



Year 2 Curriculum Map 2025-26



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English						
	Reading Phonics programme	Reading Phonics Programme	Reading Fiction - The Owl how was afraid of the Dark Non-Fiction - Owls National Geographic Poetry – <i>Catch up phonics for those who need it</i>	Reading Fiction - The Hodgeheg Non-Fiction – The big book of bugs Poetry – <i>Catch up phonics for those who need it</i>	Reading Fiction – The Kindest Red Non-Fiction – Welcome to our world Poetry – <i>Catch up phonics for those who need it</i>	Reading Fiction – The Great Food Bank Heist Non-Fiction – Poverty and Hunger Poetry – <i>Catch up phonics for those who need it</i>
	Skills: apply phonic knowledge, blend, read common suffixes, CEW, increase fluency, retell familiar stories, reading non-fiction structured in different ways, read & discuss poetry, drawing on prior knowledge, literal skills, making inferences, predictions					
	Narrative Frog and the Stranger Instructions How to make friends with a ghost Poetry: List Poems Puffin Book of Fantastic First Poems <i>Grammar covered – Sentence level</i> join sentences and,or,but Statements	Narrative Last Stop on Market Street Letters/Postcards Dragon Post <i>Grammar covered – Sentence level</i> Expanded noun phrases	Narrative Rapunzel Non-Chronological Report Big Blue Whale <i>Grammar covered – Sentence level</i> Exclamatory sentences, starting with	Narrative Julian is a Mermaid Splash Poetry: Free Verse and Simile Puffin Book of Fantastic First Poems <i>Grammar covered – Sentence level</i> Present progressive and past progressive tenses	Narrative The Lost Homework Instructions How to Wash a Woolly Mammoth Recount Here I am <i>Grammar covered – Sentence level</i> Adverbs (recap expanded noun phrases,	Narrative Super Joe does NOT do cuddles Traction Man Poetry: Take One Poet Belonging Street <i>Grammar covered – Sentence level and Word Level</i> Alliteration

Mathematics	<p>Commands Adjectives</p> <p><i>Word level</i> Recap Y1 - Full stops and capital letters. Y2 - Commas to separate items on a list, question marks</p>	<p>Subordinating conjunctions inc. when, if, that, because</p> <p><i>Word level</i> Exclamation mark (recap question marks, commas for lists)</p>	<p>'What/How +noun phrase + verb' (recap joining sentences and subordinating conjunctions, commas for lists)</p> <p><i>Word level</i> (recap use of question mark, exclamation mark)</p>	<p>Simile (recap expanded noun phrases)</p> <p><i>Word level</i> Apostrophes of contraction (recap use of question mark and exclamation mark)</p>	<p>conjunctions to combine sentences, present progressive and past progressive, command sentences)</p> <p><i>Word level</i> Apostrophes of possession (recap commas for lists, question marks and exclamation marks)</p>	<p>Review of all grammar covered during the year</p>
	<p>Skills: spell using phonics, CEW, NC spelling rules (taught through Herts Essential Spelling programme), dictated sentences, form letters and digits with correct size & orientation (taught through Penpals Handwriting programme), spacing words appropriately, planning, proof reading, revisions & corrections, expanded noun phrases, coordination (and, but, or)</p>					
	<p>Place value: Counting forwards and backwards within 20, Tens and ones within 20, Counting forwards and backwards within 50, Tens and ones within 50, Compare numbers within 50, Count objects to 100 and read and write numbers in numerals and words, Represent numbers to 100, Tens and ones with a part-whole model, Tens and ones using addition, Use a place value chart, Compare objects, Compare</p>	<p>Number: addition and subtraction cont: add a 1 digit and 2 digit number crossing 10, subtraction crossing 10, subtract a 1 digit from a 2 digit number crossing ten, add 2 digit numbers – not crossing ten – add ones and add tens, add 2 digit numbers – crossing 10 – add ones and add tens, subtract a 2 digit number from a 2 digit number – not crossing 10, subtract a 2 digit number from a 2 digit number – crossing 10 – subtract ones and tens, find and make</p>	<p>Measurement - money: Recognising coins and notes, count money – pence, count money – notes – coins and notes, count money - notes and coins, select money, make the same amount, compare money, find the total, find the difference, find change, two step problems. Number – multiplication and division: make equal groups, add equal groups, make arrays, recognise equal groups, make equal groups, add equal groups,</p>	<p>Measurement – length and height: compare lengths and heights, measure lengths (1), measure lengths (2), measure length (cm), measure length (m), compare lengths, order lengths, four operations with lengths. Measurement – mass, capacity and temperature: introduce weight and mass, measure mass, compare mass, measure mass in</p>	<p>Fractions: make equal parts, recognise a half, find a half, recognise a quarter, find a quarter, recognise a third, find a third, unit fractions, non-unit fractions, equivalence of $\frac{1}{2}$ and $\frac{2}{4}$, find three quarters, count in fractions. Measurement – time: Telling the time to the hour, telling time to the half hour, O'clock and half past, quarter past and quarter to, telling the time to 5</p>	<p>Statistics: make tally charts, draw pictograms (1:1), interpret pictograms (1:1), draw pictograms (2,5and10), interpret pictograms (2, 5&10), block diagrams. Geometry – position and direction: describe position (1), describe position (2), describe movement, describe turns, describe movement and turns, making patterns with shapes.</p>

Science	<p>numbers, Order objects and numbers, Count in 2s, Count in 5s, Count in 10s, Count in 3s.</p> <p>Number - addition & subtraction: fact families – addition and subtraction facts to 20. Check calculations, compare number sentences, related facts, bonds to 100 (tens), add and subtract 1's, 10 more and 10 less, add and subtract 10's, add by making 10.</p>	<p>number bonds, bonds to 100 – tens and ones, add three 1 digit numbers.</p> <p>Geometry – properties of shape: recognise 2-d and 3-d shapes, count sides on 2-d shapes, count vertices on 2-d shapes, draw 2-d shapes, lines of symmetry, sort 2-d shapes, make patterns with 2-d shapes, count faces on 3-d shapes, count edges on 3-d shapes, count vertices on 3-d shapes, sort 3-d shapes, make patterns with 3-d shapes.</p>	<p>multiplication sentences using the x symbol, multiplication sentences from pictures, use arrays, make doubles, 2 times-table, 5 times-table, 10 times-table, make equal groups sharing, make equal groups grouping, make equal groups grouping, divide by 2, odd and even numbers, divide by 5, divide by 10.</p>	<p>grams, measure mass in kilograms, introduce capacity and volume, measure capacity, compare volume,</p>	<p>mins, writing time, hours and days, find durations of time, compare durations of time.</p>	<p>Consolidation and problem solving.</p>
	<p>Animals, including humans</p> <p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>	<p>Animals, including humans</p> <p>Notice that animals, including humans, have offspring which grow into adults</p>	<p>Uses of everyday materials</p> <p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p>All living things and their habitats</p> <p>Explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>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.</p>	<p>All living things and their habitats</p> <p>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</p> <p>Identify and name a variety of plants and animals in their</p>	<p>Plants</p> <p>Observe and describe how seeds and bulbs grow into mature plants</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>

RE					habitats, including micro-habitats	
	<i>Skills: work scientifically – ask simple questions, use simple equipment, perform simple tests, identifying & classifying, gathering & recording data</i>					
	<p>God - What do Christians believe God is like?</p> <p>Creation - Who made the world?</p> <p><i>Skills:</i> Identify what a parable is. Tell the story of the Lost Son from the Bible simply, and recognise a link with the concept of God as a forgiving Father. Give clear, simple accounts of what the story means to Christians. Give an example of how Christians put their belief into practice in worship; by saying sorry to God, for example. Think, talk and ask questions about whether they can learn anything from the story for</p>	<p>Incarnation - Why does Christmas matter to Christians?</p> <p><i>Skills:</i> Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians. Recognise that stories of Jesus' life come from the Gospels. Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas. Decide what they personally have to be thankful for at Christmas time.</p>	<p>Gospel - What is the good news Jesus brings?</p> <p><i>Skills:</i> Tell stories from the Bible and recognise a link with a concept of 'Gospel' or good news. Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians. Recognise that Jesus gives instructions to people about how to behave. Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless. Give at least two examples of how Christians put these beliefs into practice in the</p>	<p>Salvation – Why does Easter matter to Christians?</p> <p><i>Skills:</i> Recognise that Incarnation and Salvation are part of a 'big story' of the Bible. Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people). Recognise that Jesus gives instructions about how to behave. Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter.</p>	<p>Judaism</p> <p><i>Skills:</i> Identify why a religious text is special and how Jewish people show the Torah is special. Identify 3 pieces of information about Moses' life. Talk about similarities and differences between Christenings and Bar/Bat Mitzvah ceremonies.</p>	

Computing	<i>themselves, exploring different ideas.</i>		<i>Church community and their own lives (for example: charity, confession).</i>			
	We are astronauts- Programming <i>Skills: understand algorithms as sequences of instructions, convert simple algorithms to programs, predict what simple programs will do, spot & fix (debug) errors in simple programs</i>	We are games testers- Exploring how computer games work <i>Skills: describe what happens in computer games, use logical reasoning to predict what a program will do, test predictions, recognise use of IT beyond school, use technology safely and respectfully</i>	We are photographers- Taking, selecting and editing digital images <i>Skills: use a camera app, take digital photos, review and reject or rate images they take, edit and enhance photos, select best images</i>	We are safe researchers- Researching a topic <i>Skills: collaborate as a group, searching for information on the internet, note taking, presentation skills</i>	We are animators- creating a stop motion animation <i>Skills: understand how animation works, use storyboards to plan an animation, create characters/props/ backgrounds for animation, review/film/edit stop motion animation, record audio</i>	We are zoologists- Recording data <i>Skills: sort & classify items; collect data using tick or tally charts; use simple charting software; take, edit & enhance photos; record information on a digital map</i>
	Events beyond living memory The Great Fire of London <i>I can sequence events, artefacts, pictures and dates on a timeline.</i> <i>I can use artefacts, pictures, stories and online resources to find out about the past.</i> <i>I can identify differences and similarities between the ways of life today and the people of 1666.</i> <i>I can recognise why people did things, why events happened and what happened as a result.</i> <i>I can explain who Samuel Pepys is, his role during the fire and how his diary is a source of information.</i>		Lives of significant individuals Significant Nurses <i>I can use sources to find out what makes a person significant.</i> <i>I can recognise why Florence Nightingale, Mary Seacole and Edith Cavell did things, why events happened and what happened as a result.</i> <i>I can compare the lives of different nurses</i>		Seaside <i>I can identify similarities and differences between seaside holidays now and then.</i> <i>I can make simple deductions from photographs and paintings.</i> <i>I can identify reasons for going on holiday today are different from 100 years ago.</i> <i>I can give 2 valid reasons why Victorians flocked to the seaside.</i> <i>I can recognise differences in clothing, beach activities, methods of travel</i>	
	Location Knowledge Continents and Oceans		Geographical Skills and Fieldwork Fieldwork of our local area		Place Knowledge Beside the seaside	

Computing

History

Geography	<p>I can name and locate the world's seven continents and five oceans.</p> <p><i>Skills: use world maps, atlases and globes to identify UK and its countries as well as other countries, continents and oceans. Name and locate the world's seven continents and five oceans</i></p>		<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p> <p>I can use simple compass directions (North, South, East and West) devise a simple map; and use and construct basic symbols in a key.</p> <p>Use locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. Use fieldwork to observe, measure and record the human and physical features in the local area.</p> <p><i>Skills: use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. Devise a simple map. Use and construct a basic key.</i></p>		<p>Comparing Buntingford to a coastal area.</p> <p>Compare and contrast the human and physical features in two British localities. Compare and contrast Buntingford with the seaside.</p> <p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> - key physical features, including: beach, coast, forest, hill, mountain, soil, valley, vegetation, sea. <p>Key human features, including: city, town, village, factory, farm, house, office.</p> <p><i>Skills: use basic geographical vocabulary to refer to key physical and human features. Identify seasonal and daily weather patterns in UK</i></p> <p><i>Identify location of hot and cold areas (in relation to equator and north/south poles) Compare and contrast the human and physical features in two British localities.</i></p>	
Art	<p>Printing</p> <p>Investigating shape, pattern, printing and rubbings</p> <p>Observational drawings</p>	<p>Pattern</p> <p>Creating patterns with a range materials and techniques</p> <p>Christmas cards</p>	<p>Drawing</p> <p>Drawings in the style of Quentin Blake & Axel Schaeffer</p> <p>Observational drawings</p>	<p>Form</p> <p>Art from various cultures – Islam (geometric decorations)</p> <p>Create clay tile</p> <p>3D & sculpture</p>	<p>Texture</p> <p>African textile design</p> <p>Paint designs in style of Eva Sonaike</p>	<p>Colour</p> <p>Vincent Van Gogh</p> <p>Mixed Media</p> <p>Collages</p>
	<p><i>Skills:</i></p> <ul style="list-style-type: none"> -Use a range of materials creatively -Use drawing, painting & sculpture to develop ideas & imagination 					

DT

- Develop wide range of art & design techniques using fabric/textiles
- Identify primary, and mix secondary colours & tones
- Design repetitive patterns
- Explore knots, fraying, twists
- Cut & shape
- Use colour for dramatic effect
- Collect images from a range of media
- Explore Paint programme (ICT)
- Evaluate my own & others' work & say what I would change
- Learn a range of techniques with pencil/pen (shade, tone, shape, line)
- Record from first hand observation
- Understand pattern and how it can be used

**Projects on a Page: Mechanisms
Wheels and axles**

Designing

- Generate initial ideas and simple design criteria through talking and using own experiences.
 - Develop and communicate ideas through drawings and mock-ups.

Making

- Select from and use a range of tools and equipment to practise cutting and joining to allow movement and finishing.
- Select from and use a range of materials and components such as paper, card, plastic and wood according to their characteristics.

Evaluating

- Explore and evaluate a range of products with wheels and axles.
 - Technical knowledge and understanding
- Explore and use wheels, axles and axle holders.
 - Distinguish between fixed and freely moving axles.
- Know and use technical vocabulary relevant to the project..

Projects on a Page: Preparing fruit and vegetables

**Vegetable salad. Links to science healthy eating.
Designing**

- Design appealing products for a particular user based on simple design criteria.
 - Generate initial ideas and design criteria through investigating a variety of fruit and vegetables.

- Communicate these ideas through talk and drawings.

Making

- Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely.
 - Select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product.

Evaluating

- Taste and evaluate a range of fruit and vegetables to determine the intended user's preferences.
- Evaluate ideas and finished products against design criteria, including intended user and purpose.

Technical knowledge and understanding

Projects on a Page: Textiles - Templates and joining techniques

**Design and make a glove puppet:
Designing**

- Design a functional and appealing product for a chosen user and purpose based on simple design criteria.

- Generate, develop, model and communicate their ideas as appropriate through talking, drawing, templates, mock-ups and information and communication technology.

Making

- Select from and use a range of tools and equipment to perform practical tasks such as marking out, cutting, joining and finishing.
- Select from and use textiles according to their characteristics.

Evaluating

- Explore and evaluate a range of existing textile products relevant to the project being undertaken.
- Evaluate their ideas throughout and their final products against original design criteria.

Technical knowledge and understanding

PHSRE			<ul style="list-style-type: none"> • Understand where a range of fruit and vegetables come from e.g. farmed or grown at home. • Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of The Eatwell Plate. • Know and use technical and sensory vocabulary relevant to the project. 		<ul style="list-style-type: none"> • Understand how simple 3-D textile products are made, using a template to create two identical shapes. • Understand how to join fabrics using different techniques; running stitch, glue, over stitch, stapling. • Explore different finishing techniques using painting, fabric crayons, stitching, sequins, buttons and ribbons. • Know and use technical vocabulary relevant to the project. 	
	New Beginnings Keeping our bodies healthy <i>Skills: devise a class charter; reconnect with my friends again; identify communities I belong to & what belonging feels like; identify some ways to keep my body healthy; identify the 5W2WB and talk about how to keep mentally healthy; identify why we need to reduce/reuse/recycle.</i>	Friendship Getting on / Bullying <i>Skills: identify the difference between wants and needs; identify what makes me happy; identify what bullying is and what teasing is; give constructive feedback; stay safe on line.</i>	Going for Goals Setting simple goals and thinking about how we can achieve them <i>Skills: set simple goals for myself; identify how to remain safe around household substances; explain how medicines affect the body and how they can help/harm us; make safe choices; review my PB network hand.</i>	Good to be Me Personal hygiene Healthy eating Human life cycle <i>Skills: discuss the importance of personal hygiene; wash my hands correctly; identify that secrets make people feel worried or unsafe but that privacy is ok; understand that I am allowed to have my privacy respected; understand the importance of healthy eating & keeping fit; talk about the human life cycle; discuss Fair trade food from around the world.</i>	Relationships Keeping our bodies healthy <i>Skills: build & maintain healthy relationships; understand that people have similarities & differences; understand the benefits of living in a diverse world and that differences should be respected; understand that rights come with responsibilities; identify special people in my life and people who help us; identify right and wrong, and discuss why I think that; I know that making the right choice is sometimes</i>	Changes Animals and us Living in a diverse world <i>Skills: identify healthy & unhealthy habits; understand that I can make choices about my own behaviours; understand that I can change my behaviours if I want; understand that mistakes & set backs are part of learning (Growth Mindset); understand that we are all unique; talk about change and loss.</i>

PE					<i>the hard choice; talk about tricky feelings.</i>	
	<p><u>Tag rugby</u></p> <p>Learning Intentions: Exploring when and why we attack in a game. Exploring when and why we defend in a game. Understanding when to attack and defend in a game. Developing understanding on when and where we attack as a team when playing a game. Developing understanding on when and where we defend as a team when playing a game. Creating defending and attacking tactics in a game situation.</p> <p><u>Vocabulary: Tag Rugby</u> Teamwork, Respect, Target, Pivot/spin, Flow, Tackle, Co-ordination, Strength, Speed/direction, Drive, Dodge, Tag, Grip, Run, Attack, Defend</p>	<p><u>Dance</u></p> <p>Learning Intentions: Creating movements like an explorer Creating frozen emotions Developing different types of choreography Adding drama and emotion to their performances Exploring relationships between explorer and wild animals Adding drama and emotion to dance performance Consolidating overall learning</p> <p><u>Vocabulary: Dance</u> Teamwork, Respect, Flow, Balance, Co-ordination, Strength, Control, Sequence, Character, Creativity, Rhythm, Movement, Control</p>	<p><u>Gymnastics</u></p> <p>Learning Intentions: Performing champion gymnastics movements. Performing sequences including jump, roll and balance. Applying champion gymnastics creating own sequences. Pupils performing sequences</p> <p><u>Vocabulary: Gymnastics</u> Teamwork, Respect, Pivot, Flow, Balance, Co-ordination, Strength, Apparatus, Big/Small movement, Narrow, Wide, Curled, Sequence, Champion, Jump, Roll, Sequence, Perform</p>	<p><u>Basketball</u></p> <p>Learning Intentions: Developing on passing and receiving a ball. Developing on dribbling, passing and receiving when keeping possession of the ball. Developing on dribbling, passing and receiving when scoring a point.</p> <p><u>Vocabulary: Basketball</u> Teamwork, Respect, Target, Flow, Tackle, Co-ordination, Strength, Speed, Drive, Dodge, Grip, Run, Defend, Attack, Pass, Receive, Dribble, Passing, Receiving</p>	<p><u>Tennis</u></p> <p>Learning Intentions: Working with and against a partner. Controlling power when hitting targets. Developing tactical thinking skills within a game. Developing an understanding when hitting ball in particular space to score points.</p> <p><u>Vocabulary: Tennis</u> Teamwork, Respect, Target, Pivot, Flow, Co-ordination, Strength, Speed, Drive, Run, Control, Dribbling, Hitting, Pushing, Power, Opponent</p>	<p><u>Team Building</u></p> <p>Learning Intentions: Importance when working as a team. Understanding what makes an effective team. Developing communication skills when completing challenges. Using strategies to solve problems.</p> <p><u>Vocabulary: Athletics</u> Teamwork, Respect, Target, Co-ordination, Strength, Speed, Communication, Challenge, Strategies, Solving problems, Effective team, Challenges Cooperatively</p>

Music						
	Recorders Rhythm and duration Listening focus: Jazz Harvest	Recorders Fireworks and soundscapes Listening focus: Baroque Christmas Production	Recorders Composing and music technology Listening focus: 21 st Century Easter	Recorders Stories – selecting instruments Listening focus: 20 th Century	Recorders The great outdoors – descriptive sounds and graphic scores Listening focus: Romantic period	Around the World England, Ireland – traditional songs, Indonesia Listening focus: Musical Traditions