


**St James' CE Primary School Lower Darwen**  
**Year 2 Overview**  
**2025-2026**

	Autumn 1: 8 weeks	Autumn 2: 7 weeks	Spring 1: 6 weeks	Spring 2: 5 weeks	Summer 1: 5 weeks & 4 days	Summer 2: 6 weeks & 1 day
<b>English-Text</b>	<b>A River</b>	<b>The Night Gardener</b>	<b>The Bog Baby</b>	<b>Grandad's Island</b>	<b>The King Who Banned the Dark</b>	<b>Rosie Revere</b>
<b>Writing Outcome &amp; Writing Purpose (Fiction)</b>	Narrative: Circular Narrative  Purpose: To narrate	Narrative: Setting Narrative  Purpose: To narrate	Narrative: Finding Narrative  Purpose: To narrate	Narrative: Return Narrative  Purpose: To narrate	Non-Fiction: Persuasive Letter  Purpose: To persuade	Narrative: Invention Narrative  Purpose: To narrate
<b>Writing Outcome &amp; Writing Purpose (Non-Fiction)</b>	Recount: Letter Purpose: To inform	Recount: Diary Purpose: To recount	Instructions: How to build a habitat Purpose: To instruct	Information: Jungle Animals  Purpose: To inform	Narrative: Banning Narrative  Purpose: To narrate	Explanation: How a machine works Purpose: To explain
<b>Further Independent Writing (Published)</b>	Science – Non-chronological report (Animals including humans)		Geography – Persuasive advert (Hot & Cold Places)		R.E – Recount (Church visit)	
<b>Guided Reading</b>	Shorter Texts	Shorter Texts	Shorter Texts	Shorter Texts	Novel Study: <b><u>Supertato</u></b>  <b>VIPERS Consolidation</b>	Novel Study: <b><u>Proudest Blue</u></b>  <b>VIPERS Consolidation</b>

<b>Oracy Outcomes</b>	Teach oracy skills	PSHE: Agony aunt radio show  Audience: school website	<u><b>Class Assembly -</b></u> History - Who is the Greatest History Maker?  Audience - Whole School.	Teach oracy skills	Teach oracy skills	English: Invention (Rosie Revere)  Audience: Own class
<b>Phonics/ Spellings</b>	Phase 5a recap Phase 5b	Phase 5b/5c	<ol style="list-style-type: none"> <li>1. -le at the end of words</li> <li>2. -el after m, n, r, s, v, w and often after s</li> <li>3. -al (adjectives)</li> <li>4. Words ending -il</li> <li>5. Words ending -tion</li> <li>6. Z sound spelt s</li> </ol>	<ol style="list-style-type: none"> <li>1. Adding -es to nouns ending in a -y</li> <li>2. Plural of words ending -ey, add -s</li> <li>3. Contractions</li> <li>4. Possessive apostrophe</li> <li>5. Adding -ed, -ing to words ending in -y with a consonant before it</li> <li>6. Adding -er and -est to words ending in -y with a consonant before it</li> </ol>	<ol style="list-style-type: none"> <li>1. Adding -ed, -ing, to words ending in -e with a consonant before it</li> <li>2. Adding -y to words ending in -e with a consonant before it</li> <li>3. Adding -er, -est to words ending in -e with a consonant before it</li> <li>4. Adding -ed, -ing, to words of one syllable ending in a single letter consonant after a single vowel</li> <li>5. Adding -er, -est to words of one syllable ending in a single letter consonant after a single vowel</li> </ol>	<ol style="list-style-type: none"> <li>1. Adding -y to words of one syllable ending in a single letter consonant after a single vowel</li> <li>2. Adding suffixes -ment and -ness</li> <li>3. Adding suffixes -ful and -less</li> <li>4. Adding suffix -ly</li> <li>5. Homophones and near homophones</li> <li>6. Consolidate and review</li> </ol>

<b>Grammar</b>	<ol style="list-style-type: none"> <li>1. Ready to Write</li> <li>2. Commas</li> <li>3. Word Classes (1)</li> <li>4. Conjunctions</li> <li>5. Sentence Types (1)</li> </ol>	<ol style="list-style-type: none"> <li>1. Word Classes (2)</li> <li>2. Apostrophes</li> <li>3. Sentence Types (2)</li> <li>4. Tenses</li> <li>5. Suffixes (1)</li> </ol>	<ol style="list-style-type: none"> <li>1. Suffixes (2)</li> <li>2. Consolidation (KS1)</li> </ol>			
<b>Mathematics</b>	<p>Number – place value 4 weeks</p> <p>Number – addition and subtraction 5 weeks</p> <p>Geometry – shape 3 weeks</p> <p>Measurement – money 2 weeks</p>	<p>Number – Multiplication &amp; Division 5 weeks</p> <p>Measurement – Length &amp; height 2 weeks</p> <p>Measurement – mass, capacity &amp; temperature 3 weeks</p>	<p>Number- fractions 3 weeks</p> <p>Measurement – time 3 weeks</p> <p>Statistics 2 weeks</p> <p>Geometry- position &amp; Direction 2 weeks</p> <p>Consolidation 2 weeks</p>			
<b>Mastering number</b>	<p>Weeks 1-6 Weeks 7-11</p>	<p>Weeks 12-16 Weeks 17-21</p>	<p>Weeks 22-26 Weeks 27-31</p>			
<b>Science</b>	<b>Working Scientifically / Scientific enquiry</b>					
	<p>Animals including humans Growth (6 lessons)</p>	<p>Animals including humans Life cycles (6 lessons)</p>	<p>Uses of everyday materials (6 lessons)</p>	<p>Plants (6 lessons)</p>	<p>Living things and their habitats (6 lessons)</p>	<p>Living things and their habitats Habitats around the world (6 lessons)</p>
<b>RE</b>	<p>2.1 The Bible (5 + 4 World Faiths - <b>Judaism</b>) 2.2 Christmas (5)</p>	<p>2.3 Jesus (6) 2.4 Easter (5)</p>		<p>2.5 The Church (4 + 4 Holy Buildings World Faiths - <b>Islam</b>) 2.6 Ascension and Pentecost (4)</p>		

<b>PSHE</b>	<b>Me and My Relationships</b> Includes feelings, emotions, conflict, resolution and friendship	<b>Valuing Difference</b> Includes British Values focus	<b>Keeping Myself Safe</b> Includes aspects of relationships education	<b>Rights and Respect</b> Includes money / living in the wider world / environment	<b>Being My Best</b> Includes keeping healthy, growth mindset, goal setting and achievement	<b>Growing and Changing</b> Includes RSE related issues
	<ol style="list-style-type: none"> <li>1. <u>Our ideal classroom (1)</u></li> <li>2. <u>How are you feeling today?</u></li> <li>3. <u>Let's all be happy!</u></li> <li>4. <u>Being a good friend</u></li> <li>5. <u>Types of bullying</u></li> <li>6. <u>Don't do that!</u></li> <li>7. KAPOW: Discover – Perseverance</li> <li>8. KAPOW: Connect - Compliments</li> </ol>	<ol style="list-style-type: none"> <li>1. <u>What makes us who we are?</u></li> <li>2. <u>My special people</u></li> <li>3. <u>How do we make others feel?</u></li> <li>4. <u>When someone is feeling left out</u></li> <li>5. <u>An act of kindness</u></li> <li>6. <u>Solve the problem</u></li> <li>7. KAPOW: Give - Generosity</li> </ol>	<ol style="list-style-type: none"> <li>1. <u>Harold's picnic</u></li> <li>2. <u>How safe would you feel?</u></li> <li>3. <u>What should Harold say?</u></li> <li>4. <u>I don't like that!</u></li> <li>5. <u>Fun or not?</u></li> <li>6. <u>Should I tell?</u></li> </ol>	<ol style="list-style-type: none"> <li>1. <u>Getting on with others</u></li> <li>2. <u>When I feel like erupting</u></li> <li>3. <u>Feeling safe</u></li> <li>4. <u>Playing games</u></li> <li>5. <u>Harold saves for something special</u></li> </ol>	<ol style="list-style-type: none"> <li>1. <u>You can do it!</u></li> <li>2. <u>My day</u></li> <li>3. <u>Harold's postcard - helping us to keep clean and healthy</u></li> <li>4. <u>Harold's bathroom</u></li> <li>5. <u>What does my body do?</u></li> <li>6. <u>Basic first aid</u></li> </ol>	<ol style="list-style-type: none"> <li>1. <u>A helping hand</u></li> <li>2. <u>Sam moves away</u></li> <li>3. <u>Haven't you grown!</u></li> <li>4. <u>My body, your body</u></li> <li>5. <u>Respecting privacy</u></li> <li>6. <u>Some secrets should never be kept</u></li> </ol>
<b>Art and Design</b>	Drawing: Understanding tone and texture		Painting & Mixed Media: Life in Colour		Sculpture & 3D: Clay House	
<b>Computing</b>	Route Explorers (4 weeks) (Computer Science)	Creating Pictures (4 weeks) (Information Technology)	Spreadsheets (6 weeks) (Information Technology)	Questioning (4 weeks) (Information Technology)	Coding (6 weeks) (Computer Science)	Presenting Ideas (3 weeks) (Information Technology)
	The Internet (4 weeks) (Information Technology)					Making Music (3 weeks) (Information Technology)
<i>Online Safety – Delivered throughout the year using 2BeSafe – Being Safe in a Digital World</i>						
<b>Design and Technology</b>		Structures: Baby Bear's Chair		Mechanisms: Fairground Wheel		Mechanisms: Making a Moving Monster

<p><b>Geography</b></p>	<p><b><u>Would you prefer to live in a hot or cold place?</u></b> <b><u>(Autumn 2)</u></b></p> <p>Where are the continents?</p> <p>Where are the coldest places on Earth?</p> <p>Where is the equator?</p> <p>What is life like in a hot place?</p> <p>Do we live in a hot or cold place?</p> <p>Would you prefer to live in a hot or cold place?</p>	<p><b><u>Why is our world wonderful?</u></b> <b><u>(Spring 2)</u></b></p> <p>What are some of the UK's most amazing features and landmarks?</p> <p>Where are some of the world's most amazing places?</p> <p>Where are our oceans?</p> <p>What is amazing about our local area?</p> <p>Why are natural habitats special?</p> <p>How can we look after natural habitats?</p> <p>How can our journey to school help the environment?</p> <p><b>(Sustainability focus lesson)</b></p> <p><b>Fieldwork</b> Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. <u>(School area &amp; Lower Darwen)</u></p>	<p><b><u>What is it like to live by the coast?</u></b> <b><u>(Summer 2)</u></b></p> <p>Where are the seas and oceans surrounding the UK?</p> <p>What is the coast?</p> <p>What are the features of the Jurassic coast?</p> <p>How do people use Weymouth?</p> <p>How do people use our local coast? (Data collection)</p> <p>How do people use our local coast? (Findings)</p>
<p><b>History</b></p>	<p><b><u>How was school different in the past?</u></b> <b><u>(Autumn 1)</u></b></p> <p>Were schools different in the past?</p> <p>How have schools changed within living memory?</p> <p>How were schools different in the 1900s?</p> <p>How have schools changed?</p> <p>What is similar and different about schools now and in the past?</p>	<p><b><u>How did we learn to fly?</u></b> <b><u>(Spring 1)</u></b></p> <p>Who were the Wright brothers?</p> <p>When was the first flight?</p> <p>Why is Bessie Coleman significant?</p> <p>Why is Amelia Earhart significant?</p> <p>Why was the moon landing special?</p> <p>How did we learn to fly?</p>	<p><b><u>What is a monarch?</u></b> <b><u>(Summer 1)</u></b></p> <p>What is a monarch?</p> <p>Who is our monarch today?</p> <p>How did William the Conqueror become King of England?</p> <p>How did William the Conqueror rule?</p> <p>How did castles change?</p>

	Would you prefer to have gone to school in the past?  What can we learn from a soldier's story? <b>(Remembrance Day focus lesson)</b>			What was a monarch in the past?		
<b>Music</b>	Call & Response (Animals)		Instrumental (Musical Storytelling)	Structure (Myths & Legends)	Pitch (Musical Me)	
<b>PE</b>	Fundamentals	Dance	Striking & Fielding Games	Team Building	Athletics	Invasion Games
	Gymnastics	Fitness	Ball Skills	Sending and Receiving	Target Games	Net and Wall Games