



Mayflower Curriculum Overview – Year 2 2025-26

	AUTUMN		SPRING		SUMMER	
<b>ENGLISH</b>	Curious Quests – Year 2 Narrative Poetry Information Text Independent write - Narrative	Curious Quests – Year 2 Narrative Poetry Letter Independent write - Poetry	Curious Quests – Year 2 Narrative Poetry Information Text Independent write – Diary Entry	Curious Quests – Year 2 Narrative Poetry Instructions Independent write - Information Text	Curious Quests – Year 2 Narrative Poetry Recount - Newspaper report Independent write - Narrative	Curious Quests – Year 2 Recount - School trip Independent write - Recount
	Termly whole-school assessment - Independent write		Termly whole-school assessment - Independent write		Termly whole-school assessment - Independent write	
<b>MATHS</b>	Place Value Addition and Subtraction Shape		Money Multiplication and Division Length and Height Mass, Capacity and Temperature		Fractions Time Statistics Position and Direction	
<b>SCIENCE</b>	Biology - Animals, including humans - Look at growth, basic needs, exercise, food and hygiene		Chemistry - Materials - Look at the practical uses of everyday materials.		Biology - Habitats - Look at the suitability of environments and at food chains. Biology - plants - Observe and describe growth and conditions for growth.	
<b>COMPUTING</b>	IT around us Digital photography		Programming A - robot algorithms Data and information - pictograms		Creating media - Digital music Programming B - programming quizzes	
<b>DT</b>	Moving pictures - Around the world		Fruit Kebabs		Set Design: The Magic Flute (RBO)	



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ART	<p align="center"><u>Explore &amp; Draw</u></p> <p>Introducing the idea that artists can be collectors &amp; explorers as they develop drawing and composition skills.</p>	<p align="center"><u>Expressive Painting</u></p> <p>Explore how painters sometimes use paint in an expressive and gestural way. Explore colour mixing and experimental mark making to create abstract still life paintings</p>	<p align="center"><u>Music &amp; Art</u></p> <p>Explore how we can make art inspired by the sounds we hear. Draw, collage, paint&amp; make.</p>
HISTORY	<p>Lives of significant individuals in Britain’s past who have contributed to our nation’s achievements</p> <p align="center">Famous Explorers.</p> <p>Captain James Cook (oceans) Amelia earhart (skies) Neil Armstrong (space)</p> <p align="center">Build an overview of World History Describe historical events. Describe significant people from the past. Recognise that there are reasons why people in the past acted as they did.</p> <p align="center">Investigate and interpret the past Use artefacts, pictures, stories, online sources and databases to find out about the past. Identify some of the different ways the past has been represented.</p> <p align="center">Communicate historically Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</p>	<p align="center">The Great Fire of London</p> <p align="center">Understand chronology Place events and artefacts in order on a timeline.</p> <p>Label timelines with words or phrases such as: past, present, older and newer. Use dates where appropriate.</p> <p align="center">Build an overview of World History Describe historical events. Describe significant people from the past. Recognise that there are reasons why people in the past acted as they did.</p> <p align="center">Investigate and interpret the past Observe or handle evidence to ask questions and find answers to questions about the past. Ask questions such as: What was it like for people? What happened? How long ago?</p>	<p align="center">Local Study - Why is our school called The Mayflower Primary School?</p> <p>Observe or handle evidence to ask questions and find answers to questions about the past. Ask questions such as: What was it like for people? What happened? How long ago?</p> <p align="center">Build an overview of World History Describe historical events. Describe significant people from the past. Recognise that there are reasons why people in the past acted as they did.</p> <p align="center">Communicate historically Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.</p>



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<b>GEOGRAPHY</b>	Investigate the world's continents and oceans.  Identify the location of the Equator and the North and South Poles.  Use world maps, atlases and globes.  Use basic geographical vocabulary to refer to and describe key physical and human features of locations.		Compare and contrast a small area of the United Kingdom (Harwich) with that of a non-European country.  Use basic geographical vocabulary to refer to and describe key physical and human features of locations.		Use Fieldwork and observational skills Use simple compass directions. Use aerial photographs.  Use basic geographical vocabulary to refer to and describe key physical and human features of locations.	
<b>PE</b>	Dodgeball	Scatterball	Gymnastics/Dance	Hockey	Athletics	Cricket
<b>RE</b>	Why is Light Important to Christians?	What does the Nativity story teach Christians about Jesus?	How do Jewish People Celebrate Passover?		Why do people have different views about the idea of God?	
<b>PSHE</b>	My Happy Mind: Meet Your Brain Celebrate		My Happy Mind: Appreciate Relate		My Happy Mind: Engage	
<b>RSE</b>	Healthy and Happy Friendships What makes a Happy Friendship?	Similarities and Differences Strengths, Abilities and Stereotypes	Caring and Responsibility Special People in our Community	Families and Committed Relationships The Diversity of Families	Healthy Bodies, Healthy Minds Staying Safe and Healthy	Coping with Change Growing Up Setting Goals
<b>No Outsiders</b>	Can I join your club?	Splash!	Amazing	How to be a lion	Is that your Mama?	The Perfect Fit
<b>Music</b>	Call & Response Theme: Animals		Instruments Theme: Musical Storytelling		Dramatic Singing: The Magic Flute (RBO)	