

Year 2 Curriculum Map 2026-27

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Reading Phonics programme	Reading Phonics Programme	Reading Phonics Programme	Reading Phonics Programme	Reading Phonics Programme	Reading Phonics Programme
	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 Commands Adjectives <i>Word level</i> Recap Y1 - Full stops and capital letters. Y2 - Commas to separate items on a list, question marks	Narrative Last Stop on Market Street Letters/Postcards Dragon Post <i>Grammar covered – Sentence level</i> Expanded noun phrases Subordinating conjunctions inc. when, if, that, because <i>Word level</i> Exclamation mark (recap question marks, commas for lists)	Narrative Rapunzel Non-Chronological Report Big Blue Whale <i>Grammar covered – Sentence level</i> Exclamatory sentences, starting with 'What/How +noun phrase + verb' (recap joining sentences and subordinating conjunctions, commas for lists) <i>Word level</i>	Narrative Julian is a Mermaid Splash, Anna Hibiscus! Poetry: Free Verse and Simile Puffin Book of Fantastic First Poems <i>Grammar covered – Sentence level</i> Present progressive and past progressive tenses Simile (recap expanded noun phrases) <i>Word level</i>	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, conjunctions to combine sentences, present progressive and past progressive, command sentences) <i>Word level</i> Apostrophes of possession	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 Review of all grammar covered during the year

Mathematics			(recap use of question mark, exclamation mark)	Apostrophes of contraction (recap use of question mark and exclamation mark)	(recap commas for lists, question marks and exclamation marks)	
	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)					
	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 numbers, Order objects and numbers, Count in 2s, Count in 5s, Count in 10s, Count in 3s. Number - addition & subtraction: fact families – addition	Number: addition and subtraction : 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 number bonds, bonds to 100 – tens and ones, add three 1 digit numbers. Geometry – shape: recognise 2-d and 3-d shapes, count sides on 2-d shapes, count	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, 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	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 grams, measure mass in kilograms, introduce capacity and volume, measure capacity, compare volume,	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 mins, writing time, hours and days, find durations of time, compare durations of time.	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. Consolidation and problem solving.

Science	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.	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.	sharing, 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.			
	<u>Living things: Habitats</u> Identifying what living things need to survive by exploring the life processes shared by all living things. Pupils classify things as alive, once alive or never alive, investigate plants and animals in habitats around the world and discover how living things depend on one another through food chains and other relationships.	<u>Living things: Microhabitats</u> Developing scientific enquiry skills by exploring how scientists investigate and answer questions about the world. Pupils learn about microhabitats and the needs of minibeasts, carry out surveys and investigations in the school grounds and discover the work of a botanist by identifying flowering plants.	<u>Materials: Uses of everyday materials</u> Investigating how the properties of materials make them suitable for different uses. Pupils compare materials, explore how bending, stretching and other actions can change the shape of solid objects and use data from their enquiries to answer questions.	<u>Animals, including humans: Life cycles and health</u> Exploring animal life cycles and survival by investigating how animals grow, change and meet their basic needs. Pupils collect and analyse data about changes in humans, develop their measuring and recording skills and consider how scientific knowledge can help people make healthy lifestyle choices.	<u>Plants: Plant growth</u> Examining how plants grow and reproduce by carrying out comparative tests and observing changes over time. Pupils identify the conditions needed for seed germination and healthy plant growth, measure and record stem growth, explore plant life cycles and consider the impact humans can have on plants and their environments.	<u>Making connections: Plant-based materials</u> Considering ways to reduce, reuse and recycle by applying knowledge of material properties to solve practical problems. Pupils investigate plant-based materials, learn about paper production and carry out simple tests to identify suitable materials for homemade plant pots, using natural materials to decorate their designs.
	Skills: work scientifically – ask simple questions, use simple equipment, perform simple tests, identifying & classifying, gathering & recording data					

RE	God - What do Christians believe God is like? Creation - Who made the world? <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 themselves, exploring different ideas.	Incarnation - Why does Christmas matter to Christians? <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.	Gospel - What is the good news Jesus brings? <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 Church community and their own lives (for example: charity, confession).	Salvation – Why does Easter matter to Christians? <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.	Judaism <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.	
	We are astronauts- Programming <i>Skills: understand algorithms as</i>	We are games testers- Exploring how computer games work	We are photographers- Taking, selecting and editing digital images	We are safe researchers- Researching a topic	We are animators- creating a stop motion animation <i>Skills: understand how animation works, use</i>	We are zoologists- Recording data <i>Skills: sort & classify items; collect data</i>

	sequences of instructions, convert simple algorithms to programs, predict what simple programs will do, spot & fix (debug) errors in simple programs	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	Skills: use a camera app, take digital photos, review and reject or rate images they take, edit and enhance photos, select best images	Skills: collaborate as a group, searching for information on the internet, note taking, presentation skills	storyboards to plan an animation, create characters/props/ backgrounds for animation, review/film/edit stop motion animation, record audio	using tick or tally charts; use simple charting software; take, edit & enhance photos; record information on a digital map
History	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>			
	<u>Would you prefer to live in a hot or cold place?</u> Skills: Mapping out hot and cold places globally. Children compare features in the North and South Poles and Kenya as well as in the local area. They learn the four compass points and the names and location of the seven continents.	<u>Why is our world wonderful?</u> Skills: Identifying features and major characteristics of the UK before learning about some of the amazing places in the world. Naming the oceans and locating these on a world map. Considering what is unique about the natural habitats in their locality and using fieldwork to investigate and present this.	<u>What is it like to live by the coast?</u> Skills: Using atlases, children name and locate continents and oceans of the world, while revising the countries, cities and surrounding seas of the UK. They learn about the physical features of the Jurassic Coast and how humans have interacted with this over time, including land use, settlements and tourism.			
Geography						

Art	Autumn Term: Drawing Understanding tone and texture Developing drawing skills by exploring and experimenting with a range of Materials. Children making marks that suggest surface texture and light and dark. They learn how to build a drawing by sketching basic shapes and adding detail, leading to a final observational piece that shows an emerging understanding of shading and texture.		Spring Term: Sculpture and 3D Clay houses Developing their ability to work with clay. Children learn how to create simple thumb pots. Exploring the work of sculptor Rachel Whiteread, applying her ideas in a final piece that uses techniques such as cutting, shaping, joining and impressing into clay. .. .		Summer Term: Craft and Design Map it out Responding to a design brief, children create a piece of art that represents their local area using a map as their stimulus. Children learn three techniques for working creatively with materials and at the end of the project, evaluate their design ideas, choosing the best to meet the brief.	
	DT	Autumn Term: Cooking and nutrition: Balanced diet	Spring Term: Mechanisms Fairground Wheel		Summer Term: Textiles Pouches	

Design

- To know that a design brief helps to decide what to make.
- To know that design criteria are the steps for making a product successful.
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Generating ideas

- To know that the design criteria help when thinking of ideas.

Make

- Planning more than one step ahead.

Selecting materials

- Choosing materials, ingredients or components from a wider range of materials, ingredients or components.
- Explaining their choices based on the properties of materials and components.

Selecting equipment

- Selecting from a wider range of equipment some of which are used for the same purpose (e.g. joining by sewing instead of glue).

Tool safety

- Explaining in simple terms why certain tools must be handled carefully.
- Following and recalling simple safety instructions.

Tool use

- Cutting: Cutting a range of materials with improving.

Design

Developing for a user

- Using a simple design brief that outlines the intended use, target user and key features of the product, to create simple design criteria.

Generating ideas

- Creating ideas with design criteria in mind.
- Referring to specific parts of existing products when generating ideas.

Communicating ideas

- Using labels to explain parts of a design, label materials etc, including using ICT.
- Integrating moving parts when creating mock-ups

Make

Selecting materials

- Choosing materials, ingredients or components from a wider range of materials, ingredients or components.
- Explaining their choices based on the properties of materials and components.

Tool safety

- Following and recalling simple safety instructions.

Tool use

- Shaping: Using templates and known shapes to create and adapt forms for a purpose.
- Finishing: Applying consistent brush/pen/pencil strokes to create balance in their finishing.

Design

- Design purposeful, functional, appealing products for themselves and other users based on design criteria
- Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

Make

- Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Evaluate

- Explore and evaluate a range of existing products
- Evaluate their ideas and products against design criteria

PHSRE	Evaluate - Discussing a range of existing products and saying what they like and dislike about them. - Comparing a range of products and explaining why some better meet different design criteria than others. Evaluating own ideas and products - Evaluating their ideas and creations against simple design criteria. - Discussing whether they were able to use the tools and techniques effectively. Giving and receiving feedback - Suggesting improvements to their peers' designs and products.		Evaluate Evaluating existing products - Discussing existing products, saying what they like about them. Giving and receiving feedback - Saying what they like about their peers' designs and products.		Summer 2: Celebrate KS1's achievements in D&T, with a gallery of their products. ★ Set an invention challenge with scrap materials. ★ Overflow time to complete units.	
	Being Me I can devise a class charter. I can identify who my trusted adults are. I can give an example that with rights come responsibilities. I can identify communities I belong to & what belonging feels like.	Celebrating Difference I can say why we should respect differences. I can talk about what bullying is and what to do if it happens. I can be kind and respect differences. I am developing a growth mindset. I can identify the difference between wants and needs.	Dreams & Goals I can set simple goals for myself. I can review my PB network hand. I can develop perseverance. I can work as part of a team.	Healthy Me I can discuss the importance of personal hygiene. I can wash my hands correctly. I can learn some ways to relax. I understand that my privacy must be respected. I understand the importance of healthy eating & keeping fit.	Relationships I can build & maintain healthy relationships. I understand that people have different opinions and that I should respect that. I can identify the difference between secrets and surprises (recap of spring). I can identify right and wrong, and discuss why I think that.	Changing Me I can identify changes (losses if appropriate) that I have experienced. I can develop my growth mindset. I understand that I can make choices about my own behaviours. I understand that I can change my behaviours if I want.

PE	I can be safe and fair in school. I can work collaboratively with others.			I can identify ways to keep safe around medicines and household substances.	I know that making the right choice is sometimes the hard choice. I can talk about tricky feelings.	I understand that mistakes & set backs are part of learning (Growth Mindset). I can reflect on my behaviours and try to be assertive.
	Fundamentals Movement skills: run, speed, agility, dodge, balance, jump, hop, skip Gymnastics Movement skills: shapes, balances, travelling actions, shape jumps, barrel roll, straight roll, forward roll	Dance Movement skills: actions, dynamics, space, relationships Ball skills Movement skills: roll, track, dribble with feet, kick, throw, catch, dribble with hands	Yoga Movement skills: balance, flexibility, strength, co-ordination Sending and receiving Movement skills: roll, track, catch, receive with feet, kick, send and receive with a racket	Invasion Games Movement skills: dribble, throw, catch, kick, receive, run, change speed, change direction Fitness Movement Skills: run, stamina, skip, co-ordination, agility, strength, balance	Net and wall Games Movement skills: throw, catch, hit, track Team Building Movement Skills: run, jump, balance, co-ordination	Striking and Fielding Games Movement skills: underarm throw, overarm throw, catch, track, bowl, bat Athletics Movement skills: run, jump for distance, jump for height, throw for distance, throw for accuracy
	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