

**Milldown CE Academy**  
**Year 2 Curriculum 2025/2026**

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Curriculum Theme</b>	<p><b>Mind, Body and Soul</b> Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.). Understand that certain activities (e.g. talking about feelings &amp; exercise) can help us manage our feelings. Understand where to find help. Understand what resilience looks like in action.</p>	<p><b>Community and Culture</b> Understand the different communities (e.g. family, clubs, school, church/religion) that help make you you. Understand the customs, traditions and beliefs that are important to us and others and how to be respectful of these. Understand that we can make a difference to the people in our communities and they make a difference to us too.</p>	<p><b>Power, Peace and Conflict</b> Understand causes of disagreement/conflict (personal, classroom and household). Understand some ways to avoid or resolve conflict/disagreements. Understand that body language, tone of voice and choice of words can upset others.</p>	<p><b>The Natural World</b> Understand the positive and negative impacts of people's actions on the school and local environment. Understand that people can damage or improve the environment, including local habitats. Understand whose responsibility it is to look after the local environment</p>	<p><b>Unite Our World</b> Understand the rights that children have. Understand that everyone has similarities and differences, that these make us unique and that we can learn from each other. Understand the importance of playing and working cooperatively. Understand simple links with other places, e.g. where food comes from.</p>	<p><b>Hopes and Aspirations</b> Understand how to set a simple goal which is based on a time frame. Understand what resilience looks like in action. Understand the stages of the learning line (dip) to help maintain a positive attitude when learning becomes tough. Understand that talents and skills can be improved through commitment and hard work.</p>
<b>Spoken Language</b>	Make helpful contributions when speaking in turns, in pairs and in small groups (ABC)	Give a reason for their answer when asked	Begin to ask questions that link clearly to the topic being discussed.	Know when it is their turn to speak in a simple presentation / discussion.	Tell a story with important key components in place – so they set the scene, have a basic story plot and the sequence of events are generally in the right order	Think of alternatives for simple vocabulary choices to add interest or detail.
<b>Lead Reading Text</b>	Charlie and the Chocolate Factory (by Roald Dahl)		The Owl Who Was Afraid of the Dark (by Jill Tomlinson)		Diary of a Big Bad Wolf (By Ben Miller)	
<b>Writing Outcomes</b>	Setting and character descriptions  Recount	Setting and character descriptions  Instructions	Journey tale  Recount	Tale of fear  Non-chronological report	Meeting tale  Non-chronological report	Character flaw  Instructions
<b>Maths</b>	Place Value Addition & subtraction	Addition & Subtraction Shape	Money Multiplication & division	Division Length & height Mass, capacity & temperature	Statistics Fractions	Position & direction Problem Solving Time
<b>Maths key skills</b>	Subitising and partitioning Addition and subtraction facts within 10	Make ten and then	Doubles and near doubles Adjusting	Strategy selection	Multiples of 10 Two digit numbers: calculating with ones and tens	Make the next ten and then Make the previous ten and then
<b>Science</b>	What can you use different materials for?	What do animals need to survive and thrive?	What do you notice about animal adults and their offspring?	What do you notice about animal adults and their offspring?	What do plants need to thrive and survive?	How do different habitats help animals and plants to thrive and survive?

<b>Geography</b>	x	Is the weather the same all around the world?	x	How does the geography of Naro Moru compare with the geography of where I live?	x	Where does my food come from?			
<b>History</b>	What does it take to be a great explorer?	x	Why was the Great Fire of London such a big disaster?	x	Who was the greatest history maker?	x			
<b>Computing</b>	Information technology around us	Digital music	Robot algorithms	Digital photography	Pictograms	Programming quizzes			
	Self-image and identity	Online relationships Online bullying	Privacy and security Health and wellbeing	Copyright and ownership	Managing online information	Online reputation			
<b>P.S.H.E.</b>	Feelings and friends	All about others	Me in my world	Me and my body	Caring and sharing	Being my best			
<b>Music</b>	Hands, Feet, Heart	Ho Ho Ho	I Wanna Play In A Band	Zootime	Friendship Song	Reflect, Rewind and Replay			
<b>R.E. and World Views</b>	Christianity and Judaism								
	What is creation?	Who are the creator's intermediaries?	Why did the creator need to send messages?	What is worship?	Is dying the end?				
<b>P.E.</b>	Cricket Ball skills	Gymnastics Ball skills	Dance Target games	Team building Sending and receiving	Forest School Athletics	Net and wall games Striking and fielding games			
<b>Art</b>	x	Making money and portraits	x	The colour wheel	x	In the style of the Surrealists	x	Making masks - animal parade	x
<b>D.T.</b>	Mechanisms: Fairground wheel	x	Cooking and nutrition: Balanced diet	x	Structures: Baby bear's chair	x	Textiles: Pouches	x	Mechanisms: Moving monster