

Year 2 Curriculum Map 2026-2027

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Trips:		Great Fire of London Workshop	Eden Oasis – Animal Encounters workshop	Night Owls Experience session		Pier, beach and RNLI trip
Reading: Focus Texts:	Man on the Moon	The Baker's Boy and the Great Fire of London	The Penguin who wanted to find out	The Hodgeheg	George's Marvellous Medicine	Sam Wu is not afraid of Sharks
Secondary Texts	Back to Earth with a Bump Neil Armstrong - Reading Comprehension	The Diary of Samuel Pepys - Reading Comprehension	Amazing Antarctica - Reading Comprehension	All about Hedgehogs - Reading Comprehension	A Tale of Two Feathers	End Plastic Pollution - Reading Comprehension
Book Narrative	This book enhances the children's imagination about space. It is a day in the life of a man called Bob who works on the moon. It is told in a fun, comical way and is enhanced by lovely, colourful illustrations. It	This is a story book that gives historical insight into the Great Fire of London. It's a tale told from a child's perspective, Will, so is in child friendly language. It's an exciting story as Will and his family have to escape from the fire. It's a great book for reading	This is a lovely chapter book written by Jill Tomlinson and is one of many written in her descriptive style. The illustrations are beautiful and almost like photos. It's a wonderful book that shows the challenges that Penguins	The Hodgeheg is written by a well-known author-Dick King Smith. It's a lovely chapter book with great descriptions and vocabulary. It's a story that the children will love because which child doesn't love hedgehogs?	Roald Dahl is a National Treasure and children will love to explore the rich language of his classic book. It is a book full of mischief and fun and what child doesn't want to get involved in that? Don't worry, we do mention the disclaimer at the	Sam Wu is not afraid of sharks is a wonderful book with lots of description and language to increase the children's vocabulary and imagination. It shows the challenges that children go through when they are

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	ends on a question, leaving the children pondering about if there are aliens or not. It's a great book that children can relate to but also makes them think and question ideas and concepts.	independently or for use with guided reading.	experience but in a sensitive way.		beginning- don't try this at home!	worried and how to use great team work to solve problems.
Phonics/Spelling	Phase 5 review	Bridge to spelling	Spelling	Spelling	Spelling	Spelling
Maths White rose	Place Value Addition and Subtraction	Addition and Subtraction Shape	Money Multiplication and division	Length and height Mass, capacity and temperature	Fractions Time	Statistics Position and direction

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English Writing topics: Explanation Setting description Narrative Letter Instructions Character description Information Recount Playscript	Character description: Bob and aliens. Setting description: Space Narrative: Space Story: Jonathan Bond- How to use different sentences in my stories. NCR: Astronaut of teacher's choice. Jonathan Bond: How to write an acrostic poem.	Great Fire of London: Jonathan Bond- How to write a fear story. Diary entry of the Great Fire: Jonathan Bond- How to write a diary. Jonathan Bond: How to write a poem.	Information: Non-chronological reports: Penguins. Persuasive Letter: Journey to the South Pole (Scott). Jonathan Bond: How to write shape poems.	Instructions: Crossing the road- Jonathan Bond- How to write an instruction booklet. Jonathan Bond: How to write a playscript.	Character description: Description of Granny. Jonathan Bond: How to write nonsense poetry. Narrative: Stories with familiar setting: Jonathan Bond- How to write a diary story.	Jonathan Bond: How to write a recount- After beach trip. Leaflet: Persuade someone why we should visit the seaside: Jonathan Bond: How to persuade a reader. NCR: Grace Darling: Jonathan Bond: How to write a non-chronological report.
Scientist	Dian Fossey	Chris Packham		Alan Titchmarsh	Thomas Edison	
Science Vocabulary: <u>Autumn 1</u>	<u>Animals including Humans</u> Aims: Notice that animals,	<u>Living things and their habitats</u> Aims: Explore and compare the differences between things that are living, dead, and things that have never been alive.	Plants Aims: Observe and describe how seeds and bulbs	Use of Materials Aims: Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass,		

Life cycle Herbivore Carnivore Omnivore Diet Growth Food Chain Predator Prey Hygiene Energy Exercise <u>Autumn 2 & Spring 1</u> Alive Dead Not living Food Chain Habitat Microhabitat Respiration Growth Diet Energy Movement Senses <u>Spring 2</u> Germination Seed	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 of exercise, eating the right amounts of different types of food, and hygiene. <u>Lessons</u> - To understand and identify variations in	- 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. - 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. <u>Lessons</u> - To ask fact-based questions on what they would like to find out. - To understand the difference between living and non-living things by grouping. - To understand and ask questions about things that are no longer alive. - To understand and ask questions about things that were never alive. - To identify and explain the differences between living, no longer living and never alive. - To explore, identify and explain what can be found in local habitats. - To explore, identify and explain what can be found in micro-habitats.	grow into mature plants. - Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. <u>Lessons</u> - To ask fact-based questions on what they would like to find out. - To identify and label the different parts of a plant. - To understand how plants grow from seeds. - To understand what plants need to grow. - To investigate how light affects the growth of plants. (<i>this lesson links to</i>	brick, rock, paper and cardboard for particular uses. - Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. <u>Lessons</u> - To ask fact-based questions on what they would like to find out. - To understand what materials are and classify them as solids and liquids. - To identify and group materials that are similar. - To choose and identify the best materials for building a shelter. - To choose and identify the best materials for building a raft. - To understand where wool comes from and how it is used. - To understand where steel comes from and how it is used. - To explore how solids can be changed through melting. - To explore how solids can be changed through forces (<i>bending, squishing, stretching</i>). - To investigate what material would be best for an astronaut's glove. - To plan an investigation to test the best materials for a parachute. - To investigate and evaluate the best material for a parachute.
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Shoot Root Seed Dispersal Leaf Stem Flower Soil Water Sunlight Temperature Nutrients <u>Summer 1 & Summer 2</u> Properties Solid Liquid Flexible Rigid Soft Hard Rough Water resistant Water Absorbent Transparent Opaque Translucent	animal groups. 2. To identify the names of animals' young. 3. To understand how animals, change over time through lifecycles. 4. To understand and explain what all animals need to survive. 5. To investigate why exercise is important; collecting and evaluating results. 6. To understand and explain why a healthy diet is important.	8. To explore, identify and explain what can be found in world habitats. 9. To research and present how animals live in suitable habitats. 10. To understand and explain dependency in habitats. 11. To understand what a simple food chain is and its key vocabulary. 12. To apply the knowledge of food chains to different animals and living things.	<i>lesson 7. Make sure to leave some time for things to grow).</i> 6. To explore how plants are used in different ways. 7. To understand and evaluate how light affects the growth of plants.	
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Heavy Light	7. To ask questions and identify ways to keep the body clean.					
Computing	<u>Computing systems and networks – IT around us</u> National curriculum: Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school use technology safely and respectfully, keeping personal information private; identify where to go for	<u>Creating media – Digital photography</u> National curriculum: Use technology purposefully to create, organise, store, manipulate and retrieve digital content Recognise common uses of information technology beyond school Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet.	<u>Programming A – Robot algorithms</u> National curriculum: understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs. Use technology purposefully to create, organise, store, manipulate and retrieve digital content. <u>Lesson objectives:</u>	<u>Data and information – Pictograms</u> National curriculum: use technology purposefully to create, organise, store, manipulate and retrieve digital content. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. <u>Lesson objectives:</u> -To recognise that we can count and	<u>Creating media - Digital music</u> National curriculum: use technology purposefully to create, organise, store, manipulate and retrieve digital content. <u>Lesson objectives:</u> -To say how music can make us feel. -To identify that there are patterns in music. -To experiment with sound using a computer. -To use a computer to create a musical pattern. -To create music for a purpose.	<u>Programming B - Programming quizzes</u> National curriculum: understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions create and debug simple programs use logical reasoning to predict the behaviour of simple programs <u>Lesson objectives:</u> -To explain that a sequence of commands has a start.

	help and support when they have concerns about content or contact on the internet or other online technologies. <u>Lesson objectives:</u> -To recognise the uses and features of information technology. -To identify the uses of information technology in the school. -To identify information technology beyond school. -To explain how information	<u>Lesson objectives:</u> -To use a digital device to take a photograph. -To make choices when taking a photograph. -To describe what makes a good photograph. -To decide how photographs can be improved. -To use tools to change an image. -To recognise that photos can be changed.	-To describe a series of instructions as a sequence. -To explain what happens when we change the order of instructions. -To use logical reasoning to predict the outcome of a program. -To explain that programming projects can have code and artwork. -To design an algorithm. -To create and debug a program that I have written.	- compare objects using tally charts. -To recognise that objects can be represented as pictures. -To create a pictogram. -To select objects by attribute and make comparisons. -To recognise that people can be described by attributes. -To explain that we can present information using a computer.	-To review and refine our computer work.	-To explain that a sequence of commands has an outcome. -To create a program using a given design. -To change a given design. -To create a program using my own design. -To decide how my project can be improved.
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	technology helps us. -To explain how to use information technology safely. -To recognise that choices are made when using information technology.					
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Geography Vocabulary: <u>Spring 1</u> Arid Climate Compass Continent Country Desert Equator Globe Grasslands Human feature Ice sheet Land Locate Map Mild Ocean Pack ice Physical Feature Polar Rain gauge Rainforest Rural Savannah Sea Temperate Temperature Thermometer <u>Spring 2</u> Aerial Photograph	History focus this half term	History focus this half term	<u>Would you prefer to live in a hot place or a cold place?</u> <u>Key knowledge:</u> Discuss how to best formulate meaningful geographical enquiry questions and investigate possible answers. -Why does the weather change? -Why is it hotter near the equator? -What are the 4 seasons? -How does the weather in the UK compare to the weather in nearby countries? <u>Lesson 1</u> Where are the continents? Discuss what physical and human geography is.	<u>Why is our world so wonderful?</u> <u>Key knowledge:</u> Discuss how to best formulate meaningful geographical enquiry questions and investigate possible answers. -Why do animals live in different climates? -What are the 4 main coordinates? -Which way is left? -Which way is right? -Where is the equator? -What are the 7 continents? -What are the 5 oceans? <u>Lesson 1</u> What are some of the UK's amazing features and	History Focus	<u>What is it like to live by the coast?</u> <u>Key knowledge</u> Discuss how to best formulate meaningful geographical enquiry questions and investigate possible answers- -Name some of the features of a seaside. -What is the difference between human and physical geography? -What are coasts? -What causes the coastline to change shape? <u>Lesson 1</u> Where are the seas and oceans surrounding the UK? Use world maps, atlases and
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Capital City Continent Country Data Collection Fieldwork Human Feature Key Lake Land Landmark Locate Location Map North Physical Feature Ocean OS map River Sample Sea Scale Symbol Tally Chart Vegetation <u>Summer 2</u> Arch Aquarium Bay Capital city City			<u>Lesson 2</u> Where are the coldest places on Earth? Discuss what physical and human geography is Understand the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Use the 4 main points of a compass and use simple compass directions. Use and follow directional language (left, right, forwards, backwards). <u>Lesson 3</u> Where is the equator? Discuss what physical and human geography is Identify the equator, North and South poles on a globe and/ or world map. Begin to	landmarks? Discuss what physical and human geography is. <u>Lesson 2</u> Where are some of the world's most amazing places? Compare the UK to another country. Understand geographical similarities and differences through the study of places linked to topic (poles apart) areas, i.e. Sydney, Australia and Asian countries such as India and Nepal. <u>Lesson 3</u> Where are the oceans? Use world maps, atlases and globes to identify the UK and its countries and identify the 5 oceans. <u>Lesson 4</u> What is amazing about our local		globes to identify the UK and its countries and identify the 5 oceans. Discuss the UK and the surrounding areas/weather changes. Recognise keys and symbols - differentiating countries and capital cities. <u>Lesson 2</u> What is the coast? Discuss what physical and human geography is Understand the physical features of the sea side: cliff, coast, mountain, beach. Use the 4 main points of a compass and use simple compass directions. Use and follow directional language (left, right, forwards, backwards).
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Cliff Coast Coastline Country Data Collection Fieldwork Island Harbour Human Feature Location Locate Mudflat Ocean Physical Feature Pictogram Pier Sand Dunes Sea Stack Tally Chart Tourist Town Village			discuss the hemispheres. <u>Lesson 4</u> What is life like in a hot place? Discuss what physical and human geography is. Explain how weather changes with each season. <u>Lesson 5</u> Do we live in a hot place or a cold place? Discuss what physical and human geography is. Make simple observations of weather patterns the UK and compare to other places visited. <u>Lesson 6</u> Would you prefer to live in a hot place or a cold place? Discuss what physical and human geography is. Make simple observations	area? Compare the UK to another country. Name, locate and identify characteristics of the four countries and cities of the UK. Understand geographical similarities and differences through the study of places linked to topic (poles apart) areas, i.e. Sydney, Australia and Asian countries such as India and Nepal. <u>Lesson 5</u> Why are natural habitats special? Discuss what physical and human geography is. <u>Lesson 6</u> How can we look after natural habitats? Discuss what physical and human geography is		<u>Lesson 3</u> What are the features of the Jurassic coast? Understand the physical features of the sea side: cliff, coast, mountain, beach. <u>Lesson 4</u> How do people use Weymouth? Understand the physical features of the sea side: cliff, coast, mountain, beach. <u>Lesson 5</u> How do people use our local coast (data collection). Understand the physical features of the sea side: cliff, coast, mountain, beach. Discuss the UK and the surrounding areas/weather changes. <u>Lesson 6</u> How do people use
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			of weather patterns the UK and compare to other places visited.			our local coast (findings) Understand the physical features of the sea side: cliff, coast, mountain, beach. Discuss the UK and the surrounding areas/weather changes.
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History	<u>Local history: Our school</u>	<u>Great Fire of London</u> <u>Black History Month</u>	Geography Focus	Geography Focus	<u>Significant Individuals</u> <u>Sarah Forbes Bonetta</u>	Geography Focus
<u>Vocabulary:</u> <u>Autumn 1</u> Blackboard Classroom Different Equipment Impact Leisure Teacher Twentieth century Similar <u>Autumn 2</u> Cause Destroyed Great Fire Effect Firefighter King Charles II London Officials Prevent Rebuilt Tower of London <u>Summer 1</u> Famous	Key knowledge to link with lessons: -Is there any difference between schools today and your parent's schools? -What the important things about school are (teachers, classrooms, equipment etc.) -How the school has changed between now and 20 years ago. -How the school has changed between now and 50 years ago. -How the school has changed between now and 100 years ago. -How important things have changed between the three periods.	Key knowledge to link with lessons: -What was it like during the Great Fire of London? -When the Great Fire took place -Why the Great Fire started? -What happened to London during the Great Fire? -What people did during the Great Fire of London. -Who Samuel Pepys was. -Who John Evelyn was. -What was left of London after the Great Fire? -What London looked like after the Great Fire. -Why some parts of London were more			Key knowledge to link with lessons: -What do we mean by 'significance'? -What 'significant' means -Who is a significant/famous individual that they know? -Who is significant in their own lives? -Why do we remember certain people? -How we can find out about famous people ? -Who was Sarah Forbes Bonetta? -What Sarah Forbes Bonetta's real name was.	

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Major event Remember Research Role model Significant Slave Victorian	-Would you prefer to go to school now or in the past? -What school was like in the 19th century (Victorian period). -How school buildings have changed since the Victorian period. -How school equipment has changed since the Victorian period. -What a typical day at school would be like in the Victorian period. -How children played at school in the Victorian period. -Were there times when life at our school was unusual? Why was this? -What is different in a country during a time of war. -Context involving WW2 – evacuation,	affected than others? -Why some people were affected more than others -Why officials made decisions -How firefighters tried to stop the Great Fire of London. -What did the King do to make London better after the Great Fire? -How London was rebuilt after the Great Fire. -Why London was rebuilt after the Great Fire. -What Charles II wanted to do to stop another fire from happening. -What the new plan for the city was. -What actually happened during the rebuilding. <u>Lesson 1</u> Develop an awareness of the			-Where Sarah Forbes Bonetta was born -What some major events in Sarah Forbes Bonetta's life were. -What society was like in Victorian times -Why Sarah Forbes Bonetta was special? -What is slavery? -Why is she remembered? -How Sarah Forbes Bonetta compares to other famous individuals. -What made a good role model in Victorian times. -What makes a good role model today. -What sources there are about	
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	Blitz, air raid shelters. -The impact that war has on a country (specifically in local area). -Similarities and differences between school during war, now and in 19th century. -What events could impact how schools' function? E.g. Covid-19 (handle with care), Platinum Jubilee/King Charles' Coronation and New schools opening/other schools closing. <u>Lesson 1</u> Develop an awareness of the past. Use common words and phrases relating to the passing of time. Know where people/events studied fit on a	past. Know where people/events studied fit on a timeline. Identify similarities and differences between periods. Understand some ways we find out about the past <u>Lesson 2</u> Recognise what happened as a result of actions/events. Discuss who was significant in historical events. Recognise why people did things and why events happened. Communicate answers orally using discussion and/or drama. <u>Lesson 3</u> Recognise why people did things			Sarah and her life. <u>Lesson 1</u> Develop an awareness of the past. Recognise how long events have lasted for. Discuss who was significant in historical events. Use relevant vocabulary in answers <u>Lesson 2</u> Know where people studied fit on a timeline. Sequencing events on a simple timeline. Describe past people by using a range of mediums. <u>Lesson 3</u> Ask and answer questions that relate to key concepts. Understand	
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	timeline. Identify similarities and differences between periods. <u>Lesson 2</u> Identify similarities and differences between periods. Recognise how long events have lasted for. Make a simple observation about a source or artefact. Understand some ways we find out about the past. <u>Lesson 3</u> Recognise things have changed/stayed the same from the past. Understand some ways we find out about the past. Ask and answer questions that relate to key concepts.	and why events happened. Ask and answer questions that relate to key concepts. Choose parts of stories or photographs to answer questions about the past. Use relevant vocabulary in answers. Make a simple conclusion using evidence <u>Lesson 4</u> Make a simple observation about a source or artefact. Recognise why people did things and why events happened. Choose parts of stories or photographs to answer questions about the past. Understand some ways we find out about the past.			some ways we find out about the past. Make a simple observation about a source or artefact. Identify a primary source. <u>Lesson 4</u> Know where people studied fit on a timeline. Sequencing events on a simple timeline. Recognise what happened as a result of actions/events. <u>Lesson 5</u> Recognize things have changed/stayed the same from the past. Discuss who was significant in historical events. Choose parts of stories or photographs to answer	
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	<u>Lesson 4</u> Recognise things have changed/stayed the same from the past. Identify simple reasons for change. Make a simple observation about a source or artefact. Choose parts of stories or photographs to answer questions about the past. <u>Lesson 5</u> Identify similarities and differences between periods. Describe past events or people by using a range of mediums. Communicate answers orally using discussion and/or drama. <u>Lesson 6</u> Recognise what	Describe past events or people by using a range of mediums. <u>Lesson 5</u> Make a simple observation about a source or artefact. Identify different ways in which the past is represented. Recognise what happened as a result of actions/events. Choose parts of stories or photographs to answer questions about the past. Make a simple conclusion using evidence. <u>Lesson 6</u> Identify simple reasons for changes. Recognise things have changed/stayed the			questions about the past. <u>Lesson 6</u> Describe past events or people by using a range of mediums. Understand some ways we find out about the past. Identify different ways in which the past is represented. Make a simple observation about a source or artefact.	
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	happened as a result of actions/events. Identify simple reasons for changes. Make a simple conclusion using evidence. Ask and answer questions that relate to key concepts.	same from the past. Discuss who was significant in historical events. Ask and answer questions that relate to key concepts. Understand some ways we find out about the past.				
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Art and DT Vocabulary: <u>Autumn 1:</u> Technique Materials Mood Board Textures Patterns Colour Collage Coloured Surfaces Straight Edges Ripped Edges <u>Autumn 2:</u> Colour Wheel Marc Chagall Hot and Cold Colours Primary Colours Secondary Colours Complementary Colours Mixing Palette Paint	Textiles and Collage In Y1, the children began to explore materials and how we can manipulate them to be something else. In year 2, the children will start to look at textures and collage skills (applying coloured surfaces with either straight edges or organically ripped edges). <u>Lesson One:</u> Creating a mood board using different textures. Look at materials and textures. Children will look at examples of mood boards and why artists use them. They will then	Painting In Y1, the children were introduced to the basics of colour theory. In this unit, children will develop this knowledge further by looking at the colour wheel, learning about hot and cold colours. <u>Lesson One:</u> Colour Theory. Children to learn the colour theory. Children should be introduced to the colour wheel (primary, secondary, complementary colours) and to complete an activity based on it.	Printing In Y1, the children learnt what printing is and had a go at printing simple shapes to create an image. In this unit, children should recap what printing is and look at different examples of prints (mono printing, relief printing). Children will explore how to make a successful stamp to print an image. This will be done through a design, trial and evaluate process. <u>Lesson One:</u> What is printing? Children recap what printing is and look at examples of different prints	Cooking In Y1, the children started to explore the basic principles of a healthy and varied diet by designing, making and evaluating a fruit skewer as a healthy snack. The children began to practise evaluating through using their senses to evaluate existing fruits and also started to examine how tools can be used safely and effectively. In this unit, the children will be exploring breakfast cookies and will furtherly develop in greater depth their skills of designing and evaluating based on design criteria,	Sculpture/3D work In Y1, the children made simple small worlds on a stable structure. They also made a mechanical system (sliders) for the first time. In this unit, the children will learn what a sculpture is and look at examples of sculptures that are made from different materials. They will also start to manipulate materials into things that they	Drawing In Y1, the children explored how to use pattern and marks to represent sounds. In this unit, the children will continue to look at pattern in more detail by adding tone and shapes to their sketches. Lesson One: Tone Children should be introduced to tone (dark and light) and the different types of pencil (HB, 2B) and what they do. Children should experiment with each pencil and order them from light to dark in their sketch book. Lesson Two:
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Brush <u>Spring 1:</u> Printing Mono Printing Relief Printing Successful Unsuccessful Materials Objects Paint Evaluate <u>Spring 2:</u> Cook Prepare Make Mix Ingredient Method Process Tools Equipment Stir Measure Roll Chop Oven Safety <u>Summer 1:</u> Sculpture	create a mood board of different textures, colours and patterns (corrugated cardboard, leaves, wallpaper, images from magazines). <u>Lesson Two:</u> Collage skills. Look at different examples of collage and plan a collage of an alien. Introduce skills such as applying coloured surfaces with either straight edges or organically ripped edges. Ask children to start to collect recycled items from home. <u>Lesson Three:</u> Create a collage.	<u>Lesson Two:</u> Colour mixing – hot and cold colours. Colour mixing (Artist: Marc Chagall). Children should look at Chagall's work, evaluate it and give their own opinions about why they think it is special. Children to learn about warm colours/cold colours. Children to complete an activity based on this. <u>Lesson Three:</u> Plan a painting using hot and cold colours. Children should begin to plan their painting for their	(mono printing, relief printing). Children should go outside and look in the classroom to collect some objects that they would like to print (leaves, lego, cubes) and have a go. Teacher should stop the class half way through and talk about what is successful/unsuccessful about each print. Children may be using too much paint or not enough. <u>Lesson Two:</u> Making a stamp to print. Children should make their own stamp to print for their final project. They should make a	communicating their ideas and making using a range of tools, equipment and ingredients. <u>Lesson One:</u> Where does sugar come from? Children to listen to the Biscuit Thief story which introduces different biscuits/cookies. Explore the origin of sugar and how it comes from plants and that many biscuits and cookies are made with sugar. Explore how a well balanced diet keeps you healthy and that in order to have a healthy diet we need to only eat a small amount of	are not (milk tops for eyes). <u>Lesson One:</u> What is sculpture? Children to learn about what sculpture is and look at different examples of materials that can be used (clay, stone, cardboard). Children will learn about cardboard sculpture Chris Gilmour. Children should discuss his work, what they like and look at how he has manipulated the cardboard to be	Pattern Children should look at pattern and how artists use this in their sketches. Children should look at Yayoi Kusama and try to sketch a pattern based on her designs using tone. <u>Lesson Three:</u> Shape, tone and pattern. Children should use the skills that they have learnt regarding tone and pattern to sketch parts of a seaside to prepare them for their final project. Children should focus on shapes and how they can sketch everyday objects. The children
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Materials Clay Stone Cardboard Design Artist Cutting Bending Sticking <u>Summer 2:</u> Tone Dark Shape Light Pencil HB 2B Experiment Yayoi Kusama Sketch Pattern Design	Create the alien collage that the children have planned. Allowing them to experiment with the skills that they have learnt. Children should focus applying coloured surfaces with either straight edges or organically ripped edges. <u>Lesson 4&5</u> End project – create a space scene using a range of materials such as tissue paper, cardboard, pva glue, recycled materials that the children have collected over the half term (sweet wrappers, crisp packets, stickers). Teachers should see	final project. Children to use their knowledge on colour mixing, hot and cold colours and basic colour theory to help them. Children should learn why artists sometimes plan what they want to paint so they understand why they are doing it themselves. <u>Lesson 4&5:</u> End project – paint a picture of the great fire of London. Children to use their knowledge on colour mixing, hot and cold colours and basic colour theory to help them. Children to	stamp out of cardboard and string of something from an art scene (the sea, an ice burg). Children should evaluate what went well and what they need to do better next time to make an effective stamp. <u>Lesson Three:</u> Making a better stamp to print. Children should make another stamp of something else that they could print onto their final project, using the skills/knowledge that they learnt from their evaluation in their last lesson.	fatty and sugary foods. Discuss how we can have healthy and unhealthy sugars (intrinsic and extrinsic sugars) and how it is better to have intrinsic sugars. The children can sort examples of both sugars – incorporate examples of toppings and ingredients for breakfast cookies such as raisins instead of chocolate chips. The children can explain an example of a healthy sugar alternative that they may use when making their cookies and why. <u>Lesson Two:</u>	sculptures of different objects. Children will design a crown that they want to make. Lesson Two: Manipulating materials. Children to practice skills that they will need to build their crowns such as cutting cardboard, bending cardboard, sticking things together with tape (why would this be better than glue). Children to begin	can do this over two lessons if needed. Lesson 4&5: Final Project: Observational of shells. Children should focus on line, tone and pattern. Children should use the skills that they have learnt to create realistic sketches. Children to evaluate their final piece. -Use a sketchbook to plan and develop simple ideas and collect textures, patterns to inform other work. -Begin to control the types of marks made with a range of drawing techniques.
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	evidence of straight edges or organically ripped edges. Children to evaluate their work at the end. -Begin to use a sketchbook to draw and plan. -Discuss own work and others work, expressing thoughts and feelings. -Join materials and explore different textures. -Select from and use a wide range of materials, including textiles.	self-evaluate the painting at the end. -Use a sketchbook to plan and develop simple ideas and collect textures, patterns to inform other work. -Children should know which colours mix together to create new colours. -Colour Mixing – Tones, shades, warm/cold colours. -Discuss own work and others work, expressing thoughts and feelings.	<u>Lesson 4&5</u> End project – children should use the stamps that they made to print an art image. They can do a mixed media piece (draw some parts, paint other parts) but use their stamps. Children to self-evaluate the painting and the stamp at the end. -Begin to use a sketch book to plan and print. -Use equipment and media correctly and be able to produce a clean printed image - Demonstrate experience at	Evaluate existing products. Children explore a range of existing biscuits/cookies with different flavours and toppings that are already available using their senses to rate the appearance, texture, smell and taste. The children can explain what they like and dislike about the products and why. <u>Lesson Three:</u> Using tools, equipment and ingredients safely and effectively. The children have the opportunity to practise the skills	building their crown. Lesson Three: Building a sculpture using manipulated materials. Children will focus on how to manipulate a material into something it is not (milk tops as eyes) and use the skills that they learnt last lesson to build their crown. Lesson 4&5 Children to build a throne using pringles tube or kitchen roll tube, paint and other	-To start to look at how artists use tone and pattern in their work. -To begin to control the types of marks made with different media such as crayons, charcoal, pens etc.
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			impressed printing from objects. - Explore printing simple pictures with a range of hard and soft materials.	that will be involved in the preparing and making of their breakfast cookies. They can practise skills such as stirring, mixing, measuring, rolling, chopping. The children can also practise how to use an oven safely. <u>Lesson Four:</u> Design a product. Children to design a breakfast cookie based on a design criteria. The children can identify a purpose and a target group for their product. Children can explain why they have chosen their design.	materials of their choice. Children can add their crown to their final project if they wish. Children to evaluate their work at the end. Teachers should see evidence of manipulated materials and skills such as cutting cardboard, bending cardboard, sticking things together with tape. -Begin to use a sketch book to plan and record ideas. -Discuss own work and others	
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				<u>Lesson Five:</u> Make and evaluate. Children to make and evaluate their breakfast cookie. They are made based on their design from the lesson before and they are evaluated against their design criteria. The children can identify two strengths of went well and one possible change they might make in order to improve their product. - Use the basic principles of a healthy and varied diet to prepare dishes.	work, expressing thoughts and feelings. -Join different materials and explore different textures. -Begin to produce more intricate surface patterns/ textures and use them when appropriate. -Build structures exploring how they can be made stronger, stiffer and more stable.	
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Year 2 Curriculum Map 2026-2027

				-Understand where food comes from. -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,		
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				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.		
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Year 2 Curriculum Map 2026-2027

Music	Year 2 Unit 1 - How Does Music Help Us To Make Friends?	Year 2 Unit 2 - How Does Music Teach Us About The Past?	Year 2 Unit 3 - How Does Music Make The World A Better Place?	Year 2 Unit 4 - How Does Music Teach Us About Our Neighbourhood?	Year 2 Unit 5 - How Does Music Teach Us About Looking After Our Planet?	Year 2 Unit 6 - How Does Music Make Us Happy?
Vocabulary: Autumn 1: Keyboard Drums Bass Electric Guitars Saxophone Trumpet Pulse Rhythm Pitch Improvise Compose Perform Audience Question and answer Melody, Dynamics, Tempo Autumn 2:	Key knowledge: - Finding and keeping a steady beat - Simple rhythmic patterns using long and short - Simple melodic patterns using high and low Song Composer Genre Date Music Is In My Soul Joanna Mangona and Pete Readman Gospel 2020/21	Key knowledge: - Finding and keeping a steady beat - Simple rhythmic patterns using long and short - Simple melodic patterns using high and low Song Composer Genre Date Sparkle In The Sun Joanna Mangona and Chris Taylor Jazz 2020/21	Key knowledge: - Finding and keeping a steady beat - Simple rhythmic patterns using long and short - Simple melodic patterns using high and low Song Composer Genre Date Rainbows Joanna Mangona and Pete Readman Pop 2020/21	Key knowledge: - Finding and keeping a steady beat - Simple rhythmic patterns using long and short - Simple melodic patterns using high and low Song Composer Genre Date Helping Each Other Joanna Mangona and Pete Readman Pop	Key knowledge: - Finding and keeping a steady beat - Simple rhythmic patterns using long and short - Simple melodic patterns using high and low Song Composer Genre Date I Wanna Play In A Band Joanna Mangona and Pete Readman - Rock 2020/21 Flying Theme From E.T. The Extra-Terrestrial	

Year 2 Curriculum Map 2026-2027

Keyboard Bass Guitar Percussion Trumpets Saxophones Pulse Rhythm Pitch Perform Audience Rap Improvise Dynamics Tempo <u>Spring 1:</u> Keyboard Drums Bass Electric Guitar Rock Pulse Rhythm Pitch Improvise Compose Perform Audience	Boléro Maurice Ravel 20th Century Orchestral 1928 Hey Friends! Rick Coates Jazz 2020/21 Eye Of The Tiger Survivor and Gloria Gaynor Rock 1982 Hello! Joanna Mangona and Pete Readman Pop 2020/21 <u>Musicianship (including playing, composing and improvising)</u> Tempo: 112bpm Time Signature: 4/4 Key Signature: C major Rhythmic patterns using: Minims, crotchets and quavers Melodic patterns: C, G	For The Beauty Of The Earth John Rutter 20th and 21st Century Orchestral / Choral 1994 Listen Joanna Mangona and Pete Readman Pop 2020/21 Fascinating Rhythm George and Ira Gershwin Jazz: Swing 1924 The Orchestra Song Joanna Mangona and Pete Readman 20th and 21st Century Orchestral 2020/21 <u>Musicianship (including playing, composing and improvising)</u>	Maple Leaf Rag Scott Joplin Jazz: Ragtime 1899 Hands, Feet, Heart Joanna Mangona and Pete Readman Kwela 2020/21 Let's Twist Again Karl Mann and Dave Appell Rock 'n' Roll 1961 All Around The World Joanna Mangona and Pete Readman Pop 2020/21 <u>Musicianship (including playing, composing and improvising)</u> Tempo: 98bpm Time Signature: 4/4 Key Signature: A minor Rhythmic	2020/21 Piano Trio In A Minor Op. 150 I. Allegro Amy Beach - Romantic/20th Century Orchestral 1938 The Music Man Unknown Marching Band Unknown Swing Time: The Way You Look Tonight Jerome Kern and Dorothy Fields Jazz: Swing 1936 Let's Sing Together Joanna Mangona – Gospel 2020/21 <u>Musicianship (including playing, composing and improvising)</u>	The Sunshine Song Joanna Mangona and Pete Readman Pop 2020/21 No More Dinosaur Chris Madin Rock 2020/21 Four White Horses Unknown Calypso Unknown Que Llueva, Que Llueva Unknown Funk Unknown Down By The Bay Unknown Reggae c. 1914-1918 <u>Musicianship (including playing,</u>	John Williams - Film Music 1982 Music Is All Around Joanna Mangona and Pete Readman Jazz 2020/21 Moon River Henry Mancini Pop/Jazz 1960 Saying Sorry Joanna Mangona Calypso 2020/21 Musicianship (including playing, composing and improvising) Tempo: 97bpm Time Signature: 2/4 Key Signature: G major Rhythmic patterns using: Minims, crotchets and quavers Melodic patterns: G, D Improvise Together - Activity 3 Tempo: 97bpm Time Signature: 2/4 Key Signature: G
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Year 2 Curriculum Map 2026-2027

Melody Dynamics Tempo <u>Spring 2:</u> Keyboard Drums Bass Electric Guitar Reggae Pulse Rhythm Pitch, Improvise Compose Perform Audience Melody Dynamics Tempo <u>Summer 1:</u> Repeat of previous terms. Recapping vocabulary so all children are secure. <u>Summer 2:</u>	Improvise Together - Activity 1 Tempo: 112bpm Time Signature: 4/4 Key Signature: C major Improvise section using: C, D, E	Tempo: 66bpm Time Signature: 2/4 Key Signature: C major Rhythmic patterns using: Minims, crotchets and quavers Melodic patterns: C, G Improvise Together - Activity 1 - As Unit 1	patterns using: Minims, crotchets and quavers Melodic patterns: A, E Improvise Together - Activity 2 Tempo: 98bpm Time Signature: 4/4 Key Signature: A minor Improvise section using: A, B, C	Tempo: 114bpm Time Signature: 4/4 Key Signature: C major Rhythmic patterns using: Minims, crotchets and quavers Melodic patterns: C, G Improvise Together - Activity 2 - As Unit 3	<u>composing and improvising)</u> Tempo: 100bpm Time Signature: 3/4 Key Signature: C major Rhythmic patterns using: Minims, crotchets and quavers Melodic patterns: C, G Improvise Together - Activity 3 - As Unit 5	major Improvise section using: G, A, B, C, D
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Year 2 Curriculum Map 2026-2027

Keyboard Drums Bass Glockenspiel Pulse Reggae Rhythm Pitch Improvise Compose Perform Audience Melody Dynamics Tempo						
RE	Why is light an important symbol for Christians, Jews and Hindus?	What does the nativity story teach Christians about Jesus?	How do Christians belong to their faith family?	How do Jewish people celebrate Passover?	Why do people have different views about the idea of God?	N/A
Religion	Christian, Jewish, Hindu	Christian	Christian	Jewish	Multi / Humanist	N/A
<u>Vocabulary:</u> <u>Autumn 1:</u> Diwali Menorah Worship Hannukah Shabbat Symbol	- The Christian belief that Jesus is the Light of The World (John 8:12) - How the Diwali story reflects Hindu beliefs	- The Christian belief that God became human in Jesus. - The Nativity narratives are in the books of	- How Christenings and baptisms show Christians belong to their faith families. - How artifacts are used to	- What is the Seder meal? - The story of Passover in the context of Exodus.	- The word 'God' is a name. - The key beliefs about God	N/A

Year 2 Curriculum Map 2026-2027

<u>Autumn 2:</u> Christmas Jesus Tradition Nativity Thankfulness Advent Incarnation Salvation <u>Spring 1:</u> Christianity Christening Baptism Belonging Faith Font Prayers Symbols <u>Spring 2:</u> Passover Pesach Seder Plate Matzah Bread Exodus Celebration Festival Haggadah <u>Summer 1:</u> God Atheist Humanist Agnostic Brahman	about good and evil. How the Hanukkah story reflects Jewish beliefs about God as provider. The symbolic meaning of lighting the Shabbat Candle.	Luke and Matthew in the Bible. - How incarnation and salvation relate to one another for Christians. - Jesus is an important and historical figure to Christians. Christians use the nativity story to influence their actions at Christmas, e.g., thankfulness and giving	show Christians belong to their faith families. - The use of light and water in both infant and adult baptisms. - Different symbols that show belonging. The church is a group of people and not just a building.	- Symbolism of each part of the Seder plate. - Jewish family traditions related to Passover. The importance of Moses within Judaism.	from at least two different religions/worldviews. How a person's behaviour is connected to their view of God.	
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Year 2 Curriculum Map 2026-2027

Allah Theist.						
PE 1	Fundamentals	Ball Skills	Striking and Fielding	Net and Wall	Athletics and sports day prep	Invasion
<u>Vocabulary:</u> <u>Autumn 1:</u> Controlled way Change direction Stay standing Balance Muscles Communicate Travel Landing Bend Walk Jog Sprint Big stride Length Push off Jump Swing Push Single bounce Double bounce Hop <u>Autumn 2:</u>	To develop balancing and moving with control. To develop balance, stability and landing safely. To explore how the body moves differently when running at different speeds. To develop changing direction and dodging. To develop and explore jumping, hopping and skipping actions. To develop co-ordination and combining jumps. To develop combination jumping and skipping in an individual rope.	To explore different ball handling skills. To be able to roll a ball to hit a target. To develop co-ordination and be able to stop a rolling ball. To be able to develop technique and control when dribbling a ball with your feet. To develop control and technique when kicking a ball. To develop co-ordination and technique when throwing and catching. To develop control and co-ordination	To be able to track a rolling ball and collect it. To develop accuracy in underarm throwing and consistency in catching when fielding a ball. To develop accuracy with overarm throwing to send a ball over a greater distance and limit a batter's score. To develop striking for distance and accuracy. To develop decision making to get a batter out. To develop decision making when under pressure.	To develop racket familiarisation. To develop placing an object. To use the ready position to defend space on court. To develop returning a ball with hands. To develop returning a ball using a racket. To move an opponent to win a point. throwing, catching, Racket skills, Ready position, hitting a ball, support, co-operation, respect, communication, perseverance	To develop the sprinting action. To develop rhythm and balance in running over obstacles. To develop agility and co-ordination. To develop jumping for distance. To develop technique when jumping for height. To develop throwing for distance. To develop throwing for accuracy.	To develop dribbling towards a goal. To understand what being 'in possession' means. To develop passing to a teammate with your feet. To understand who to pass to and why when playing against a defender. To develop dribbling a ball with hands. To move towards a goal with the ball. To develop throwing to a teammate. To support a teammate when in possession. To move into space

Year 2 Curriculum Map 2026-2027

Simple tactics Dribble control Roll Throw Hit Target Send Receive Kicking Throwing Catching Skill Track Collect it <u>Spring 1:</u> Throwing and catching, Tracking, ball, bowling, batting, communication, collaboration, honesty, acceptance controlling emotions, select, apply, using tactics, decision making	To apply fundamental skills to a variety of challenges.	when dribbling a ball with your hands. To show co-ordination and control in a variety of ball skills.			To develop technique when taking part in an athletics carousel. speed, power, strength, accuracy	showing an awareness of defenders. To develop dodging and use it to lose a defender. To be able to stay with a player when defending. To develop taking a ball towards goal. Throwing and catching, Kicking, Dribbling with hands and feet, Dodging, Finding space, Communication, Respect, Co-operation, Kindness, Empathy, Integrity, Independence, Determination, Perseverance
PE 2	Dance	Gymnastics	Yoga	Fitness	Target Games	Teambuilding

Year 2 Curriculum Map 2026-2027

<u>Vocabulary:</u> <u>Autumn 1:</u> Shapes Actions Copy Facial Expressions Perform Stimulus Dynamics Speed <u>Autumn 2:</u> Shape Balance Travel Shapes Apparatus Landing Performing Jumps Sequence <u>Spring 1:</u> Breathing Physical Balance Flexibility Strength Working Safely Sharing ideas Leadership	To repeat, link and choose actions. To create actions and accurately copy other's actions. To copy, remember and repeat actions using facial expressions to show different characters. To perform in unison creating shapes with a partner. To be able to mirror a partner and create ideas. To copy, repeat and create actions in response to a stimulus. To copy, create and perform actions considering dynamics.	To perform gymnastic shapes and link them together. To be able to use shapes to create balances. To be able to link travelling actions and balances using apparatus. To demonstrate different shapes, take off and landings when performing jumps. To develop rolling and sequence building. To develop sequence work on apparatus.	To copy and repeat yoga poses. To develop an awareness of strength when completing yoga poses. To develop an awareness of flexibility when completing yoga poses. To copy and remember actions linking them into a flow. To create a flow and teach it to a partner. To explore poses and create a yoga flow.	To understand how to run for longer periods of time without stopping. To develop co-ordination and timing when jumping in a long rope. To develop individual skipping. To take part in a circuit to develop stamina and agility. To explore exercises that use your own body weight. To develop 'ABC,' agility, balance and co-ordination.	To develop an understanding of target games and consider how much power to apply when aiming at a target. To understand how to score in different target games using overarm throwing. To develop understanding of different target games using the skill of kicking. To develop striking to a target.	To follow instructions and work with others. To co-operate and communicate in a small group to solve challenges. To create a plan with a group to solve the challenges. To communicate effectively and develop trust. To work as a group to solve problems. To work with a group to copy and create a basic map.

Year 2 Curriculum Map 2026-2027

Calmness Patience Thinking Selecting Actions Creating poses <u>Spring 2:</u> Agility Balance Co-ordination Speed Stamina Skipping Taking turns Encouraging and supporting others Determination Perseverance Challenging myself <u>Summer 1:</u> Aim Target Underarm Overarm Accuracy Distance <u>Summer 2:</u> Teamwork Communication	To create a short dance phrase with a partner showing clear changes of speed.				To develop hitting a moving target. To select an appropriate skill to play a game.	
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Year 2 Curriculum Map 2026-2027

Planning Navigate						
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PSHE

Family and relationships Health and wellbeing Safety and the changing body Citizenship Economic wellbeing Identity

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2	Citizenship	Family and relationships	Family and relationships Safety and the changing body	Safety and the changing body Health and wellbeing	Health and wellbeing Safety and the changing body Economic wellbeing	Economic wellbeing

Year 2 Curriculum Map 2026-2027

Year 2

40 weeks	Autumn 1 (7+2)	Autumn 2 (6+4)	Spring 1 (6)	Spring 2 (4+4)	Summer 1 (6+4)	Summer 2 (6+1)
Week 1	(2days)	(4days) Families offer stability and love	Gender stereotypes: careers and jobs.	Staying safe with medicine.	Developing a growth mindset.	Exploring needs.
Week 2	Rules beyond school	Anti-bullying week	Introducing the internet.	Experiencing emotions.	Healthy diet.	Exploring wants.
Week 3	Our school environment	Families are all different.	Communicating online.	Being active.	Looking after our teeth.	Bank cards and accounts.
Week 4	Our local environment	Other people's feelings.	Secrets and surprises.	Relaxation: breathing exercise.	(4days) Appropriate contact: my private parts.	My skills and talents.
Week 5	Job roles in our local community	Unhappy friendships.	Road safety and crossing roads safely. (combined)	(4days) Steps to success.	Appropriate contact: my private parts are private.	Everyone is welcome.
Week 6	Similar yet different – my local community	Introducing manners and courtesy.	CMH week		My personal boundaries.	Transition.
Week 7	School council. Democracy week.	Change and loss.			Where does money come from?	(1day)
Week 8	Giving my opinion					

Family and relationships (7)

Health and wellbeing (7)

Safety and the changing body (8)

Citizenship (7)

Economic wellbeing (6)

RSHE



Year 2 Unit Title	Animals including humans	Living things and their habitats	Plants	Use of Materials
Key Scientist	Dian Fossey	Chris Packham	Alan Titchmarsh	Thomas Edison
Year 2 NC Aims	- 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 of exercise, eating the right amounts of different types of food, and hygiene.	- 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 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.	- 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.	- 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 materials can be changed by squashing, bending, twisting and stretching - understand that some materials have more than one purpose
Lesson Objectives	7 Lessons 1. To understand and identify variations in animal groups.	12 Lessons 1. To ask <u>fact based</u> questions on what they would like to find out. 2. To understand the difference between living and non-living things by grouping.	6 Lessons 1. To ask <u>fact based</u> questions on what they would like to find out.	12 Lessons 1. To ask <u>fact based</u> questions on what they would like to find out. 2. To understand what materials are and classify them as solids and liquids.

Year 2 Curriculum Map 2026-2027

	2. To identify the names of animals' young. 3. To understand how <u>animals</u> change over time through <u>lifecycles</u>. 4. To understand and explain what all animals need to survive. 5. To investigate why exercise is important; collecting and concluding results. 6. To understand and explain why a healthy diet is important. 7. To ask questions and identify ways to keep the body clean.	3. To understand and ask questions about things that are no longer alive. 4. To understand and ask questions about things that were never alive. 5. To identify and explain the differences between living, no longer living and never alive. 6. To explore, identify and explain what can be found in local habitats. 7. To explore, identify and explain what can be found in micro-habitats. 8. To explore, identify and explain what can be found in world habitats. 9. To research and present how animals live in suitable habitats. 10. To understand and explain dependency in habitats. 11. To understand what a simple food chain is and its key vocabulary. 12. To apply the knowledge of food chains to different animals and living things.	2. To identify and label the different parts of a plant. 3. To understand how <u>plants</u> grow from seeds. 4. To understand what <u>plants</u> need to grow 5. To investigate how light affects the growth of plants. <i>(this lesson links to lesson 7. Make sure to leave some time for things to grow)</i> 6. To explore how plants are used in different ways (medicine, food and clothing). 7. To understand and concluding how light affects the growth of plants.	3. To identify and group materials that are similar and recognise some materials have more than one purpose. 4. To choose and identify the best materials for building a shelter. 5. To choose and identify the best materials for building a raft. 6. To understand where wool comes from and how it is used. 7. To understand where steel comes from and how it is used. 8. To explore how solids can be changed through melting. 9. To explore how solids can be changed through forces <i>(bending, squishing, stretching)</i>. 10. To investigate what material would be best for an astronaut's glove. 11. To plan an investigation to test the best materials for a parachute. 12. To investigate and concluding the best material for a parachute.
Key Vocabulary	Life cycle Herbivore	Alive Dead	Germination Seed	Properties Solid

Year 2 Curriculum Map 2026-2027

Phonics/Spelling

Year 2 Autumn 1

Phase 5 review

	Coverage	Tricky words
Week 1	/ai/ a-e ai ay a eigh ea ey aigh /ee/ y ea ee e ie ey e-e /igh/ igh i-e i y ie /oa/ ow o o-e oa oe ou	people eye whole
Week 2	/oo/ /yoo/ oo u u-e ew ue ou ui /air/ air are ear ere /ur/ er ur ir or ear /ow/ ou ow	through improve move prove shoe two who beautiful their parents
Week 3	/or/ or a aw au ore oor al oar our augh aur /zh/ si su /ch/ ch tch ture* /sh/ sh ti ch ssi ci si	thought sure
Week 4	/j/ j g ge dge /s/ s ss c ce se st sc /u/ ou /e/ ea /i/ y /o/ a /u/ o o-e /oo/ u oul schwa: er a or ar our re	once again any many friend busy pretty because laugh**
Week 5	ie /ee/ /igh/ y /ee/ /igh/ /i/ ea /ee/ /e/ /ai/ a /a/ /ai/ /or/	friend

Year 2 Autumn 2

Bridge to spelling

Coverage	
Week 1	What do I need to know to think about spelling? How do I use the Complete the code chart to help me to spell?
Week 2	Why do I double letters at the end of words? Why do I double letters in some longer words ending in -er?
Week 3	Why do some words end in 'k' or 'ck'? Why do some words end in 'ch' or 'tch'?
Week 4	When do I add the suffix -es/-s to words? Why do I double the final letter in some words when I add the suffix -ing?
Week 5	Why do I swap the 'y' for an 'i' when I add the suffix -ed? Why do I drop the 'e' when I add the suffix -ing?

Year 2 Spring 1

	Unit	Coverage	Prickly spellings	Homophones
Week 1	1	Why do some words have the spellings 'kn' and 'gn' for /n/, and 'wr' for /r/?	once two	knight/night
Week 2				
Week 3	2	Why do I drop the 'e' when I add the suffixes -ed, -ing, -er, -est and -y?	any many	one/won
Week 4				
Week 5	3	Why do some words end 'ge' or 'dge'? Why can /j/ be spelled 'j' or 'g' in different words?	<i>Review</i>	where/wear

Year 2 Spring 2

	Unit	Coverage	Prickly spellings	Homophones
Week 1	4	The 'W special' How do 'w' and 'qu' change the sounds that 'a', 'ar' and 'or' make in some words?	who whole	our/hour
Week 2				
Week 3	5	Why do I swap the 'y' for an 'i' when I add the suffix -es?	people friend	quite/quiet
Week 4	6	Why do some words have the spelling 'ey' for the sound /ee/?	move improve	see/sea
Week 5	7	Why do some words end -le, -al, -il or -el?	<i>Review</i>	to/too/two

Year 2 Summer 1

	Unit	Coverage	Prickly spellings	Homophones
Week 1	8	Why does 'c' make the sound /s/ in some words?	beautiful laugh	here/hear
Week 2	9	How can I spell the sound /zh/?	busy pretty	be/bee
Week 3	10	What happens when I add the suffixes -ment, -ness, -ful -less and -ly to a root word?	parents because	bare/bear
Week 4				
Week 5	11	How can I show missing letters in a word?	<i>Review</i>	there/their/ they're

Year 2 Summer 2

	Unit	Coverage	Prickly spellings	Homophones
Week 1	12	Why do some longer words have the spelling 'ti' for /sh/?	eye shoe	sun/son
Week 2				
Week 3	13	How do I use the possessive apostrophe (singular possession)?	thought through	whole/hole
Week 4	14	When do I swap, drop or double? (-ing, -er, -est, -y, -ed)	<i>Review</i>	blue/blew
Week 5				