Year 2 Teaching Sequence 2024 – 2025

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| **Autumn 2024** | **Spring 2025** | **Summer 2025** |
| **CUSP Reading*** **Grandad's Island** Block 1
* **Aesop's Fables** - The Goose that laid the Golden Eggs Block 2
* **Mrs Noah's Pockets** Block 3
* **Paddington** Blocks 4, 5
* **The Christmas Pine** - Julia Donaldson Block 6
 | **CUSP Reading*** **The Quangle Wangle's Hat** - Edward Lear Block 7
* **Coming to England** Block 8
* **The Street Beneath My Feet** Block 9
* **Rhythm of the Rain** Blocks 10, 11
* **Little People Big Dreams** (DA)Block 12
 | **CUSP Reading*** **Fantastically Great Women Who Changed the World** Blocks 13, 14
* **Aesop’s Fables** – The Sun and The Wind Block 15
* **Fantastic Mr Fox** Blocks 16, 17, 18
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| **CUSP Writing** Introduce = green (Block A) Revisit = orange (Block B)Strong Start Sentence Composition* Character descriptions A
* Poems developing vocabulary A
* Simple retelling of a narrative A
* Formal invitations A
* Stories from other cultures A
 | **CUSP Writing**Strong Start Sentence Composition* Poetry on a theme (humorous) A
* Non-chronological reports A
* Formal invitations B
* Character description B
* Recount from personal experience APoems developing vocabulary B (Enrichment)
 | **CUSP Writing** Strong Start Sentence Composition* Non-chronological reports B
* Recount from personal experience B
* Simple retelling of a narrative B
* Stories from other cultures B
* Poetry on a theme (poems about change) B (Enrichment)
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| **Maths – Maths No Problem*** **Number & Place Value:** *Numbers to 100*
* **Calculations:** *Addition & Subtraction*
* **Calculations:** *Multiplication of 2, 5 & 10*
* **Calculations:** *Multiplication & Division of 2, 5 & 10*
* **Measurement:** *Length*
* **Measurement:** *Mass*
 | **Maths – Maths No Problem*** **Measurement:** *Temperature*
* ***Statistics:*** *Pictograms*
* **Calculations:** *Word Problems*
* **Measurement:** *Money*
* **Geometry - Properties of Shape:** *2D Shape*
 | **Maths – Maths No Problem*** **Geometry - Position & Direction:** *3D Shape*
* ***Fractions:*** *Fractions*
* **Measurement:** *Time*
* **Measurement:** *Volume*
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| **CUSP Science*** Living things and their habitats
* Animals, including humans
 | **CUSP Science*** Uses of everyday materials
* Revisit Living things and their habitats / materials
 | **CUSP Science*** Plants
* Revisit Living things and their habitats / Animals, including humans
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| **CUSP Art and Design*** Drawing Block A
* Painting Block B
 | **CUSP Art and Design*** Printmaking Block C
* Textiles and collage Block D
 | **CUSP Art and Design*** 3D Block E
* Creative Response Block F
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| **Computing*** Online safety
* Coding
* Spreadsheets
 | **Computing*** Presenting ideas
* Creating pictures
 | **Computing*** Questioning
* Effective search
* Making music
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| **CUSP Design and Technology** * Textiles Block A
* Food and Nutrition Block B*Sci Living things*
 | **CUSP Design and Technology** * Mechanisms Block C
* Materials Block D*Sci Use of Everyday materials*
 | **CUSP Design and Technology** * Food and Nutrition Block E
* Structures Block F
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| **CUSP Geography*** Human and Physical features
* Compare a small part of the UK to a non-European location – London and Nairobi
 | **CUSP Geography*** Compare a small part of the UK to a non-European location – London and Nairobi
* Fieldwork and map skills
 | **CUSP Geography*** Fieldwork and map skills
* Compare a different non-European location to our locality - Amazon Rainforest
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| **CUSP History*** Events beyond living memory
 | **CUSP History*** Significant historical events, people, places in our locality
 | **CUSP History*** Significant historical events, people, places in our locality
* Revisit – Events beyond living memory ***(or alternative focus for insecure knowledge)***
 |
| **CUSP Music - Tuned and untuned percussion****Untuned percussion** * Untuned focus: Experimenting with sounds 2 Block A
* Representing sounds pictorially Block A

**Singing** * Singing focus: Being together in music 2 Block B
* Control the voice – sing as a choir Block B
 | **CUSP Music - Tuned and untuned percussion****Untuned percussion** * Untuned focus: Introducing rhythm and pulse 2 Block C
* Compose short patterns Block C

**Singing** * Singing focus: Introducing pitch 2 Block D
* Control and describe pitch Block D
 | **CUSP Music - Tuned and untuned percussion****Untuned percussion** * Tuned focus: Introducing tempo and dynamic 2 Block E
* Control and describe tempo and dynamic Block E

**Singing** * Singing focus: Exploring emotions through music 2 Block F
* Choose sounds to create an effect Block F
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| **Physical Education*** Attack, defend, shoot
* Send & return
 | **Physical Education*** Dance
* Gymnastics
 | **Physical Education*** Hit, catch, run
* Run, throw, jump
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| **PSHE - Jigsaw*** Being Me In My World
* Celebrating Difference
 | **PSHE - Jigsaw*** Dreams And Goals
* Healthy Me
 | **PSHE - Jigsaw*** Relationships
* Changing Me
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| **RE – Salford Agreed Syllabus of Religious Education*** Who is Jewish and what do they believe?
* Why does Christmas matter to Christians?
 | **– Salford Agreed Syllabus of Religious Education*** Who is Muslim and how do they live?
* Why does Easter matter to Christians?
 | **– Salford Agreed Syllabus of Religious Education*** What can we learn from sacred books?
* How should we care for others and the world, and why does it matter?
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**Y2 Autumn Teaching Sequence**

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| **YEAR 2 Autumn 2024** | **Art and Design | Geography | History | DT | CPU** |  | **Science 1.5 hours** |
| **Sep**2 | Flexible blocks – used for curriculum catch-up, revisiting or enrichment. |  | STRONG START |  |
| 9 | Geography | Human and physical featuresDrawing Block A | Cycle 1 | What is alive and what is not? | **Living things and their habitats** |
| Art |
| 16 | History | Events beyond living memory – Great Fire of LondonDrawing | What do all living things have in common? |
| Art |
| 23 | Computing | Online safetyDrawing | Where do plants and animals live? |
| Art |
| 30 | Geography | Human and physical featuresTextiles Block A | What plants and animals live in our local environment? |
| DT |
| **Oct**7 | History | Events beyond living memory - Great Fire of LondonTextiles | What are food chains? How are they connected? |
| DT |
| 14 | Computing | CodingTextiles | Why do plants and animals need each other? |
| DT |
| 21 | Half Term |
| 28 | Geography | Human and physical features Painting Block B | Cycle 2 | REMEMBER: what is an animal? | **Animals, including humans** |
| Art |
| **Nov**4 | History | Events beyond living memory - Great Fire of LondonPainting | How do animals change as they mature? | **Animals, including humans** |
| Art |
| 11 | Computing | CodingPainting | How do we change as we mature? |
| Art |
| 18 | Geography | Compare a small part of the UK to a non-European locationFood and Nutrition Block B | What do all animals need to stay alive? |
| DT |
| 25 | History | Events beyond living memory - Great Fire of LondonFood and Nutrition | Keeping healthy: why do we exercise? |
| DT |
| **Dec**2 | Computing | SpreadsheetsFood and Nutrition | Keeping healthy: why do we eat different types of food? |
| DT |
| 9 | Geog | Optional sessions in the learning sequence where you can adapt and add what you want to teach, given the understanding and provision of the children. |  |  |
| History |
| 16 | Flexible blocks – used for curriculum catch-up, revisiting or enrichment. Term ends **Thursday 19th December 2025** |  |  |

**Y2 Spring Teaching Sequence**

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| **YEAR 2 Spring 2025** |  | **Science** |
| **Jan**6 | Geography | Compare a small part of the UK to a non-European locationPrintmaking Block C | Cycle 3 | STRONG START | **Uses of everyday materials** |
| Art |
| 13 | History | Significant historical events, people, places in our locality.Printmaking | What are materials used for? Categorise and compare wood, metal, plastic and glass. |
| Art |
| 20 | Computing | SpreadsheetsPrintmaking | What are materials used for? Categorise and compare ceramics, rock, paper and card, and fabric. |
| Art |
| 27 | Geography | Compare a small part of the UK to a non-European locationMechansims Block C | What happens when we squash, bend, twist or stretch a material? |
| DT |
| **Feb** 3 | History | Significant historical events, people, places in our locality.Mechansims | What’s the right material for the job? |
| DT |
| 10 | Computing | Presenting ideasMechansims | What’s the best absorbent material? |
| DT |
| 17 | **Half term** |
| 24 | Geography | Compare a small part of the UK to a non-European locationTextiles and collage Block D | Cycle 4 | Who invented waterproofing? |  |
| Art |
| **Mar**3 | History | Significant historical events, people, places in our locality.Textiles and collage | Cycle 4 | What is it made from? | **Revisit Living things and their habitats / materials** |
| Art |
| 10 | Computing | Presenting ideasTextiles and collage | Compare: what is alive, what is not alive and what has never been alive? |
| Art |
| 17 | Geography | Fieldwork and map skillsMaterials Block D | What materials do our pets have or need? Why is that? |
| DT |
| 24 | History | Significant historical events, people, places in our locality.Materials |  |
| DT |
| 31 | Computing | Creating picturesMaterials |  |
| DT |
| **Easter – 7th April – 22nd April 2025. (21st Easter Monday)** |

**Y2 Summer Teaching Sequence**

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| **YEAR 2 Summer 2025** |  |  | **Science** |
| **Apr**22 | Geography | Fieldwork and map skills3D Block E | Cycle 5 | STRONG START | **Plants** |
| Art |
| 28 | History | Significant historical events, people, places in our locality.3D | How do seeds germinate and what happens? |
| Art |
| **May** 5 | Computing | Creating pictures3D | What happens when bulbs sprout? |
| Art |
| 12 | Geography | Fieldwork and map skillsFood and Nutrition Block E | What do plants need to thrive and be healthy? |
| DT |
| 19 | History | Significant historical events, people, places in our locality.Food and Nutrition | What can happen if plants don’t get the things they need? |
| DT |
| 26 | Half Term |
| **Jun**2 | Computing | QuestionningFood and Nutrition |  | What do I notice about plants around the school? How are they healthy? How are they unhealthy? | **Plants** |
| DT |
| 9 | Geography | Compare a different non-European location to ours – Amazon rainforestCreative Response Block F | Cycle 6 | Show what you knowHow do seeds and bulbs grow? What do plants need to be healthy? |
| Art |
| 16 | History | Revisit – Events beyond living memory Creative Response |  |
| Art |
| 23 | Computing | Effective searchCreative Response | How do seeds and bulbs grow? | **Revisit Living things and their habitats****/ Animals, including humans** |
| Art |
| 30 | Geography | Compare a different non-European location to ours – Amazon rainforestStructures Block F | What do I know about animals, including humans? |
| DT |
| **Jul**7 | History | Revisit – Events beyond living memoryStructures | What do plants need to thrive and be healthy? |
| DT |
| 14 | Computing | Making musicStructures |  |
| DT |
| 21 | Flexible blocks – used for curriculum catch-up, revisiting or enrichment.**Term ends 23rd July 25.** |