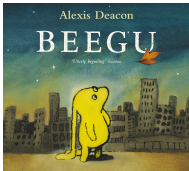
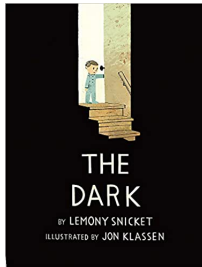
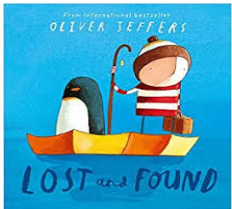
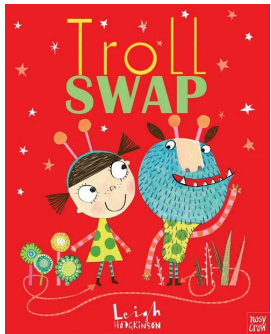
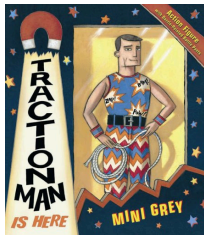
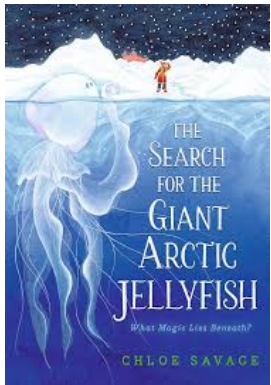
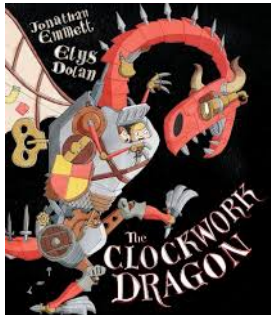
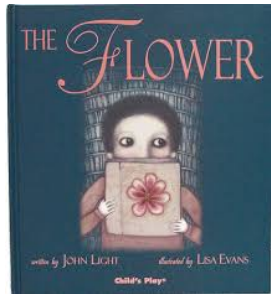
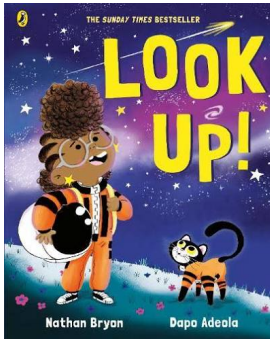
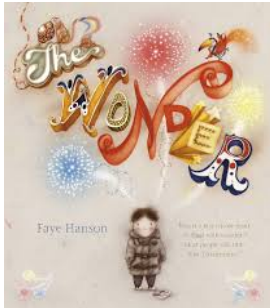
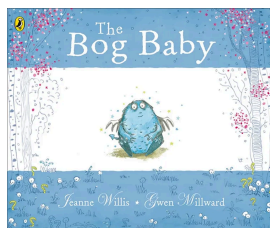
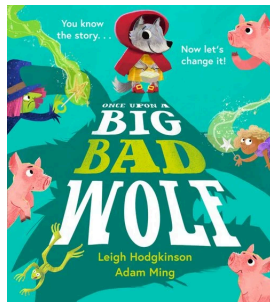


Year 2 Curriculum Map 2026-2027

Subject	Autumn		Spring		Summer	
English - reading	Contemporary poem I am a Dragon by The Literacy Shed 2 Classic fiction Benjamin Bunny: Part One by Beatrix Potter 3 Classic poem If I were King by A. A. Milne 4 Contemporary poem In the Playground By Joshua Seigal 5 Non-fiction A Biography: Usain Bolt by The Literacy Shed 6 Contemporary poem Wilma the Werewolf Extended reading text: Beegu by Alex Deacon 	7 Non-fiction Stay Safe on Bonfire night by The Literacy Shed 8 Contemporary fiction Goldilocks by The Literacy Shed 9 Non-fiction Coldest Place on Earth by The Literacy Shed 10 Contemporary poem Dreamless by A.F. Harrold 11 Contemporary fiction A Day as Mrs Christmas by The Literacy Shed 12 Classic poem A Visit from St Nicholas by Clement Clarke Moore Extended reading txt: Snow, Walter de la Mare 	13 Classic poem Waiting at the Window by A.A. Milne 14 Non-fiction Esther Mahlangu by The Literacy Shed 15 Contemporary fiction Anansi the Spider by The Literacy Shed 16 Classic poem A Good Play by Robert Louis Stevenson 17 Non-fiction Italy's Famous Landmarks by The Literacy Shed 18 Contemporary poem Hand on the Bridge By Michael Rosen Extended reading text: The Tear thief by Carol Ann Duffy/ The Sound collector by Roger McGough 	19 Classic fiction Benjamin Bunny: Part Two by Beatrix Potter 20 Contemporary poem The Storyteller by The Literacy Shed 21 Contemporary fiction Nick the Knight by Adam Bushnell 22 Contemporary poem If You Were a Carrot by Berlie Doherty 23 Contemporary fiction Spring by Annabelle Sami 24 Non-fiction Spring Around the World by The Literacy Shed Extended Reading Teaxt: The Dark, Lemony Snickett 	25 Contemporary poem Donut Cat by Julie Hare 26 Classic poem Daisies By Frank Dempster 27 Classic fiction Benjamin Bunny: Part Three by Beatrix Potter 28 Contemporary poem The Boy Who Cried Wolf by Julie Hare 29 Contemporary fiction Walking with my Iguana by Brian Moses 30 Non-fiction How to Grow a Sunflower by The Literacy Shed Extended reading text: Ocean meets sky by The Fan brothers 	31 Contemporary poem Fill the World by Joshua Seigal I 32 Classic fiction Winnie the Pooh by A. A. Milne 33 Classic fiction Winnie the Pooh: Chapter IV by A. A. Milne 34 Classic poem Eletelephony by Laura Elizabeth 35 Contemporary fiction The Midge and the Bull by Piers Torday 36 Non-fiction A Victorian Seaside by The Literacy Shed Extended reading text: The Big Book of the Blue, Yuval Zommer 

English - writing (Link to HIAS planning)	The Magical Yet by Angela DiTerlizzi  Lost and Found, Oliver Jeffers  Writing outcome: Simple sentences Short narrative (story section) Consider what they are going to write before beginning by planning or saying out loud what they are going to write about and by encapsulating what they want to say, sentence by sentence	Troll swap by Leigh Hodgkinson  The Bear and the Hare John Lewis 2013 Christmas advert  Writing outcome: Letter in character role Instructions Diary entry Consider what they are going to write before beginning by planning or saying out loud what they are going to write about and by	Traction Man by Mini Grey  The Search for the Giant Arctic Jellyfish by Chloe Savage  Writing outcome: Short narrative (adventure episode) Fact file As Term 1 (ongoing) and	The clockwork dragon by Jonathan Emmett  The Flower by John Light  Writing outcome: Persuasive writing (advert) Instructions/explanation As Term 1 (ongoing) and Use the possessive apostrophe (singular) Add suffixes to spell longer words, including	Look up by Nathan Bryon  The Wonder by Faye Hanson  Writing outcome: Persuasive letter Biography/information sheet As Term 1 & 2 (ongoing) and	Bog baby by Jeanne Willis  Once upon a big bad wolf by Leigh Hodgkinson  Writing outcome: Narrative Non-chronological report As Term 1 & 2 (ongoing) and Add suffixes to spell longer words –ment, –ness

	When planning, write down ideas and/or key words, including new vocabulary	encapsulating what they want to say, sentence by sentence	Use the possessive apostrophe (singular)	–ful, –less (to create adjectives)	Add suffixes to spell longer words –ment, –ness	Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far
	Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils	When planning, write down ideas and/or key words, including new vocabulary	Add suffixes to spell longer words, including –ful, –less (to create adjectives)	Spell more words with contracted forms	Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far	Use sentences with different forms: statement, question, exclamation, command
	Re-read to check that writing	Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils	Spell more words with contracted forms	Distinguish between homophones and near-homophone	Use sentences with different forms: statement, question, exclamation, command	Use the progressive form correctly and consistently e.g. he was shouting.
	Use capital letters, full stops, question marks and exclamation to demarcate sentences	Re-read to check that writing	Distinguish between homophones and near-homophone	Proof-read to check for errors in spelling, grammar and punctuation	Use subordinating conjunctions (when/ if /that /because)	Use apostrophes to mark singular possession in nouns
	Use coordinating conjunctions (or/and/but)	Use capital letters, full stops, question marks and exclamation to demarcate sentences	Proof-read to check for errors in spelling, grammar and punctuation	Use commas to separate items in a list	Use the suffixes –er, –est, in adjectives	Form nouns using suffixes –ness, –er and by compounding e.g. whiteboard, superman
	Use brief opening and ending	Use coordinating conjunctions (or/and/but)	Use subordinating conjunctions (when/ if /that /because)	Use apostrophes to mark where letters are missing in spelling	Selection of relevant content shows an awareness of purpose and an emerging awareness of their audience	Use and understand the grammatical terminology in English Appendix 2 in discussing their writing : <i>noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb,</i>
	Appropriately sequences ideas	Write expanded noun phrases to describe and specify	Use commas to separate items in a list	Use the suffixes –er, –est, in adjectives	Use the progressive form correctly and consistently e.g. he was shouting.	
	Write questions (beginning with who/ what/ when/ where/ how etc)	Use the present and past tenses correctly and consistently	Use apostrophes to mark where letters are missing in spelling	Use the suffixes –er, –est, in adjectives	Use the progressive form correctly and consistently e.g. he was shouting.	
	Write statements		Selection of relevant content shows an awareness of purpose and an emerging awareness of their audience	Use adventurous vocabulary appropriate to task	Form nouns using suffixes –ness, –er and by compounding e.g. whiteboard, superman	
					Use and understand the grammatical terminology in English	

		Use -ly to turn adjectives into adverbs – slow/ slowly Use brief opening and ending Appropriately sequences ideas Write commands using the imperative form of a verb Write questions (beginning with who/ what/ when/ where/ how etc) Write statements	Use adventurous vocabulary appropriate to task Link related sentences through the use of pronouns and adverbials where appropriate Use commas to separate items in a list	Link related sentences through the use of pronouns and adverbials where appropriate Write commands using the imperative form of a verb	Appendix 2 in discussing their writing : <i>noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense, apostrophe, comma</i>	<i>tense, apostrophe, comma</i> Write commands using the imperative form of a verb
Maths (White Rose)	White Rose blocks Place Value count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward recognise the place value of each digit in a two-digit number (tens, ones)	White Rose blocks Continuation of addition and subtraction. Shape identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a	White Rose blocks Money recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value find different combinations of coins that equal the same amounts of money	White Rose blocks Continuation of Multiplication and division Length and Height choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); to the nearest appropriate	Fractions recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.	Mass, Capacity and Temperature choose and use appropriate standard units to estimate and measure mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using scales, thermometers and measuring vessels

	identify, represent and estimate numbers using different representations, including the number line compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs read and write numbers to at least 100 in numerals and in words use place value and number facts to solve problems. Addition and subtraction solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures applying their increasing knowledge of mental and written methods recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 add and subtract	vertical line identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid] compare and sort common 2-D and 3-D shapes and everyday objects.	solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change Multiplication and Division recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication ($\times$), division ($\div$) and equals ($=$) signs show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and	unit, using rulers, compare and order lengths, and record the results using $>$, $<$ and $=$ Statistics interpret and construct simple pictograms, tally charts, block diagrams and simple tables ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity ask and answer questions about totalling and comparing categorical data	Time compare and sequence intervals of time tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times know the number of minutes in an hour and the number of hours in a day.	compare and order mass, volume/capacity and record the results using $>$, $<$ and $=$ Position and direction order and arrange combinations of mathematical objects in patterns and sequences use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise).

	numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones a two-digit number and tens two two-digit numbers adding three one-digit numbers show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.		division facts, including problems in contexts.			
Science	Living things and their habitats -Explore and compare the differences between things that are living, dead, and things that have never been alive -Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic	Uses of everyday 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 -Find out how the shapes of solid objects made from some	Consolidation of previously taught units of work / revision / retrieval Working scientifically objectives to be taught throughout all units: -Asking simple questions and recognising that they can be answered in different ways	Plants -Observe and describe how seeds and bulbs grow into mature plants -Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.	Animals, including humans -Notice that animals, including humans, have offspring which grow into adults -Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) -Describe the importance for humans	Working scientifically objectives to be taught throughout all units: -Asking simple questions and recognising that they can be answered in different ways -Observing closely, using simple equipment -Performing simple tests -Identifying and classifying

	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.	materials can be changed by squashing, bending, twisting and stretching.	-Observing closely, using simple equipment -Performing simple tests -Identifying and classifying -Using their observations and ideas to suggest answers to questions -Gathering and recording data to help in answering questions.		of exercise, eating the right amounts of different types of food, and hygiene	-Using their observations and ideas to suggest answers to questions -Gathering and recording data to help in answering questions.
Geography	Would You Prefer to live in a hot or cold place? Name and locate the world's seven continents and five oceans. 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. Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North		Why Is Our World Wonderful? Name and locate the world's seven continents and five oceans. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Use basic geographical vocabulary to refer to:			What is it like to live by the coast? Name and locate the world's seven continents and five oceans. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Use basic geographical vocabulary to refer

	and South Poles. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.		key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.			to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.
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			Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.			
History		How have explorers changed the world?		How was school different in the past?		What is a monarch?

Art	Tone and Texture Artist, designer, craftsperson: Käthe Kollwitz  Formal elements- Tone, texture -Experiment with a range of materials to create marks and tones. -Use different pressures and control to make different marks. -Describe the texture of objects. -Identify how artists use tone. -Control shading to show tone. -Sketch simple shapes lightly so that changes can be made. -Refine a drawing by building up the outline of an object. -Pose to show a clear	DT focus	DT Focus	Learning Experience: Antarctica Concertina Books Artist, designer, craftsperson: Rachel Whiteread  Formal elements- Clay, sculpture, design -Flatten and smooth their clay, rolling shapes successfully and making a range of marks in their clay. -Make a basic pinch pot and join at least one clay shape onto the side using the scoring and slipping technique. -Roll a smooth tile surface. -Join clay shapes and make marks in the tile surface to create a pattern. -Draw a house design and plan how to create the key features in clay. -Create a clay house tile that has recognisable	DT Focus	Learning Experience: Printing (rollers) Collage (layering of colour) Painting (poster paint) Artist, designer, craftsperson: Ai Weiwei Eric Carle  Formal elements- Texture, tone, colour To use a range of materials creatively to design and make products To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space Find out about the work of a range of artists, craft
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	expression and head position to create a photograph.			features made by both impressing objects into the surface and by joining simple shapes.		makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work Compare other's work, identifying similarities and differences. Describe choices and preferences using the language of art.
DT	Art focus	Pouch Textiles Designer, engineer, architect, chef, craftsperson: Cath Kidston  Skills- Joining, decoration	Making wraps Cooking and nutrition: Balanced diet Designer, engineer, architect, chef: Tom Kerridge  Skills- taste, chop/prepare ingredients	Art focus	Fairground wheel Mechanisms Designer, engineer, architect, chef, craftsperson: The London eye, Julia Barfield and David Marks  Skills- Stable structures, design, axles and wheels	Art focus
Music (LM)	Animals: Call and response	On the Island: Singing	Musical storytelling: Instruments	Space: Contrasting dynamics	Myths and Legends: Structure	Musical Me: Pitch

HPE	Team Building Fundamental Movement Skills Health	Yoga Fundamental Movement Skills Fitness	Fundamental Movement Skills (Sending and Receiving) Dance Health	Fundamental Movement Skills (Striking and Fielding) Gymnastics	Fundamentals (Ball Skills) Invasion Games Health	Fundamentals (Athletics) Target Games
	Skills to be applied throughout the year: Pupils will develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils are taught to: • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • participate in team games, developing simple tactics for attacking and defending • perform dances using simple movement patterns					
<u>Computing</u> Link to LTP iLearn2	E-safety (Lesson starters across the year using Project Evolve) Recognise uses of IT (1-2 hours) – Recognise common uses of information technology beyond school; – Understand computers store and follow instructions. – Spot digital technology in school or at home. – Find a piece of computer equipment amongst day to day objects and choose the correct definition. – Understand how different technology helps us.	IEBook creation (3-4 hours) Add a book cover with title, author, colour and image. Add multiple pages based on a theme. Add text on different pages. Add images on different pages to match the theme/text Add voice recordings to match the text and theme.	Introduce data handling (2-3 hours) – Understand what data is and collect it as a tally. – Use software to label a pictogram and add data to each column. – Edit a table with correct titles and numbers. – Use software to create a bar chart/pie chart/line chart suitable for the data. – Interpret a pictogram/bar chart/line chart. SAFER INTERNET DAY Understand that the questions we ask AI affect the answers we receive and know how to stay safe online.	Develop programming (3-4 hours) 1. Create and debug simple programs by selecting code blocks, placing them in the correct sequence and executing a program. 2. Use logical reasoning to predict the behaviour of simple programs. 3. Simplify a program by using a loop.	Programming with Scratch Junior (3-4 hours) Use code blocks to: Program movements Program outputs for audio or text Find errors in a program – debug task in activity 1 Program Inputs (touch or clicking) Program selection/conditions (if one sprite hits another)	Digital art (3-4 hours) Use lines and fill tools to make interesting patterns. Add a variety of shapes (outlines and fill) and label them with text. Re-create a graphic using pixels of different colours.
RE (HANTS)	Ideas about God Concept: God Is God important? Christian traditions / Jewish traditions	Hannukah and Advent Concept: Light as a symbol Why do we light candles	Special places Concept: special What makes a place special? Christian traditions /	Easter Concept: happy/sad <i>Can a story be both happy and sad?</i> Christian traditions	Special food Concept: special, remembering <i>What makes food special? Does it always need to be linked to</i>	Rules and values Concept: rules Are the rules always the same? Christian traditions /

		on special occasions? Christian traditions / Jewish traditions	Jewish traditions	GOLDEN THREAD: Love	<i>remembering?</i> Jewish traditions GOLDEN THREAD: Special	Jewish traditions GOLDEN THREAD: Community
PSHCE (SCARF)	SCARF - Me and my relationships	SCARF - Valuing Difference	SCARF - Keeping myself safe	SCARF - Rights and responsibility	SCARF -Being my Best	SCARF - Growing and changing