



# Mount Pleasant Primary School

## Year 2 Curriculum 2026-27

|                    | Mount Pleasant Primary School<br>Year 2 Curriculum 2026-27                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                            |                                                                                                                                                                                                                                                                                                                                                                          |
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|                    | Autumn 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Spring 2027                                                | Summer 2027                                                                                                                                                                                                                                                                                                                                                              |
| School Values      | <b><i>Relationships</i></b><br><i>Happiness</i><br><i>Honesty</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b><i>Respect</i></b><br><i>Pride</i><br><i>Positivity</i> | <b><i>Resilience</i></b><br><i>Compassion</i><br><i>Aspirations</i>                                                                                                                                                                                                                                                                                                      |
|                    | Learning Adventure 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                            | Learning Adventure 2                                                                                                                                                                                                                                                                                                                                                     |
| Learning Adventure | <b>We can be heroes!</b> <div>   </div>                                                                                                                                                                                                                                                                                                                                                                                                |                                                            | <b>Land Ahoy!</b> <div>  </div>                                                                                                                                                                                                                                                       |
| History            | <p>In history, your child will learn five statements from Dawson's model that will help them identify people who are historically significant and use the words year, decade and century to describe dates and times. They will study the lives and impact of significant people in the locality and of 10 significant individuals from around the world. They will complete in-depth studies of significant explorers Christopher Columbus and Neil Armstrong, and significant activists Emmeline Pankhurst and Rosa Parks and think carefully about the impact of their actions. The children will</p> |                                                            | <p>In history, your child will learn about significant sea explorers like Marco Polo, Christopher Columbus and modern-day explorers such as Ellen MacArthur. They will use a range of information books and the internet to research the life of a pirate. They will then learn about the daring rescue of Grace Darling and her father after they were shipwrecked.</p> |

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|                  | <p>also carry out an independent study of a significant person from the past and learn about people who are significant today. They will also learn how significant people are commemorated and design a memorial for a person they have studied.</p> <p>They will then learn about English and British monarchs from AD 1066 to the present day and consider how the power of the monarchy has changed over time. They will study three significant sovereigns: Henry VIII, Queen Victoria and Elizabeth II.</p>                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Geography</b> | <p>In geography, your child will learn to name, locate and explain the significance of a place, specifically by looking at Royal Residences within the four countries of the UK.</p> <p><b>Essential skills and knowledge - Let's Explore the World</b><br/>This essential skills and knowledge project teaches children about atlases, maps and cardinal compass points. They learn about the characteristics of the four countries of the United Kingdom and find out why there are hot, temperate and cold places around the world. They also compare England to Gambia Children carry out fieldwork, collecting primary data in their locality to answer geographical questions.</p> | <p><b>Coastline</b><br/>In geography your child will learn about the physical and human features of coastal regions across the United Kingdom, including a detailed exploration of the coastal town of Whitby, in Yorkshire.</p>                                                                                                                                |
| <b>Science</b>   | <p><b>Human Survival</b><br/>This project teaches children about the basic needs of humans for survival, including the importance of exercise, nutrition and good hygiene. They learn how human offspring grow and change over time into adulthood.</p> <p><b>Investigation</b><br/>How do germs spread?</p> <p><b>Animal Survival</b></p>                                                                                                                                                                                                                                                                                                                                               | <p><b>Plant Survival</b><br/>This project teaches children about the growth of plants from seeds and bulbs. They observe the growth of plants first hand, recording changes over time and identifying what plants need to grow and stay healthy.</p> <p><b>Investigation</b><br/>Does cress grow quicker inside or outside?</p> <p><b>Uses of materials</b></p> |

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|                          | <p>This project teaches children about growth in animals by exploring the life cycles of some familiar animals. They build on learning about the survival of humans by identifying the basic needs of animals for survival, including food, water, air and shelter.</p> <p><b>Investigation</b><br/>How does the habitat of the artic compare with the habitat of the rainforest?</p>                                                                                                                                                                                                                                       | <p>This project teaches children about the uses of everyday materials and how materials' properties make them suitable or unsuitable for specific purposes. They begin to explore how materials can be changed.</p> <p><b>Investigations</b><br/>Why do boats float?</p>                                              |
| <b>Art &amp; Design</b>  | <p><b>Exploring Colours</b><br/>This essential skills and knowledge project teaches children about colour theory by studying the colour wheel and colour mixing. It includes an exploration of primary and secondary colours, hues and how artists use colour in their artwork.</p> <p><b>Still Life</b><br/>This project teaches children about the work of significant still life artists and still life techniques. They explore a wide variety of still lifes and learn about the use of colour and composition. They create still life arrangements and artwork.<br/><b>Still life; Colour study; Compositions</b></p> | <p><b>Flower Head</b><br/>This project teaches children about the visual elements of flowers, including shape, texture, colour, pattern and form. They also explore various artistic methods, including drawing, printmaking and 3-D forms, using paper and clay.</p> <p><b>Significant artist</b> – Yayoi Kusama</p> |
| <b>Design Technology</b> | <p><b>Remarkable Recipes</b><br/>This project teaches children about sources of food and tools used for food preparation. They also discover why some foods are cooked and learn to read a simple recipe. The children choose and make a new school meal that fulfils specific design criteria.</p>                                                                                                                                                                                                                                                                                                                         | <p><b>Beach Hut</b><br/>This project teaches children about making and strengthening structures, including different ways of joining materials.<br/>Ther children will also use a range of mechanisms (levers, sliders, wheels and axles) to design and make a boat.</p>                                              |
| <b>Music</b>             | <b>Charlie Chaplin</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Orawa</b>                                                                                                                                                                                                                                                                                                          |

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|                   | <p>Film composing is an art form all of its own – different and distinct from other forms of composition. Composers use moving images (and often story) to inspire, shape and structure their ideas. In this unit, we will use a film by Charlie Chaplin to help us understand different musical elements</p> <p><b>Musical Learning;</b></p> <ul style="list-style-type: none"> <li>• Understand and use notes of different duration.</li> <li>• Understand and use notes of different pitch.</li> <li>• Understand and use dynamics.</li> <li>• Compose a soundtrack to a clip of a silent film.</li> </ul> |                                                              | <p><i>Orawa</i> (pronounced ‘Arva’) describes a huge river. As pupils listen to the music they will imagine the journey of the river through Europe and make decisions about the scenery and events it passes on its way. They will make a huge piece of art bases on the river’s journey and then, borrowing ideas from the composer, invent new music using vocal chants and body percussion.</p> <p><b>Musical Learning;</b></p> <ul style="list-style-type: none"> <li>• Improvise and compose, structuring short musical ideas to form a larger piece.</li> <li>• Sing and play, performing composed pieces for an audience.</li> <li>• Listen and appraise, with focus to attention to detail, recalling sounds and patterns</li> <li>• Create a musical movement picture.</li> </ul> |
| English           | <p>See Year 2 English Overview for more detail on curriculum coverage.</p> <p><a href="https://mount.dudley.sch.uk/Year%20English%20Overview.pdf">YEAR 2 ENGLISH OVERVIEW.pdf (mount.dudley.sch.uk)</a></p>                                                                                                                                                                                                                                                                                                                                                                                                   |                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Writing           | <p>See Year 2 Curriculum Map for more detail on writing genres and curriculum coverage.</p> <p><a href="#">Year 2 Writing Curriculum Overview</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Significant texts | <p>Ada Twist Scientist / Rosie Revere Engineer by Andrea Beaty</p> <p>Katie Morag stories Mairi Hedderick</p> <p>The Lighthouse Keepers Lunch – Ronda and David Armitage</p> <p>Somebody Swallowed Stanley – Sarah Roberts</p> <p>Captain Cook – Alistair MacLean</p> <p>Pop – up Kings and Queens - Rachel Saunders</p> <p>Castles - Philip Steele</p>                                                                                                                                                                                                                                                       |                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Spotlight Authors | Valerie Bloom                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Giles Andea                                                  | Jill Murphy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|                   | Sue Hendra                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Rachel Bright                                                | Roger Hargreaves                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Mathematics       | See Termly Overview for more detail on mathematics coverage.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | See Termly Overview for more detail on mathematics coverage. | See Termly Overview for more detail on mathematics coverage.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

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|                           | <a href="#">Mathematics Curriculum Overview Autumn 2026</a><br><br><b>Areas of learning:</b> <ul style="list-style-type: none"> <li>• Place value</li> <li>• Addition and subtraction</li> <li>• Money</li> <li>• Properties of shape</li> </ul> |           | <a href="#">Mathematics Overview Spring 2027</a><br><br><b>Areas of learning:</b> <ul style="list-style-type: none"> <li>• Properties of shape</li> <li>• Money</li> <li>• Multiplication and Division</li> <li>• Fractions</li> <li>• Measurement – length and height</li> </ul> |          | <b>Areas of learning:</b> <ul style="list-style-type: none"> <li>• Position and direction</li> <li>• Statistics</li> <li>• Time</li> <li>• Mass, capacity, and temperature</li> </ul> |
| <b>Physical Education</b> | <b>Indoor PE</b>                                                                                                                                                                                                                                 |           | <b>Indoor PE</b>                                                                                                                                                                                                                                                                  |          | <b>Indoor PE</b>                                                                                                                                                                      |
|                           | Fitness                                                                                                                                                                                                                                          | Dance     | Gymnastics                                                                                                                                                                                                                                                                        |          | Dance      Orienteering                                                                                                                                                               |
|                           | <b>Outdoor PE</b>                                                                                                                                                                                                                                |           | <b>Outdoor PE</b>                                                                                                                                                                                                                                                                 |          | <b>Outdoor PE</b>                                                                                                                                                                     |
|                           | Hockey                                                                                                                                                                                                                                           | Tag Rugby | Netball                                                                                                                                                                                                                                                                           | Football | Cricket      Athletics                                                                                                                                                                |

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| <p><b>PSHE</b></p>                | <p><b>Relationships</b></p> <p><b>Families and people who care for me:</b><br/>Stable, caring relationships are at the heart of a safe and happy families.</p> <p><b>Caring friendships:</b> Healthy friendships are positive and welcoming.</p> <p><b>Respectful, Kind relationships:</b> How to communicate effectively and manage conflict.</p> <p>Anti – Bullying Pledge<br/>Class Charter<br/><b>Economic wellbeing – Christmas Enterprise</b><br/><b>Online Safety (ongoing)</b></p> | <p><b>Living in the wider world</b></p> <p><b>Online safety and awareness:</b> How to critically evaluate online relationships.</p> <p><b>Being safe:</b> Privacy and its implications for both children and adults.</p> <p><b>Wellbeing online:</b> Positive and negative aspects of the internet. Online behaviours. Rights in sharing personal data.</p> <p><b>Online Safety (ongoing)</b></p>                                       | <p><b>Health and Wellbeing</b></p> <p><b>Physical health and fitness:</b> Benefits of mental and physical health. Importance of building regular physical activity into daily/weekly routines.</p> <p><b>Health protection and prevention:</b> Sun Safety, good quality sleep, dental hygiene and personal hygiene.</p> <p><b>Personal safety:</b> To understand hazards that may cause harm and how to recognise risks.</p> <p><b>General wellbeing:</b> The benefits of physical activity and Self-care techniques. The range and scale of emotions.</p> <p><b>Why is LOTC important?</b><br/><b>Online Safety (ongoing)</b></p> |
| <p><b>Religious Education</b></p> | <p><b>Islam</b></p> <ul style="list-style-type: none"> <li>Identify Abraham, Moses, Jesus and Muhammad as individuals believed to be “Prophets of God”</li> <li>Muslims prefer to us “Allah” to refer to God.</li> </ul> <p><b>Stories Jesus told</b></p> <ul style="list-style-type: none"> <li>Identify and sequence main events in “The parable of the Good Samaritan”. What message is this story expressing?</li> </ul>                                                               | <p><b>Stories Jesus told and stories from Islam (compare)</b></p> <ul style="list-style-type: none"> <li>The Rich Fool</li> <li>Abu Bakr sets Bilal free</li> <li>How do we learn from our mistakes?</li> </ul> <p><b>Humanism</b></p> <ul style="list-style-type: none"> <li>Know it is a non-religious view</li> </ul> <p><b>Place of worship</b></p> <ul style="list-style-type: none"> <li>Compare the Church and Mosque</li> </ul> | <p><b>Islam</b></p> <ul style="list-style-type: none"> <li>Look at the life of Muhammad and how he taught through revelation not inspiration.</li> <li>Know and describe “The story of Muhammad’s first revelation”</li> </ul> <p><b>Christianity</b></p> <ul style="list-style-type: none"> <li>Stories Jesus told- the wedding feast/the great banquet, the unforgiving servant, Muhammad and the hungry stranger, Muhammad and the sleeping kitten.</li> </ul>                                                                                                                                                                  |

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|                  | <ul style="list-style-type: none"> <li>• <b>Stories from Islam</b> The sower, the mustard seed, the two builders/the wise man and the foolish man.</li> </ul> <p><b>Festivals:</b></p> <ul style="list-style-type: none"> <li>• Harvest – the importance of being grateful, giving thanks and sharing.</li> </ul> <p><b>Hinduism</b><br/> Divali – identify the main symbol associated with Hinduism. Recall the main story of “Rama and Sita”. How do Hindu’s celebrate Divali?</p> <p><b>Christmas</b>The Christmas Story focusing on significance of the Christingle.<br/> <i>Christmas production – the message of the Christmas Story</i></p> | <p><b>Easter</b></p> <ul style="list-style-type: none"> <li>• The Easter story from entry into Jerusalem to resurrection.</li> <li>• Christian's belief in eternal life.</li> <li>• Easter eggs as symbols of new life.</li> </ul> | <p><i>Consider moral of the stories, compare and contrast teachings from both religions.</i></p> <p><b>Worship:</b></p> <ul style="list-style-type: none"> <li>• Consider how and why Christians pray compared to how and why Muslims pray. Compare and contrast.</li> </ul> |
| <b>Computing</b> | <ul style="list-style-type: none"> <li>• Route Explorers</li> <li>• The Internet</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>• Coding</li> <li>• Presenting Ideas</li> </ul>                                                                                                                                             |                                                                                                                                                                                                                                                                              |