10 less  <b>Step 14</b> Add and subtract 10s  <b>Step 15</b> Add two 2-digit numbers (not across a 10)</p>
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**Curriculum Overview for Parents**  
**2024-2025**

	<p>Measurement: Money</p> <p>Number: Multiplication and Division</p>	<p><b>Step 16</b> Add two 2-digit numbers (across a 10) <b>Step 17</b> Subtract two 2-digit numbers (not across a 10) <b>Step 18</b> Subtract two 2-digit numbers (across a 10) <b>Step 19</b> Mixed addition and subtraction <b>Step 20</b> Compare number sentences <b>Step 21</b> Missing number problems</p> <p><b>Step 1</b> Count money - pence <b>Step 2</b> Count money - pounds (notes and coins) <b>Step 3</b> Count money - pounds and pence <b>Step 4</b> Choose notes and coins <b>Step 5</b> Make the same amount <b>Step 6</b> Compare amounts of money <b>Step 7</b> Calculate with money <b>Step 8</b> Make a pound <b>Step 9</b> Find change</p> <p><b>Step 1</b> Recognise equal groups <b>Step 2</b> Make equal groups <b>Step 3</b> Add equal groups <b>Step 4</b> Introduce the multiplication symbol <b>Step 5</b> Multiplication sentences <b>Step 6</b> Use arrays <b>Step 7</b> Make equal groups – grouping <b>Step 8</b> Make equal groups – sharing</p>
Spring	Multiplication and Division	<p><b>Step 10</b> Divide by 2 <b>Step 11</b> Doubling and halving <b>Step 12</b> Odd and even numbers <b>Step 13</b> The 10 times-table <b>Step 14</b> Divide by 10</p>





**Curriculum Overview for Parents  
2024-2025**

		<p><b>Step 8</b> Find a third  <b>Step 9</b> Find the whole  <b>Step 10</b> Unit fractions  <b>Step 11</b> Non-unit fractions  <b>Step 12</b> Recognise the equivalence of a half and two quarters  <b>Step 13</b> Recognise three-quarters  <b>Step 14</b> Find three-quarters  <b>Step 15</b> Count in fractions up to a whole</p>
Summer	<p>Measurement: Length and Height</p> <p>Measurement: Time</p> <p>Geometry: Position and Direction outdoor</p> <p>Measurement: Mass, Capacity and temperature</p>	<p><b>Step 1</b> Measure in centimetres  <b>Step 2</b> Measure in metres  <b>Step 3</b> Compare lengths and heights  <b>Step 4</b> Order lengths and heights  <b>Step 5</b> Four operations with lengths and heights</p> <p><b>Step 1</b> O'clock and half past  <b>Step 2</b> Quarter past and quarter to  <b>Step 3</b> Tell time past the hour  <b>Step 4</b> Tell time to the hour  <b>Step 5</b> Tell the time to 5 minutes  <b>Step 6</b> Minutes in an hour  <b>Step 7</b> Hours in a day</p> <p><b>Step 1</b> Language of position  <b>Step 2</b> Describe movement  <b>Step 3</b> Describe turns  <b>Step 4</b> Describe movement and turns  <b>Step 5</b> Shape patterns with turns</p> <p><b>Step 1</b> Compare mass  <b>Step 2</b> Measure in grams</p>



**Curriculum Overview for Parents  
2024-2025**

		<b>Step 3</b> Measure in kilograms <b>Step 4</b> Four operations with mass <b>Step 5</b> Compare volume and capacity <b>Step 6</b> Measure in millilitres <b>Step 7</b> Measure in litre <b>Step 8</b> Four operations with volume and capacity <b>Step 9</b> Temperature
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**Science**

<b>Term</b>	<b>Topics</b>	<b>What We Are Learning</b>
Autumn	Plants	<p>This term in science, the children have been developing their observation and investigation skills while learning about how plants grow. They have been closely observing seeds and bulbs as they grow into mature plants, describing the changes they see over time.</p> <p>Through practical experiments, they have explored what plants need to grow and stay healthy, such as water, light, and the right temperature. These activities have helped the children build important scientific skills like asking questions, making predictions, recording findings, and drawing conclusions from their observations.</p>
Spring	Animals Including Humans	<p>This term, the children have been learning about animals, including humans, and developing their understanding of life cycles and basic needs. They have explored how animals grow and change, noticing that all animals, including humans, have offspring that grow into adults.</p> <p>Through discussions and investigations, the children have identified the</p>



**Curriculum Overview for Parents**  
**2024-2025**

		<p>basic needs that animals and humans require to survive—such as food, water, and air. They have also learned about the importance of keeping healthy by exercising, eating a balanced diet, and practicing good hygiene.</p> <p>As part of this learning, the children have been building their scientific enquiry skills by asking questions, sorting and classifying information, and using what they've learned to explain how we can look after our bodies.</p>
Summer	Everyday Materials	<p>This term, the children have been exploring everyday materials and developing their skills in observation, comparison, and practical investigation. They have identified and compared a range of materials such as wood, metal, plastic, glass, brick, rock, paper, and cardboard, thinking carefully about why certain materials are suitable for particular uses based on their properties.</p> <p>The children have also investigated how the shapes of solid objects can be changed through actions like squashing, bending, twisting, and stretching. These hands-on activities have helped them build their understanding of how materials behave, while also practising key scientific skills such as predicting, testing, observing changes, and drawing conclusions.</p>

Curriculum Overview for Parents  
2024-2025



Geography

Term	Topics	What We Are Learning
Autumn	Hot and Cold Places	<p>This term, the children have been developing their geographical knowledge and skills through exciting learning about the world and a focus study on Sri Lanka. They have been learning to use maps, globes, and atlases to identify continents, countries, and oceans, as well as locating hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>As part of our work on Sri Lanka, the children have been exploring the similarities and differences between life in the UK and a contrasting non-European country. They have learned about both human and physical geography, such as weather, landscapes, homes, and daily life.</p> <p>The children have also been developing their map skills by looking at aerial photographs and plans to spot key landmarks and features. They've created their own simple maps and have practised using symbols and keys to represent different features—building their confidence in reading and making maps.</p>
Spring	Climate and environment Study: Plastic Pollution	<p>This term, the children have taken an in-depth look at climate and environmental issues, with a focus on plastic pollution in the world's oceans. They have been learning about how human activity impacts the</p>

**Curriculum Overview for Parents**  
**2024-2025**



		<p>natural world, particularly how plastic waste affects marine life and ocean habitats.</p> <p>Through maps, images, and discussions, the children have explored where plastic pollution is most severe and how it travels through rivers and oceans around the globe. They have also been developing their understanding of climate and environmental responsibility, thinking about what we can do to reduce plastic use and protect our planet.</p> <p>This topic has helped the children build key geography skills such as using geographical vocabulary, interpreting data from images and maps, and thinking critically about global environmental challenges.</p>
Summer	Villages, towns and cities	<p>This term, the children have been learning about different types of settlements, from villages and towns to cities. They have used key geographical vocabulary to describe human features such as houses, shops, farms, factories, offices, ports, and harbours.</p> <p>Using aerial photographs and map views, they have identified landmarks and features in both rural and urban settings. The children have also been developing their mapping skills by creating simple maps and learning to use and create basic symbols in a key.</p> <p>As part of our work on routes and journeys, the children have been exploring their local area and developing their knowledge of the United</p>

**Curriculum Overview for Parents**  
**2024-2025**



		Kingdom and the wider world. Through first-hand observation and map work, they have started to build their locational awareness and are becoming more confident in using geographical vocabulary and skills to describe places and how we move between them.
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**History**

<b>Term</b>	<b>Topics</b>	<b>What We Are Learning</b>
Autumn	Fighting the Flames	<p>This term, the children have been exploring the significant historical event of the Great Fire of London through our topic <i>Fighting the Flames</i>. They have developed a strong sense of chronology by learning how to sequence key events using timelines and placing them in the wider context of British history.</p> <p>The children began by investigating what London was like in 1666 and how it compared to modern-day London. They looked closely at the key events that led up to the fire, how it spread, and the impact it had both locally and nationally. Through this, they have also explored the life and role of Samuel Pepys, learning why he is remembered and what makes his diary such an important historical source.</p> <p>As young historians, the children have used a wide range of sources—pictures, artefacts, books, and digital media—to ask questions and gather evidence. They have begun to understand how the past is</p>



**Curriculum Overview for Parents**  
**2024-2025**

		<p>represented in different ways and how to judge the reliability of a source. They've practiced comparing different versions of events and identifying reasons for actions and consequences.</p> <p>Throughout the topic, the children have communicated their understanding in creative and meaningful ways, including storytelling, drama and art. They have described historical events, people, and objects using vocabulary such as <i>past</i>, <i>present</i>, and <i>timeline</i>, and have demonstrated their growing ability to recall key facts and explain why events happened and what changed as a result.</p>
Spring	Location, Location, Location	<p>This term, the children have been exploring the local history of Coulsdon, Surrey through the topic <i>Location, Location, Location</i>. They have created a timeline of the area's history over the past 100 years, identifying significant events, places, and people that have shaped their local community.</p> <p>The children have studied local landmarks such as Cane Hill, Coulsdon Manor, and Farthing Downs, learning about their historical significance and how they've changed over time. They have compared photographs and illustrations of the area from the past and present, developing an understanding of how the local environment has evolved.</p> <p>Through a series of activities, the children have used a range of sources—photographs, artefacts, and local records—to explore events</p>

Curriculum Overview for Parents  
2024-2025



		<p>and ask questions about their area's past. They've learned how to identify reliable sources and understand the different ways history is represented, whether through pictures, written accounts, or other media.</p> <p>In addition, the children discuss notable local figures and recount how changes in their own lives compare to those in Coulsdon's history. They've used creative methods such as discussion, art, role-play, and ICT to communicate their findings and ideas. They've also practiced describing historical events, places, and people, making connections between their own experiences and the changes they have studied in the local area.</p>
Summer	Land Ahoy	<p>This term, the children have been diving into an exciting study of two historical figures—Christopher Columbus and Neil Armstrong—through our topic <i>Land Ahoy</i>. They have learned about the remarkable achievements of both men and how their contributions shaped history on a national and international scale.</p> <p>The children have explored what was happening in the world when Christopher Columbus was alive and how his voyages led to the discovery of the Americas. Similarly, they have studied Neil Armstrong's life and how his moon landing in 1969 marked a monumental achievement in space exploration. By comparing the lives and achievements of Columbus and Armstrong, the children have gained a</p>



**Curriculum Overview for Parents**  
**2024-2025**

		<p>deeper understanding of how the world has changed over different periods of history.</p> <p>Throughout this topic, the children have worked with a variety of sources, including pictures, artefacts, and books, to explore these two figures and their legacies. They have also discussed how the past is represented in different ways and have evaluated the reliability of different sources of information. They have also used timelines to help order events and placed significant people like Columbus and Armstrong in the context of their time, making connections between past and present life.</p>
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**Art & Design / DT**

<b>Term</b>	<b>Projects</b>	<b>Skills We Are Developing</b>
Autumn		
Spring		
Summer		

**PSHE / RSE**

<b>Term</b>	<b>Focus Areas</b>	<b>Key Objectives</b>
Autumn		<p>This term in PSHE, our focus has been on settling into our new classroom community and exploring what it means to be a good learner, classmate, and friend. We introduced our classroom rules using the 'Give Me 5' approach, along with new reward charts, certificates, and 'Wow moments' to encourage positive behaviour and celebrate achievements. Pupils have learned the importance of sharing, taking turns, and being kind with their hands, feet, and words. We've also introduced the <i>Zones of Regulation</i> to help children</p>

**Curriculum Overview for Parents**  
**2024-2025**



		<p>recognise and name their emotions, understand how feelings can affect behaviour, and explore healthy ways to manage them. Using role play and class stories, pupils began learning how to resolve conflicts, say sorry, and understand how their actions can affect others. We celebrated <i>Celebrating Difference Week</i> by talking about the things that make us unique and special, and recognising the different groups we belong to, such as our families, friendships, and school. Throughout the term, children have shown growing empathy, self-awareness, and teamwork as they build strong foundations for positive relationships and emotional well-being.</p>
Spring		<p>This term in PSHE, pupils have been learning about the importance of caring for themselves, others, and the world around them. We explored how people, plants, and animals all need care, and discussed the small but meaningful steps we can take to protect our local and global environment—from recycling and reducing waste to showing kindness to living things. Linked to this, we began to talk about <i>mental health</i>, learning that it's just as important as physical health. Pupils discovered simple ways to look after their own wellbeing, such as talking to a trusted adult, taking quiet time when needed, and recognising their emotions.</p> <p>We also focused on <i>keeping safe</i>, both in the real world and online. Children learned how rules—like those for road, water, or fire safety—help protect us, and why it's important never to leave the house without a trusted adult. We talked about recognising risky or unsafe situations and what to do if something online makes them feel sad or scared. Pupils were reminded of the <i>NSPCC PANTS rule</i> to help them understand personal boundaries and how to respond if someone makes them feel uncomfortable. These important lessons have supported children in building confidence, responsibility, and the knowledge to make safe and respectful choices.</p>



## Curriculum Overview for Parents 2024-2025

Summer		<p>This term in PSHE, pupils have been learning about the different ways we can look after our <i>bodies and minds</i> to stay healthy and happy. We explored how eating nutritious food, drinking water, getting enough sleep, staying active, and taking breaks from screens all play a part in our wellbeing. Pupils learned about the effects of too much sugar on our bodies—especially our teeth—and how to balance play and rest throughout the day. We also discussed the importance of sunshine for healthy growth, alongside how to stay safe in the sun by wearing hats, sunscreen, and staying hydrated.</p> <p>As part of our emotional wellbeing focus, we revisited the <i>Zones of Regulation</i>, helping pupils to recognise how they're feeling and what they can do if they become overwhelmed. Children began to understand the idea of <i>sensory overload</i> and learned simple strategies to help them feel calm and in control. We also talked about how different experiences—like change or loss—can bring different feelings, and why it's important to talk to someone we trust when we're feeling upset or unsure.</p> <p>In addition, pupils explored the world of work, discovering a range of jobs in the community and the strengths and interests that help people succeed in them. They began to understand how people grow and change over time, and we supported them in thinking about their <i>transition to Year 3</i>—including meeting their new teacher to help them feel confident and excited for what's ahead.</p>
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### Computing

Term	Topics	Skills We Are Learning
Autumn	<ul style="list-style-type: none"><li>Computing systems and networks – IT</li></ul>	<ul style="list-style-type: none"><li>How is information technology (IT) being used for good in our lives? With an initial focus on IT in the home, learners explore how IT</li></ul>



**Curriculum Overview for Parents**  
**2024-2025**

	<p>around us</p> <ul style="list-style-type: none"> <li>• Creating media – Digital photography</li> </ul>	<p>benefits society in places such as shops, libraries, and hospitals. Whilst discussing the responsible use of technology, and how to make smart choices when using it.</p> <ul style="list-style-type: none"> <li>• Learners will learn to recognise that different devices can be used to capture photographs and will gain experience capturing, editing, and improving photos. Finally, they will use this knowledge to recognise that images they see may not be real.</li> </ul>
Spring	<ul style="list-style-type: none"> <li>• Programming A – Robot algorithms</li> <li>• Data and information – Pictograms</li> </ul>	<ul style="list-style-type: none"> <li>• This unit develops learners’ understanding of instructions in sequences and the use of logical reasoning to predict outcomes. Learners will use given commands in different orders to investigate how the order affects the outcome. They will also learn about design in programming. They will develop artwork and test it for use in a program. They will design algorithms and then test those algorithms as programs and debug them.</li> <li>• This unit introduces the learners to the term ‘data’. Learners will begin to understand what data means and how this can be collected in the form of a tally chart. They will learn the term ‘attribute’ and use this to help them organise data. They will then progress onto presenting data in the form of pictograms and finally block diagrams. Learners will use the data presented to answer questions.</li> </ul>
Summer	<ul style="list-style-type: none"> <li>• Creating media - Digital music</li> <li>• Programming B - programming quizzes</li> </ul>	<ul style="list-style-type: none"> <li>• Learners will explore how music can make them think and feel. They will make patterns and use those patterns to make music with both percussion instruments and digital tools. They will also create different rhythms and tunes, using the movement of animals for inspiration. Finally, learners will share their creations and compare creating music digitally and non-digitally.</li> <li>• This unit initially recaps on learning from the Year 1 Scratch Junior unit ‘Programming B - Programming animations’. Learners begin to understand that sequences of commands have an outcome and make predictions based on their learning. They use and modify designs to</li> </ul>



**Curriculum Overview for Parents**  
**2024-2025**

		create their own quiz questions in ScratchJr and realise these designs in ScratchJr using blocks of code. Finally, learners evaluate their work and make improvements to their programming projects.
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**Music**

<b>Term</b>	<b>Focus / Experiences</b>
Autumn	This term, pupils have been busy preparing for two special events in our school calendar: the <i>Harvest Festival</i> and the <i>Christmas Carol Concert</i> . They have been practicing a range of songs, learning to sing from memory, use clear diction, and apply expressive dynamics and pitch to enhance their performances.
Spring	This term in music, pupils have been exploring the exciting world of <i>musical storytelling</i> . They listened closely to how composers use music to support familiar tales, with a particular focus on versions of <i>Little Red Riding Hood</i> . Through this, they learned how changes in <i>tempo</i> (speed) and <i>dynamics</i> (volume) can reflect character actions and emotions. Pupils who are secure in their learning can identify and describe fast and slow sections of music, recognise changes in loudness, and explain how these changes relate to specific moments in a story. Building on these skills, pupils worked in groups to compose their own musical piece based on <i>Jack and the Beanstalk</i> . They carefully selected instrumental sounds and sound effects to represent scenes from the story and thoughtfully justified their choices. The unit ended with a group performance where pupils confidently used tempo and dynamics to bring their storytelling to life.
Summer	This term in music, pupils have been exploring the theme " <i>On This Island</i> ", using music to capture the unique sounds and feelings of different British landscapes. Through singing folk songs and creating soundscapes, they learned to breathe correctly after musical phrases, sing from memory using a range of pitches, and perform lyrics clearly with matching actions. Pupils who are secure in their learning can sing confidently, collaborate effectively within a group, and use sound creatively to represent environments such as the seaside, countryside, and city. They also explored how <i>pitch</i> and <i>dynamics</i> can be used to enhance a composition and began reading simple notation from left to right. The unit concluded with a performance of their own structured soundscape, where pupils applied their skills to represent a chosen environment through music, demonstrating imagination, teamwork, and musical understanding.