West Earlham Infant & Nursery School

# Year Two Curriculum Overview 2026-2027

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| **Literacy** | **Poem**<br>The Forest Floor<br>**Focus**<br>Setting description and adjectives<br>**Text**<br>Meerkat Mail<br>**Story Pattern**<br>Journey Tale<br>**Focus**<br>Setting, Opening & Ending | **Poem**<br>The Jabberwocky<br>**Focus**<br>Nonsense Poem - focusing on literary techniques<br>**Text**<br>Unicorns<br>**Non Fiction**<br>Information Report<br>**Text**<br>Letter to Father Christmas<br>**Non Fiction**<br>Persuasion | **Poem**<br>The Dragon Inside of Me<br>**Focus**<br>Descriptive language of a dragon<br>**Text**<br>Kassim and the Greedy Dragon<br>**Story Pattern**<br>Warning Tale<br>**Focus**<br>Suspenses (revisit setting) & Action | **Poem**<br>Eragon's Head<br>**Focus**<br>similes and metaphors for description of dragons<br>**Text**<br>How to Trap a Dragon<br>**Non Fiction**<br>Instruction<br>. | **Poem**<br>The Curious Cloud<br>**Focus**<br>Introduction to dialogue and speech<br>**Text**<br>The Papaya that Spoke<br>**Story Pattern**<br>Journey Tale<br>**Focus**<br>Character, Dialogue | **Text**<br>Newspaper Report (Farmer's perspective - Papaya)<br>**Non Fiction -**<br>Recount (newspaper)<br>**Poem**<br>The Magic Box<br>**Focus**<br>Description language, memories of WEINS, emotive |
| **Maths** | **Number**<br>Place Value.<br><br>**Number**<br>Addition and Subtraction. | **Number**<br>Addition and Subtraction.<br><br>**Geometry**<br>Shape. | **Measurement**<br>Money.<br><br>**Number**<br>Multiplication and Division. | **Number**<br>Multiplication and Division.<br><br>**Measurement**<br>Length and Height.<br><br>**Measurement**<br>Mass, Capacity and Temperature. | **Number**<br>Fractions.<br><br>**Measurement**<br>Time. | **Data**<br>Statistics. .<br><br>**Geometry**<br>Position and Direction. |
| | | | Focus on counting in 2s | Focus on counting in 10s | Focus on counting in 5s | Focus on counting in 3s |
| **Science** | **What do animals and humans need to survive and be healthy?** | **How do the features of plants and animals help them survive in their habitats across different continents?** | **What do humans need to survive?** | **What do plants need to keep healthy as they grow and change?**<br>**How do minibeasts and plants in microhabitats work together?** | **How can climate change affect land and ocean animals and plants?** | **How can we change everyday materials to improve their suitability for different uses?** |
| | **Animals including Humans**<br>**Living things and their Habitats**<br>Children will discover the importance of hygiene for humans, including oral health and will explore what the impact will be for humans if one of their basic needs is not met. Children will develop an understanding of the importance of hygiene, food, shelter, exercise, nurture and care. Finally, as the season changes to Autumn we will explore changing habitats, discovering objects that are dead, alive and never alive. - making comparisons between what we have found. We will make links between animals and the | **Living things and their Habitats**<br>The children will be looking at the continents studied in Geography this half term, and think about which notable animals inhabit these places, paying particular attention to what their habitats look like, how they're best suited to each continent's environment and the differing food chains and food sources of the animals. | **Animals including humans.**<br>We will be learning about what it means to be a scientist. We will begin by exploring how to think like a scientist. We will be thinking carefully about the basic needs of humans and the impact of a healthy lifestyle upon humans. We will carry out experiments to explore healthy and unhealthy foods, and healthy and unhealthy practices in a practical manner. | **Plants**<br>Children will plant fruit and vegetables and observe how they change and grow, taking measurements, making observational drawings and making comparisons between how the plants grow and change.<br>**Living things and their Habitats**<br>The children will look again at animal groups, before taking a deeper look into their diets, and other aspects which contribute to their survival. The children will be thinking about bees, following on from their knowledge of plants. We will be thinking about how bees have an impact on other | **Living things and their Habitats**<br>Children will develop an understanding of the impact that humans have on wildlife and the environment. Children will develop an understanding of marine wildlife, how they feed and the impact climate change has upon different animals in different environments.<br>**Plants**<br>The children will observe the changes that occur as the seeds planted last half term grow and change into a flower etc. We will be watching these changes closely, and discuss what these plants need to thrive. The children will be thinking about the | **Everyday materials.**<br>The children will be looking once more at materials they are familiar with, and encounter most days. We will be spending each week conducting a new experiment linked to a material, to support the children in developing a clear understanding of their properties. |

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| | changing habitats and their food chains. | | | animals and also thinking about minibeasts and their habitats in our outdoor environments and beyond. | seeds that they planted and are still growing. We will be reflecting on what they needed to grow into strong and healthy plants. | |
| **Big Question History/Geography** | **"How has life changed in the past century?"** | **"Which features make each continent unique?"** | **"Whose reign was more important for Britain, Victoria, Elizabeth II or Charles III?"** | **"Where are the oceans of the world, and what makes each one special?"** | **"Why were the Wright brothers successful where others failed?"** | **"What are the similarities and differences between Norwich and Ninh Binh?"** |
| **History** | **'A Trip Down Memory Lane'.** children will be taking a step back in time, each lesson jumping back to another decade and exploring how media, fashion, schools and buildings have changed. We will be thinking about: what are the common themes in each decade, why have changes occurred over time, can we arrange these in chronological order. | **Key historical landmarks from each continent.** The children will be learning about the seven continents that are on Earth. Whilst learning about each continent in turn, the children will be prompted to question how old some landmarks are, what they could have been used for, and how can we tell they're old. We are guiding the children to use key historical language. | **'Monarchy. Comparing different royals'.** The children will learn about Queen Elizabeth II and her reign, thinking about how we live now. The children will then zoom out and jump back to Queen Victoria's reign (touching on other royals as we go). As king Charles III is now the reigning monarch of the UK, we will be talking about the differences between key events for Charles, compared to those who reigned before, | **The history of famous art** The children will be exposed to famous artists and their notable work. The artwork spans across many decades, so the children will be using chronological language to discuss, and order, their work. | **First Aeroplane flight.** The children will be introduced to the Wright brothers and their journey of creating the first successful planes. We will start with their planning and conceptualising of ideas, and move forward as they made several failed attempts before having a successful flight. We will be thinking about why they were successful, and how they impacted travel in the present day. | **How places change over time** The children, whilst looking at Norwich and Ninh Binh, will be exposed to examples of both physical and human geography. As part of this, we will be thinking about how these environments and landscapes may have changed over time, and comparing when they were built/ by who. |
| **Geography** | **Using maps to see change in Norwich** The children will be learning about how Norwich may have changed in the past century, and will be looking at maps to reflect these changes. Whilst comparing old and new maps (to show the development of housing, urbanisation, roads etc) the children will be exposed to, and encouraged to use, directional language and compasses. | **The seven continents**. The children will be learning about the seven continents on Earth (Asia, Africa, North America, South America, Antarctica, Europe, Australia). Each week, they will be exposed to another continent in depth, and look at the key human and physical geographical features of these places. | **Locating places on Earth.** The children will be using key geographical resources to identify where they live, and also review their prior learning of the continents, countries of the UK and their capitals. | **The five oceans.** The children will learn about a new ocean each week, building upon their knowledge of their key, identifiable factors, until they have learnt all five. The children will then create a case file of the oceans, and share facts about each. | **First Aeroplane flight** The children will, alongside their history learning, be exposed to photos and videos showing an aerial view of where the Wright brothers practised their flights, and beyond. We will be paying particular attention to what landmarks and elements of geography we can see in these maps (etc). | **Norwich & Ninh. Binh.** The children will review their learning of continents and countries, which involve cities. We will be looking at Norwich and England using aerial maps and then move out of Europe into Asia, zooming in on Vietnam and finally Ninh Binh. Our main focus is comparing the human and physical geography of these two places. What is the same? What is different? How do we know? |
| **Religious Education** | **Why is light an important symbol of many religious believers? (Christianity, Islam & Sikhism).** The children will spend time reflecting on their prior knowledge of religions and what stories, texts and beliefs were encountered in year one. Building on from this, the children will be seeking out 'light' in these religious texts/ passages and thinkin about why light is | **What does the nativity story teach Christians about Jesus? (Christianity)** The children will be learning about the nativity story, from the Bible, in more detail, paying particular attention to how each of the people from the nativity story felt at different points. | **How do Jewish people celebrate Hanukkah? (Judaism)** The children will be thinking about what it means to be Jewish and how they celebrate Hanukkah. Children will make comparisons between Judaism and Social Human Science, identifying similarities and differences. | **Active RE.** The children will be invited to play a mixture of games which link to stories from the Bible's 'New Testament'. | **What does it mean to belong to a religious community? (Christianity & Sikhism)** The children will reflect and review what it means to be a christian, and what christians do in their daily lives. The children will then explore Sikhism and how a Sikh may spend their day. Finally, the children will compare these aspects of christianity and Sikhism, and discuss what influences their | **What is 'good' and what is 'bad'? (Islam)** The children will be thinking about what Muslims believe is 'good' and 'bad', and think about what they use to know what's 'right' and 'wrong'. We will be learning about the five pillars of Islam, and the main teachings of the Qur'an. |

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| | such an important, and universal, symbol. | | | | lives. | |
| **PE** | **Fundamentals.**<br>The children will be introduced to a range of new games and activities which will allow them to continue to develop their fundamental skills, which are the foundations for all physical activity. | **Dance**<br>The children will be listening to a range of music and sounds, whilst learning some basic dance moves. The children will be pulling these dance moves together to make a final dance piece. | **Gymnastics.**<br>The children will explore a variety of different stretches, jumps, balances and rolls. We will be focusing on building these actions into a gymnastics routine, always thinking about how we can do these moves safely. | **Active RE.**<br>The children will be invited to play a mixture of games which link to stories from the Bible's 'New Testament'. | **Ball skills.**<br>The children will explore different games which involve balls, learn about their rules and how they can be played with their friends. We will be making sure the children are taking turns in teams and also developing those skills. | **Athletics.**<br>The children will develop skills required in athletic activities such as running at different speeds, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently. They learn how to improve by identifying areas of strength as well as areas to develop.<br>**Swimming**<br>The children will be accessing a local pool at the UEA to begin swimming lessons for a number of weeks. |
| **ICT** | **Computing systems and ICT all around us.**<br>Children will explore the different uses and users of information technology.<br>They will explore how technology helps us. Before understanding the importance of making positive and safe choices when using technology. | | **Programming A - Robot Algorithms**<br>Children will develop an understanding of how to follow instructions, commands and orders alongside investigating how the order of instructions has a direct affect on the outcome. Children 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.<br>**E-Safety focus**<br>The children will be engaging with Safer Internet Day. We always work with the children to show them how we can stay safe online, but this will be a particular focus this half term. | | **Programming B - Programming quizzes**<br>Children will recap learning from Year 1 using Scratch Jnr. Children will begin to understand that sequences of commands have an outcome, and make predictions based on their learning. They use and modify designs to create their own quiz questions in ScratchJr, and realise these designs in ScratchJr using blocks of code. Children will evaluate their work and make improvements to their programming projects. | |
| **Art & Design** | **3D from the Suffolk Art Scheme.**<br>The children will explore and represent symbolism in response to Aboriginal Art and produce 3D decorated forms. They will be able to manipulate clay to produce coils and forms in response to a story and also use clay to make imaginative forms. Also, they will be able to discuss their own work and that of others and suggest developments that could be made. | **Collage from the Suffolk Art Scheme.**<br>The children will investigate and use collage materials and processes to communicate ideas about line, shape and colour. Work with others to develop large-scale responses. They will be able to say what they think and feel about their own and others' work and suggest ways of improving their own work. | **Drawing from the Suffolk Art Scheme.**<br>The children will be exposed to different music, and encouraged to make marks on paper, inspired by these sounds, as well as other media. We will be taking time to reflect on our art and share what we hope to improve on, as we move through this unit. | **Paint from the Suffolk Art Scheme.**<br>The children will be shown examples of artwork from artists around the world, and will be able to then identify key features and similarities from each artist's work. The children will be given time to create their own painting, using inspiration from the key artists from this unit to use in their own work. | **Print from the Suffolk Art Scheme.**<br>The children will be using new tools and techniques to create tiles, imprints, marks etc with paint and other creative mediums to show the marks that different items create. | **textiles from the Suffolk Art Scheme.**<br>The children will be using a variety of resources to create a piece of work which is made up of different colours, textures, patterns and shapes. |
| **Cooking (D&T)** | **Pizza (making dough).**<br>- Chopping, knife | **Autumn soup/ ratatouille.**<br>- Knife skills, | **Potato latkes cakes with applesauce (Hanukkah)**<br>- Grating, | **Hot cross buns.**<br>- Measuring, shaping and | **Spinach and Cauliflower mild Curry (Sikhism- links to culture and** | **Popcorn.**<br>- Seasoning ,designing , labelling. |

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| | skills, shaping, using the oven. | seasoning, blending, using the hob. | squeezing out moisture, mixing, seasoning, baking & using the hob | rolling. Timing. Rising. | religious values)<br>- Using the hob, chopping, seasoning, stirring | |
| **Design & Technology** | **Problem : How can we create a perfect family member for Sunny the Meerkat?**<br>The children will design and create a family member using felt; cutting; glueing and sewing. | **Problem: How can we explore the world from our classroom?**<br>The children will be creating junk modelling of key human and physical features of each of the continents, which can be brought together to create a kinesthetic and interactive world map. Utilise modrock; paint; paper mache. | **Problem: Where will the Royals live?**<br>As a class, the children will discuss what components may be in a royal castle/house. Children will then work in groups to build different elements and then bring them together to make a large scale royal grounds. | **Problem: How can we clean our oceans?**<br>The children will design and create a model of a machine that helps us clean the ocean and protect marine habitats. Adults to model using levers or syringes to create moving models. Children should think about appropriate resources that are waterproof. | **Problem: How can we fly?**<br>The children will design and create models of the planes that we learn about in this unit. Children think about which materials are more durable, stronger or sturdier to make a model. | **Problem: What would we use to create our perfect Magic Box?**<br>The children will be looking at levers, sliders and making their own special magic box which they can fill with pictures and words to remind them of their time at WEINS. |
| **Circle time (PSHE and RHE)** | **Families**<br>The children will be learning about what makes families different, and that they come in all different shapes and sizes too!<br>**Caring Friendships**<br>The children will be thinking about who they can trust and recognising that we are all equal.<br>**Respectful Relationships.**<br>The children will be learning about ways that we can respect ourselves and others. | **Online Relationships**<br>The children will be exploring games that are played online and thinking about ways that we can make those experiences safe.<br>**Anti - Bullying Week**<br>Children will be discussing what it means to be kind alongside the theme of this year's anti bullying week.<br>**Being Safe**<br>The children will be learning about their bodies and their privacy. Our learning will be focused on 'My Body Belongs To Me'. | **My Body**<br>The children will be thinking about how their bodies change as they grow up.<br>**Mental Wellbeing**<br>The children will be looking at their challenging emotions and ways that these can be identified and then process these.<br>**Being Healthy**<br>The children will be looking at balanced diets and visuals such as the healthy eating plate. | **Being Healthy**<br>The children will be looking at food groups and thinking about how they can be food smart!<br>**Health and Prevention**<br>The children will be continuing to brush their teeth daily at school and thinking about steps they can take<br>**Basic First Aid**<br>The children will be learning about, and then practising, some basic first aid. | **Identity, society and equality**<br>The children will be learning about the Law, how it might affect their lives, and how to consider options before making decisions.<br>**Belonging To A Community**<br>The children will be learning about ways we can recognise the different groups and communities that we belong to.<br>**Looking After The Environment**<br>The children will be looking at our environment inside the school, before zooming out to look at the wider world's environment and thinking about how we can care for it. | **Looking After The Environment**<br>The children will be thinking about things they can do to look after the environment.<br>**Money and Work**<br>The children will be thinking about getting, keeping and spending money.<br>**Transitions**<br>The children will be preparing themselves for their transition into Year Three, and thinking about how we can manage these changes. |
| **Music** | Norfolk Music Hub in school delivering the Curriculum each week. | | | | | |