

Milford Infants' School Curriculum Overview Year 2 2025 - 2026

Subject	Autumn 1 – All About Me	Autumn 2 – Week-by-Week	Spring 1 – Plants	Spring 2 – Animals	Summer 1 – Kings and Queens	Summer 2 – Vehicles
Hook/visit		Story-Teller Visitor Anti-bullying performance	Montacute House / Carymoor	Noah's Ark Zoo		Haynes Motor Museum
Maths	White Rose Autumn 1	White Rose Autumn 2	White Rose Spring 1	White Rose Spring 2	White Rose Summer 1	White Rose Summer 2
Literacy	Poetry – Writing Poems about ourselves Fiction – It's Okay To Be Different	Traditional Tales (alternative versions) Goldilocks and the Three Bears Goldilocks and the Three Dinosaurs	Non-Fiction – Bean Diary, Explanation, Instructions	Fiction – Augustus and His Smile Recount – Trip to the Zoo	Fiction – Supertato Non-Fiction – Non-Chronological Report	Non – Fiction – Vehicles Fiction – If I Built A Car
Science	Animals' Needs for Survival / Humans Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. Working Scientifically Asking simple questions and recognising that they can be answered in different ways; Gathering and recording data to help in answering questions; Identifying and classifying; Using their observations and ideas to suggest answers to questions; Observing closely, using simple equipment.	Materials Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Working Scientifically Identifying and classifying; Performing simple tests; Use simple features to compare objects, materials and living things and, with help, decide how to sort and group them; Asking simple questions and recognising that they can be answered in different ways; Observing closely, using simple equipment; Using their observations and ideas to suggest answers to questions; Performing simple tests.	Plants (Light and Dark) Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. Working Scientifically Observing closely, using simple equipment; Asking simple questions and recognising that they can be answered in different ways; Performing simple tests;	Living Things and Their Habitats Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. Identify and name a variety of plants and animals in their habitats, including microhabitats. Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. Explore and compare the differences between things that are living, dead, and things that have never been alive. Working Scientifically Gathering and recording data to help in answering questions; Using their observations and ideas to suggest answers to questions; Identifying and classifying; Observing closely, using simple equipment; Gathering and recording data to help in answering questions.	Plants (Bulbs and Seeds) Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. Working Scientifically Identifying and classifying; Performing simple tests; Use simple features to compare objects, materials and living things and, with help, decide how to sort and group them; Asking simple questions and recognising that they can be answered in different ways; Observing closely, using simple equipment; Using their observations and ideas to suggest answers to questions; Performing simple tests.	Growing Up Describe the importance for humans of eating the right amounts of different types of food. Working Scientifically Identifying and classifying; Performing simple tests; Use simple features to compare objects, materials and living things and, with help, decide how to sort and group them; Asking simple questions and recognising that they can be answered in different ways; Observing closely, using simple equipment; Using their observations and ideas to suggest answers to questions; Performing simple tests.
ICT/Computing	E-Safety I am kind and responsible Technology in our Lives Technology in My Life	E-Safety I am kind and responsible Multimedia Digital Artists	E-Safety I am Safe, Safer Internet Day Programming – Preparing for Turtle Logo	E-Safety I am Safe Multimedia Presentation Skills	E-Safety I am healthy Programming – Programming Turtle Logo and Scratch	E-Safety I am healthy Technology in our Lives Using the Internet Programming/ Multimedia – Using and Applying
Geography	Locational Knowledge – Magical Mapping Name, locate and identify characteristics of the four countries of the capital cities of the United Kingdom and its surrounding seas. Geographical Skills and Fieldwork – Use world maps, atlases and globes to identify the United Kingdom and its countries.	Human and Physical Geography – Identify seasonal and daily weather patterns in the United Kingdom.	Place Knowledge – Kenya Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. Human and Physical Geography – Use basic geographical vocabulary to refer to key physical features and key human features.	Locational Knowledge – What a Wonderful World Name and locate the world's seven continents and five oceans. Geographical Skills and Fieldwork – Use world maps, atlases and globes to identify the seven continents and oceans of the world. Human and Physical Geography – Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.	Human and Physical Geography – Identify seasonal and daily weather patterns in the United Kingdom.	Human and Physical Geography – Identify seasonal and daily weather patterns in the United Kingdom.
History		Significant Historical Events – Significant historical events, people and places in their own locality (for example Remembrance and Firework's Night)			Significant Individuals – The lives of significant individuals who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods (for example, Queen Elizabeth and Queen Victoria)	Events Beyond Living Memory – Events beyond living memory that are significant nationally or globally (for example how transport has changed)
Art	Portraits Drawing – To become proficient in drawing techniques; To use drawing to develop and share their ideas, experiences and imagination. Painting – To become proficient in painting techniques; To use painting to develop and share their ideas, experiences and imagination. Printing – To become proficient in other art, craft and design techniques	Still Life (Drawing in sketchbooks) – To use drawing to develop and share their ideas, experiences and imagination (for example Christmas arrangement)	Still Life (Drawing in sketchbooks) – To use drawing to develop and share their ideas, experiences and imagination (for example flower arrangement)	Collage Animals Collage – To improve their mastery of art and design techniques with a range of materials. Work of Other Artists (Local Artists) - To understand the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	3D Castles Drawing – To become proficient in drawing techniques; To use drawing to develop and share their ideas, experiences and imagination. Sculpture – To become proficient in sculpting techniques; To use sculpture to develop and share their ideas, experiences and imagination.	Art Week – Artist Study - Work of Other Artists - To understand the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

	– printing; To develop a wide range of art and design techniques in using colour and texture. Work of Other Artists (Andy Warhol) - To understand the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.					
DT		Make a Chair for Baby Bear – Design – Design purposeful, functional, appealing products for themselves and other users based on design criteria. Make – Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing). Technical Knowledge – build structures, exploring how they can be made stronger, stiffer and more stable. Evaluate – Explore and evaluate a range of existing products; Evaluate their ideas and products against design criteria.	Make a Seed Bag – Design – Generate, model and communicate their ideas through talking, drawing, templates and mock-ups. Make – Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing). Evaluate – Explore and evaluate a range of existing products; Evaluate their ideas and products against design criteria.			Make a Vehicle – Wheels and Axles – Design – Design purposeful, functional, appealing products for themselves and other users based on design criteria. Make – Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing). Technical Knowledge – Explore and use mechanisms, (wheels and axles) in their products. Evaluate – Explore and evaluate a range of existing products; Evaluate their ideas and products against design criteria.
Cooking –	Bread – harvest plaited rolls. To sieve flour. To mix, stir and combine liquid and dry ingredients. To shape dough - plait. To observe adults using the oven.	Fruit pots - To use the bridge hold to cut harder fruits using a serrated vegetable knife. To peel harder food using a peeler. To drain away liquids from packaged food. To assemble and arrange cold ingredients. Reindeer cakes - To crack an egg and beat together using a fork. To sieve flour. To mix, stir and combine liquid and dry ingredients. Porridge - To mix, stir and combine liquid and dry ingredients. To observe adults using the microwave		Fruit crumble (to eat when sharing stories) - To use hands to rub fat into flour. To use the claw grip to cut soft fruit using a serrated vegetable knife. To drain away liquids from packaged foods using a colander.	Picnic – sandwiches To mash cooked food (egg). To use a table knife to spread soft spreads onto bread. To grate soft food using a grater. To use the claw grip to cut soft vegetables using a serrated vegetable knife. To use the bridge hold to cut harder vegetables using a serrated vegetable knife. To peel soft vegetables using a peeler. To assemble and arrange cold ingredients. Lemonade - To use a lemon squeezer.	
PE	Games	Gymnastics	Dance	Dance	Gymnastics	Athletics, Olympics themed sports day
Music	To understand that pitch is when music gets higher or lower, listening to examples. To prepare a performance. To share how music makes them feel. To perform to an audience. Music assemblies - To listen with concentration and understanding to a range of live music.		To understand about pitch, tempo and texture. To listen to music and say what instruments they can hear. To perform to an audience. Music assemblies - To listen with concentration and understanding to a range of live music.		To explain how music incorporates pitch, tempo and texture. To use voice, body percussion and tuned instruments to produce a performance to an audience. To use musical vocabulary confidently to talk about how music makes them feel. Music assemblies - To listen with concentration and understanding to a range of live music. not this year due to Covid19 restrictions	
PSHE	Our Happy School I know how I can help make my classroom a safe and happy place. I can welcome someone into my class. I have thought about how my behaviour can affect others.	Out and About I know about stranger danger including meeting strangers online. I can work well in a group. I have thought about what I should do if I meet dangerous situations.	Looking Forward I know that you can choose to spend or save money. I can choose between my ideas and give reasons. I have thought about the best way to use money.	My Friends and Family I know the stages of a life cycle. I can identify some of the people who care for me. I have thought about ways of keeping my teeth healthy.	Healthy Body, Healthy Minds I know why I should eat 5 portions of fruit and veg. a day. I know what makes me feel relaxed and what makes me feel stressed. I have thought about the importance of a balanced diet.	Ready, Steady, Go I know how to cope with changes that can be exciting or worrying. I can plan to overcome obstacles that might get in the way. I have thought about how to make sensible choices. Transition to Junior School
SMSC/British Values	School values, golden rules, school council elections, visits to Compton View*	Armistice Celebrations, Gunpowder Plot, Anti-Bullying Week, Road Safety Week, Hanukkah comparison to Christmas, visits to Compton View	E-Safety Day, visits to Compton View	Science Week, Sport Relief,, visits to Compton View, World Book Day, Easter bonnets	Visits to Compton View,	Transition to Junior School, visits to Compton View,
RE	Nature, God and Harvest Children learn about the Christian creation story and explore why it is important to Christians. Children explore why Harvest is important to Christians. Children explore why Sukkot is important to Jewish people. Children discuss the message in the story Prince Siddhartha and the Swan. Children explain the message in the story of The Boy Who Threw Stones at Trees.	Light and Dark Children explore why the story of Rama and Sita is important to Hindus. Explore why light is important at Diwali. Children explore the significance of Hanukkah. Children learn what Advent is. Children explore why light can be important at Christmas. I can learn the story of Hanukkah and why it is important to Jewish people.	Christianity Why is God important to Christians? What do Christians believe about God? Children explore the meaning of forgiveness in Christianity. Children learn about the values that Jesus taught. I can learn about how a Christian might live their life today.	Beginnings and Endings Children discuss how and Why beginnings and endings can be marked in different ways. Explore how Sikhs celebrate New Year. Discuss how names are used and given and in Sikhism. Discuss how Christians begin the Journey of their faith, Explore the links of new life and the Christian story of Easter. Create their own beginning or ending ceremony using the knowledge they have learnt about religious beliefs	Ceremonies Children describe what a ceremony is and why they are important. Children explore what happens at Aqiqah. Children explore what happens at a Bar and Batzmitzvah. Children explain and say how they feel about a Dastar Bandi. I can explore what happens at a Hindu Wedding. I can create my own ceremony based on my knowledge of ceremonies.	Places Of Worship Children consider what makes a place special for people. Children learn about features of a Mosque. Children learn about the features of a Gurdwara. Children learn about the shape of Buddhist temples. Children discuss why places of worship are important in all religions. I can create my own place of worship based on my knowledge of ceremonies.
Outdoors	Weather, Forest School	Weather, Road Safety Week, Forest School	Weather Forest School NT gardens visit	Weather, Science Week, Forest School	Weather, Forest School	Weather, Forest School
Community	World Teachers' Day October, Harvest bread sale,-visits to Compton View Parent Consultation Meetings	Road Safety Week, Hanukkah comparison to Christmas, Open Mornings, Learn with your child	Safer Internet Day, Learn with your child	Science Week Parent Consultation Meetings		Sports day Transition activities with MJS

