

Year 2 – Curriculum Overview 2026-2027

2026-2027	LB1 7 weeks June - July	LB2 4 weeks Aug-Sep	LB3 5 weeks Oct - Nov	LB4 5 weeks Nov - Dec	LB5 6 weeks Jan-Feb	LB6 5 weeks Feb - Mar	LB7 7 weeks Apr-May
Year 2	Oceans and Seas		Fire Fire!		The Big Build		Brilliant Bletchley & Marvellous MK
Special Days/Weeks	Cultural Diversity Week (LB1)		- Space Week (LB3) - Money Week (LB4)		- Story Telling Week (LB5) - International day for women and girls in science - Science Week (LB6) - World Book Day (LB6)		- National Numeracy Day - World Art Day - World Earth Day
Science	Plants - 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. - Germination and growth. <u>Scientists:</u> ➤ Dr Ben Woodcock - Ecological Entomologist who helps farmers grow food, so it is safe for insects and other wildlife		Animals Including Humans - Learn that animals, including humans, have offspring which grow into adults. - Find out about and describe the basic needs of animals, including humans, for survival. - Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene. <u>Scientists:</u> ➤ Florence Nightingale - Nurse and founder of modern nursing ➤ Dr Kelly Blacklock - Veterinary Surgeon		Use of Everyday Materials - Identify and compare the suitability of a variety of everyday materials, for uses. - Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. - Distinguish between natural and man-made fabrics and where they come from / made. <u>Scientists:</u> ➤ John McAdam - Inventor of the modern road surface ➤ Victoria Callaghan - Develops sustainable packaging for BASF plc Materials (additional) - Study clothes and dress around the world (sari, kilt, tracht, maasai beadwork, flamenco dress and kimono) and compare the similarities and differences and understand the reasons for them: climate, materials on offer, tradition, culture, protection. - Study creature skins (fur, feather, scales) and compare the different needs / purposes of the range of skins for animals in different parts of the world. - Investigate the reasons how and why animals adapt to their surroundings (camouflage / disguise). <u>Scientists:</u> ➤ Charles Macintosh - Chemist and inventor of waterproof clothing		Living Things and Their Habitats - Explore and compare the differences between things that are living, dead, and things that have never been alive. - Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. - Identify and name a variety of plants and animals in their habitats, including microhabitats. - Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. <u>Scientists:</u> ➤ David Attenborough – naturalist and TV presenter
Geography	The UK – what kind of place is it? - Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. - Use world maps, atlases and globes to identify the United Kingdom and its countries. - Use basic geographical vocabulary to refer to: key physical features, including beach, cliff, coast, sea, ocean. - Study a coastline/seaside location in the UK – describe a seaside town, look at physical and human features.		Study of a contrasting non-European country - what is it like to live there? - Understand geographical similarities and differences through studying the human and physical geography of Milton Keynes and of a contrasting non-European locality. - Learn about the chosen countries cultural practices including food, languages spoken, clothing, homes, education etc.		Somewhere to settle – what did early settlers need and why has land use changed over time? - Use basic geographical vocabulary to refer to: key physical features, including forest, hill, mountain, river, season and weather. - Identify the reasons why people built castles and their choice of location (rule the land, defence, protection, access, shelter, water, food) – links to history. - Learn why people often settled near water such as a river.		What is life like in Milton Keynes? - Use basic geography vocabulary to refer to: key human features, including city, town, village, factory, farm, house, office, port, harbour and shop. - Use aerial photographs and maps and plan perspectives to recognise landmarks, basic human and physical features (Xscape, Concrete Cows, Point, Stadium MK, Bletchley Park and MK Theatre). – <i>Digi Maps</i> - Identify and locate their street / estate and plan their journey to school using print out maps and google maps. Devise a simple map; use and construct basic symbols in a key. - Identify key human features on a map of Bletchley including: town, village, factory, farm, house, office, shop, church, school, public phone, car park, camp site etc.

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				Use four simple compass directions (N, S, E, W) and locational and directional language (far, near, left, right) to describe the location of features and routes on a map.
History	Life at Sea - Life at sea including dangers associated with living and working on the sea: fishermen and visitors to the beach. - Learn about the work of the RNLI. - Significant historical events and people - The Titanic and Grace Darling.	The Great Fire of London & Gunpowder Plot - The Gunpowder Plot – Find out about Guy Fawkes and understand some of the differences in how people such as Fawkes lived, compared with today. - Learn about the Gunpowder Plot, the main events and some of the problems the plotters encountered including what happened to them after the Plot was discovered. - Past & Present - Find out some of the ways in which London has changed. - Learn about the ways in which how we live now is different and similar to how people lived in 1666. - Study the Great Fire of London, how it started and how and why it spread. - Study Samuel Pepys and his account of the fire - Learn about how London was rebuilt after the Great Fire.	Castles and Knights - Normans – Study the Norman Conquest of England in 1066 (Battle of Hastings) and discuss why William the Conqueror embarked on a programme of cast building across the country. - Compare and contrast similarities and differences between the main features of a motte and bailey castle and a stone keep castle and explain the reasons for the similarities and differences. - Investigate castle construction, defence, moat and siege. - Life in the Middle Ages - Study human life inside castles: inhabitants, jobs and entertainment. - Identify the reasons why people built castles and their choice of location (rule the land, defence, protection, access, shelter, water, food) – <i>link to Geography</i>	Local Community & History Significant historical events, people and places in their own locality. - MK in the news - significant events and people including their impact on daily life (Councillor - David Hopkins, Olympic athlete - Greg Rutherford, CEO of MK Dons - Neil Hart). - Life in the past in our community – (Bletchley library, past pupils i.e., parents / grandparents of children in TPA, Bletchley Park). - Growth of MK – leading innovation and technology: MK:Smart Smart City Programme (autonomous vehicle technology and sustainable clean energy). Red Bull Racing, Santander, Domino's Pizza, Brioche Pasquier.
Art & DT	Sculpture – Clay Animals - Use direct observation, imagination or story/song as starting point. - Research different images of the sea focusing on patterns and textures. - Press objects into a malleable material to make textures, patterns and imprints. - Carve and manipulate malleable materials using hands and rolling tools. - Decorate using different techniques.	Pastels & Paints - Fire & Flame in Art - Use direct observation and imagination of the topic of Great Fire of London. - Research contemporary artists around 17th century paintings, Jan Griffier the Elder. - Experiment with different mediums such as chalk pastels, oil pastels and paint. - Explore mark making. - Using knowledge from Year 1 on silhouettes, investigate why these are used to represent the buildings. - Layer media to create the foreground.	Paint – Tone & Texture - Create tints of one colour using white. - Create darker shades of colours using black. - Identify and mix secondary colours. - Use a range of tools to create different textures e.g. watery strokes, thick drips, swirls, thick layers, mix in sand for gritty texture, white highlights, scratch painting.	Sculpture, Pattern & Print – Concrete Cows - Explore different materials which could be used to make their own 'concrete cow'. - Use newspaper and masking tape to create shape of cows. - Use PVA glue to glue white paper towels to the sculpture frame. - Paint a repeated pattern onto the cow sculpture with poster paints.
RE	How and why are some stories and books / texts sacred and important in religion? - Overview of the Bible and which religion it is important to (Christianity). - Old Testament: Noah and the Ark and Jonah and the whale. - Overview of the Torah and which religions it is important to (Judaism). - Overview of Vedas and which religion it is important to (Hinduism). - Identify similarities between the various holy texts.	How and why are religious celebrations important to some people? - Recap information and story relating to Christmas and Hanukkah. - Learn about the importance of Diwali to Hindus and discover different ways it is celebrated across the world.	Special Places - Consider what a place of worship is. - Explore the key features of a Jewish synagogue, a Hindu mandir and a Christian church. - Compare the objects, design and uses of each place of worship and understand the importance of places of worship to religious believers and communities. How and why do some symbols express religious meaning? - Overview of key symbols in Christianity and their meaning (light, cross, dove, candle flame). - Overview of key symbols in Judaism and their meaning (light, star of David, a kippah, a hamsa).	<i>No coverage expected</i>

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			• Overview of key symbols in Hinduism and their meaning (light, lotus flower, amum, diva lamp). • Learn how and why light is important to each festival and consider what light and darkness represent.	
Other Foundation & Specialist	See separate plans (available on request): PE Music Spanish Computing PSHEE			
Core	See separate plans (available on request): English Maths			