Year 2 Curriculum Map 2025-26

	Autumn **Survival of the Fittest** 8 weeks & 7 weeks		**Spring** **Amazing Adventures** 6 weeks & 5 weeks		**Summer** **Only We Can Save the World!** 6 weeks & 7 weeks	
Our School Values	**An introduction to our values** What are your qualities? What are you good at? What do you want to improve? What can help us to work as a team? **Be an excellent communicator** What makes an excellent communicator? What makes a good audience? What makes a good listener?		**Have high aspirations** What do you want to be when you grow up? What will you do to achieve your dreams? What qualities will you need? **Be respectful** Can you empathise? How do you show respectfulness? Do you value other people's opinions?		**Be confident** How can you overcome your fears? How do you feel when something is tricky? What makes you feel proud? What are your strengths? **Be responsible** How can we look after our local environment and the wider world? What small things can we do to make ourselves and others happy? How can we take responsibility for our own actions?	
Key Author	Oliver Jeffers	Roald Dahl	Jill Murphy (chapter books)	Dick King- Smith	Janet & Allan Ahlberg	Little People, Big Dreams Series
English	**Key Texts** The Robot and the bluebird - David Lucas Amazing animal journeys – Chris Packham Benjamin Zephaniah poetry (who's who, nature trail) **Genre for writing** **Narrative** **Non- fiction: non chronological report**	**Key Texts** Leave the Whales Alone Please Poem – Tony Bradman The Christmas Owl- Ellen Kalish Rama & Sita **Genre for writing** **Recount** **Poetry** **Newspaper report**	**Key Texts** Dougal's Deep Sea Diary – Simon Bartram The true story of the three little pigs –Jon Scieszka **Genre for writing** **Diary entries** **Narrative**	**Key Texts** The Paper bag Princess- Robert Munsch Rosie Revere Engineer – Andrea Beatty Shirley Hughes- Poetry **Genre for writing** **Character profiles** **Instructions** **Explanations** **Poetry**	**Key Texts** Tidy - Emily Gravett Meerkat Mail- Emily Gravett All the Wild Wonders – poems of the earth **Genre for writing** **Persuasive writing** **Poetry**	**Key Texts** Bloom – Anne Booth Gorilla- Anthony Browne Poetry- Dreamer by Brian Moses **Genre for writing** **Letter writing** **Instruction writing** **Narrative** **Poetry**

Art	**Artist: Henry Rousseau.** Learn about him. Explore the techniques he used. Recreate his picture "Tiger in a tropical storm". Create their own picture with own choice of animal and background in the style of Henry Rousseau.		**Aboriginal art.** Learn about the history of Aboriginal art. Explore the techniques used to create Aboriginal art. Replicate a piece of Aboriginal art. Create their own piece.		**Recycled art.** Explore examples of sculptures that use recycled materials. Create an individual piece of recycled art. Create a collaborative piece of recycled art that can be displayed in our school.	
Computing - Purple Mash **E-Safety is taught throughout all of these topics.**	**Coding** Children will be taught how to code using an algorithm and fix errors in programs. **Online Safety** Children will be taught how to search safely and use email as a means of communication in a safe way**.**	**Online Safety** **Spreadsheets** Children will be taught how to collect data and store this electronically.	**Questioning** Children will be taught how to answer yes/no questions to separate information stored electronically	**Effective Searching** Children will be taught how to search the internet safely and understand what a digital footprint is. **Creating Pictures** Children will be taught how to use paint programs to make pictures using different styles.	**Creating Pictures** **Making Music** Children will be taught how to make music using a computer program.	**Presenting Ideas** Children will be taught how to present the information they have found in different ways such as fact files, posters etc.
DT	Design, make and evaluate our own pizza's and demonstrate that they understand the principles of a healthy and varied diet.	Design, make and evaluate an animal that uses a lever to move.	Explore axels and wheels using construction and understand how these are used to make things travel.	Visit to the British Motor Museum to build Lego cars and race them.	Explore weaving technique.	Create bunting using a simple running stich to join material together. Add an applique design to their piece of bunting.
Geography	Explore maps, atlases and globes, including looking at different keys.	Learn how to use maps and atlases to locate the continents and countries different animals are from.	Compare the UK to Australia. Learn how to use the four points of a compass	Children to choose a country of their choice to compare to the UK and create a fact file to share their findings.	Explore features on maps of the UK. Use aerial photos and local maps to identify human and physical features.	Follow a map to go on a local walk exploring the brook, canal and railway. Create our own maps of the local area.
History	Learn about the impact that Florence Nightingale and Mary Seacole have had on our health service. Understand how this has developed over time.		Understand how transport has changed over time. Learn about significant events such as the first flight, changes in the railways, first hot air balloon flight. How cars have changed and are still changing. Significant people in own locality: Frank Whittle/James Starley		Explore the contribution that the following people have made to conservation. Steve Urwin, Chris Packham, Steve Backshall.	Learn about the impact that Jane Goodall has had on conservation.
Maths	**Number:** Count in steps of 2, 5 from 0, and in tens from any number, forward and backward	**Number:** Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward	**Number:** - Count in steps of 3 and in tens from any number, forward and backward	**Number:** - count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward	**Number:** - count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward	**Number:** - 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) Read and write numbers to at least 100 in numerals and in words **Calculations:** Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: - a two-digit number and ones - 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 Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers **Fractions:** Recognise, find, name and write fractions 1/3 , 1/4 , 2/4 and 3/4 of a length, shape, set of objects or quantity **Length & Height:** Choose and use appropriate standard	Recognise the place value of each digit in a two-digit number (tens, ones) 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 **Calculations:** Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: - a two-digit number and tens Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even number **Fractions:** Recognise and find fractions 1/3 , 1/4 , 2/4 and 3/4 of objects or a quantity **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 **Time** Compare and sequence intervals of time Tell and write the time to five minutes, including quarter past/to the hour and draw	- Identify, represent and estimate numbers using different representations, including the number line - Read and write numbers to at least 100 in numerals and in words **Calculations:** - Solve problems with addition and subtraction 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 numbers using concrete objects, pictorial representations, and mentally, including: two two-digit numbers. - Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot. - Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) 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 division facts, including problems in contexts **Fractions:** - Recognise, find, name and	- recognise the place value of each digit in a two-digit number (tens, ones) - 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 **Calculations:** - recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 - add and subtract numbers using concrete objects, pictorial representations, and mentally - solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts **Fractions:** - write simple fractions for example, 1/2 of 6 = 3 and recognise the equivalence of 2/4 and 1/2. **Length, height and capacity:** - Choose and use appropriate standard units to estimate and measure length/height (m/cm) and capacity (litres/ml); to the nearest appropriate unit, using rulers and measuring vessels. - compare and order volume/capacity and record the results using >, < and =	- read and write numbers to at least 100 in numerals and in words - use place value and number facts to solve problems. **Calculations:** - recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 - 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. - Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs. - Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot. **Fractions:** - write simple fractions for example, 1/2 of 6 = 3 and recognise the equivalence of 2/4 and 1/2. **Capacity, money, time:** - Choose and use appropriate standard units to estimate and measure capacity (litres/ml); to the nearest appropriate unit, using measuring vessels. - solve simple problems in a practical context involving addition and subtraction of	- recognise the place value of each digit in a two-digit number (tens, ones) - read and write numbers to at least 100 in numerals and in words - use place value and number facts to solve problems. **Calculations:** - recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 - recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems - solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts **Fractions:** - write simple fractions for example, 1/2 of 6 = 3 and recognise the equivalence of 2/4 and 1/2. **Mass and time:** - Choose and use appropriate standard units to estimate and measure mass (kg/g) to the nearest appropriate unit, using scales. - compare and sequence intervals of time - tell and write the time to five minutes, including quarter past/to the hour

	units to estimate and measure (m/cm); to the nearest appropriate unit, using rulers Compare and order lengths, and record the results using >, < and = **Geometry:** Identify and describe the properties of 2-D shapes Order and arrange combinations of mathematical objects in patterns and sequences	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 **Statistics:** Interpret and construct simple pictograms, tally charts,	write fractions 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity **Temperature, Mass, Money** - Choose and use appropriate standard units to estimate and measure temperature (°C) and mass (kg/g) to the nearest appropriate unit, using scales and thermometers. - 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. - Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change. **Geometry:** - Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line. - 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 anti-clockwise). **Statistics:** - ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity	**Geometry:** - 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. - order and arrange combinations of mathematical objects in patterns and sequences **Statistics:** - ask and answer questions about totalling and comparing categorical data.	money of the same unit, including giving change - 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 **Geometry:** - 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. - order and arrange combinations of mathematical objects in patterns and sequences **Statistics:** - interpret and construct simple pictograms, tally charts, block diagrams and simple tables	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 **Geometry:** - 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 - 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 anti-clockwise).
Music- **Kapow**	**Call and response (Animals)** Using instruments to represent animals, copying	**Instruments (musical storytelling)**	**Singing (On this Island)** Learning folk songs and creating sounds to represent three contrasting	**Contracting Dynamics (Space)** Developing knowledge and	**Structure (Myths and legends)** Developing an understanding of	**Pitch (Musical Me)** Exploring the song 'Once a Man Fell in a Well',	

	rhythms and creating call and response rhythms.	Children learn how events, actions and feelings within stories can be represented by pitch, dynamics and tempo.	landscapes: seaside, countryside and city.	understanding of dynamics using instruments; learning to compose and play rhythms to represent planets.	structure by exploring and ordering rhythms.	playing it using tuned percussion and reading simple symbols representing pitch.
PE **Getset4PE**	**Fundamentals:** In this unit pupils will develop the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. Pupils will be given opportunities to work with a range of different equipment. Pupils will be given the opportunity to work collaboratively with others, taking turns and sharing ideas **Team building:** In this unit pupils develop their teamwork skills. They develop key skills of communication and problem solving. They learn to discuss, plan and reflect on ideas and strategies. They lead a partner whilst considering safety. **Fitness:** In this unit pupils will take part in a range of activities to develop components of fitness. Pupils will begin to explore and develop agility, balance, co-ordination, speed and stamina. Pupils will be given the opportunity to work independently and with others. Pupils will develop perseverance and show determination to work for longer periods of time.	**Dance:** Pupils explore space and how their body can move to express and idea, mood, character or feeling. They expand their knowledge of travelling actions and use them in relation to a stimulus. They will build on their understanding of dynamics and expression. They will use counts of 8 consistently to keep in time with the music and a partner. Pupils will also explore pathways, levels, shapes, directions, speeds and timing. **Ball skills:** In this unit pupils will develop their fundamental ball skills such as throwing, catching, rolling, hitting a target, dribbling with both hands and feet and kicking. They will look to perform these skills with increasing control and accuracy using co-ordination and balance. Pupils will have the opportunity to work independently, in pairs and small groups.	**Gymnastics:** In this unit pupils learn explore and develop basic gymnastic actions on the floor and using apparatus. They develop gymnastic skills of jumping, rolling, balancing and travelling individually and in combination to create short sequences and movement phrases. Pupils develop an awareness of compositional devices when creating sequences to include the use of shapes, levels and directions. They learn to work safely with and around others and whilst using apparatus. Pupils are given opportunities to provide feedback to others and recognise elements of high-quality performance. **Sending and Receiving:** In this unit pupils develop their sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball. They will also use equipment to send and receive a ball. Pupils will be given opportunities to work with a range of different sized balls. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will build on their knowledge of sending and receiving by applying their skills in different situations.	**Yoga:** Pupils learn about mindfulness and body awareness. They begin to learn poses and techniques that will help them to connect their mind and body. The unit looks to improve well-being by building strength, flexibility, co-ordination and balance. **Invasion Games:** In this unit, pupils develop their understanding of the principles of defending and attacking for invasion games. They use and develop skills such as sending and receiving with both feet and hands, as well as dribbling with both feet and hands. They have the opportunity to play uneven and even sided games. They learn how to score points in these types of games and learn to play to the rules.	**Net and Wall Games:** In this unit, pupils develop their understanding of attacking and defending principles in net games such as using a ready position to defend their court and placement of a ball into space. They use and develop skills such as throwing, catching, tracking and hitting a ball. They learn how to score points and how to play to the rules. They work independently, with a partner and in a small group and begin to self-manage their own games, showing respect and kindness towards their teammates and opponents. **Target Games:** In this unit, pupils develop their understanding of the principles of defending and attacking for target games. They develop the skills of throwing, rolling and striking towards a target and are given opportunities to select and apply the appropriate action for the target considering the size and distance of the challenge.	**Athletics:** In this unit pupils will develop skills required in athletic activities such as running at different speeds, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently. They learn how to improve by identifying areas of strength as well as areas to develop. **Striking and Fielding Games:** In this unit, pupils develop their understanding of the principles of defending (fielding) and attacking (batting) for striking and fielding games. They use and develop skills such as throwing and catching, tracking a ball and striking a ball. They learn how to score points in these types of games, how to play to the rules and use simple tactics.

		Fitness: In this unit pupils will take part in a range of activities to develop components of fitness. Pupils will begin to explore and develop agility, balance, co-ordination, speed and stamina. Pupils will be given the opportunity to work independently and with others. Pupils will develop perseverance and show determination to work for longer periods of time.			They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by rules to keep themselves and others safe, learn how to score points and use simple tactics.	
PSHE **Jigsaw**	**Being Me in my World** In this Puzzle (unit) the children discuss their hopes and fears for the year ahead – they talk about feeling worried and recognising when they should ask for help and who to ask. They talk about rights and responsibilities; how to work collaboratively, how to listen to each other and how to make their classroom a safe and fair place. The children talk about choices and the consequences of making different choices, set up their Jigsaw Journals and make the Jigsaw Charter.	**Celebrating difference** **Taking Care** In this Puzzle (unit) the class talk about gender stereotypes, that boys and girls can have differences and similarities and that is OK. They talk about children being bullied because they are different, that this shouldn't happen and how to support a classmate who is being bullied. The children talk about feelings associated with bullying and how and where to get help. They talk about similarities and differences and that it is OK for friends to have differences without it affecting their friendship.	**Dreams and Goals** In this Puzzle the class talk about setting realistic goals and how they can achieve them. They discuss perseverance when they find things difficult as well as recognising their strengths as a learner. The children talk about group work and reflect on who they work well with and who they don't. They also talk about sharing success with other people.	**Healthy Me** In this Puzzle the class learn about healthy food; they talk about having a healthy relationship with food and making healthy choices. The children talk about things that make them feel relaxed and stressed. They talk about medicines, how they work and how to use them safely. The children have a go at making healthy snacks and also discuss why they are good for their bodies.	**Relationships** **Taking Care** Learning about family relationships widens to include roles and responsibilities in a family and the importance of co-operation, appreciation and trust. Friendships are also revisited with a focus on falling out and mending friendships. This becomes more formalised and the children learn and practise two different strategies for conflict resolution (Solve-it-together and Mending Friendships). Children consider the importance of trust in relationships and what this feels like. They also learn about two types of secret, and why 'worry secrets' should always be shared with a trusted adult. Children reflect upon different	**Changing Me** In this Puzzle children look at different life cycles in nature including that of humans. They reflect on the changes that occur (not including puberty) between baby, toddler, child, teenager, adult and old-age. Within this, children also discuss how independence, freedoms and responsibility can increase with age. As part of a school's safeguarding duty, pupils are re-taught the correct words for private parts of the body (those kept private by underwear: vagina, anus, penis, testicle, vulva). They are also reminded that nobody has the right to hurt these parts of the body, including a lesson on inappropriate touch and assertiveness. Children practise a range of strategies for managing feelings and emotions. They are also taught where they can get help if worried or frightened. Change is taught as a natural

					types of physical contact in relationships, which are acceptable and which ones are not. They practise strategies for being assertive when someone is hurting them or being unkind. The children also discuss people who can help them if they are worried or scared.	and normal part of growing up and the range of emotions that can occur with change are explored and discussed.
RE- **Cov/War. SACRE units**	**KS1.4 – Who is Jesus?** The children will learn about who Jesus is and why he is important, to Christians and to other worldviews. They will look at the incarnation and why it is important. They will also think of the roles that people describe him as: a teacher, a miracle worker and a hero, and whether he was all those things.		**KS1.5 – What is most important to different people?** The children will learn about what is important to themselves and to others. They will think about what people say about God and why God is important to different people. They will look at what inspires and holds importance to people from different worldviews.		**KS1.6 – Why has the Coventry Blitz shaped Christian worldviews both locally and globally?** The children will learn about what happened to Coventry Cathedral during the Blitz and how that influenced Christianity both locally and worldwide. They will think about reconciliation, which Bible stories show its importance and if it really matters, before thinking about peace and what it means to themselves and others.	
Science	Understanding what animals and humans need for survival. **Investigate:** How does your body change during exercise?	Life cycles of animals including animals and their young. **Investigate:** What habitats do wild animals live in and why?	Understanding properties of materials and why they are used in certain products. **Investigate:** Which is the best materials for the Three Little Pigs curtains so that the Big Bad wolf cannot see them.	Understanding properties of materials and why they are used in certain products. **Investigate:** Which materials are the best for keeping things cool.	**Investigate:** Which condition do plants germinate the quickest in?	Exploring the differences between living/dead/and never been alive. Understanding simple food chains. **Investigate:** Which microhabitat do most minibeast live in and why?
Visits/ visitors	Animals for Parties visitor into school.	Theatre Trip		Trip to British Motor Museum. (Materials and Movement workshop).		Local area walk.
Experiences for the children... (some done in school and some as part of	Watch a movie and drink hot chocolate Build a den Apple Bobbing Visit the library Write and post a letter Learn to play an instrument Support a charity		Create a dance & perform it to a group Read to the younger children in school Learn to play a board game Go on a bus Walk along the canal Make a fly a kite Go to the shop and spend £1.00		Create your own song Take part in a water fight Make & wear an animal mask Have an egg and spoon race Make/ write a book Go pond dipping Make an ice- cream sundae	

home learning)	Use a sparkler Go on an Autumn Walk Meet a variety of animals	Have a debate Origami Make a cake	Take part in a sporting event Afternoon Tea event in school Take part in sports day style races