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 |
| **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 A Poems 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) |
| **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* |
| **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 |
| **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 |
| **Computing**   * Online safety * Coding * Spreadsheets | **Computing**   * Presenting ideas * Creating pictures | **Computing**   * Questioning * Effective search * Making music |
| **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 |
| **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 |
| **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 |
| **Physical Education**   * Attack, defend, shoot * Send & return | **Physical Education**   * Dance * Gymnastics | **Physical Education**   * Hit, catch, run * Run, throw, jump |
| **PSHE - Jigsaw**   * Being Me In My World * Celebrating Difference | **PSHE - Jigsaw**   * Dreams And Goals * Healthy Me | **PSHE - Jigsaw**   * Relationships * Changing Me |
| **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? |

**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 features  Drawing 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 London  Drawing | What do all living things have in common? |
| Art |
| 23 | Computing | Online safety  Drawing | Where do plants and animals live? |
| Art |
| 30 | Geography | Human and physical features  Textiles Block A | What plants and animals live in our local environment? |
| DT |
| **Oct**  7 | History | Events beyond living memory - Great Fire of London  Textiles | What are food chains? How are they connected? |
| DT |
| 14 | Computing | Coding  Textiles | 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 London    Painting | How do animals change as they mature? | **Animals, including humans** |
| Art |
| 11 | Computing | Coding  Painting | How do we change as we mature? |
| Art |
| 18 | Geography | Compare a small part of the UK to a non-European location  Food and Nutrition Block B | What do all animals need to stay alive? |
| DT |
| 25 | History | Events beyond living memory - Great Fire of London  Food and Nutrition | Keeping healthy: why do we exercise? |
| DT |
| **Dec**  2 | Computing | Spreadsheets  Food 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 location  Printmaking 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 | Spreadsheets  Printmaking | 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 location  Mechansims 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 ideas  Mechansims | What’s the best absorbent material? |
| DT |
| 17 | **Half term** | | | | |
| 24 | Geography | Compare a small part of the UK to a non-European location  Textiles 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 ideas  Textiles and collage | Compare: what is alive, what is not alive and what has never been alive? |
| Art |
| 17 | Geography | Fieldwork and map skills  Materials 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 pictures  Materials |  |
| 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 skills  3D 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 pictures  3D | What happens when bulbs sprout? |
| Art |
| 12 | Geography | Fieldwork and map skills  Food 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 | Questionning  Food 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 rainforest  Creative Response Block F | Cycle 6 | Show what you know  How 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 search  Creative 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 rainforest  Structures Block F | What do I know about animals, including humans? |
| DT |
| **Jul** 7 | History | Revisit – Events beyond living memory  Structures | What do plants need to thrive and be healthy? |
| DT |
| 14 | Computing | Making music  Structures |  |
| DT |
| 21 | Flexible blocks – used for curriculum catch-up, revisiting or enrichment.  **Term ends 23rd July 25.** | | | | |