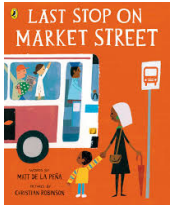
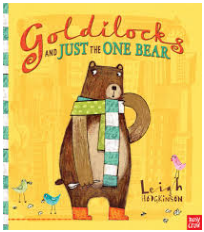
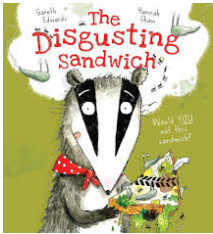
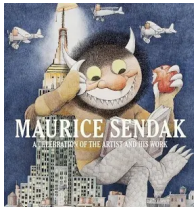
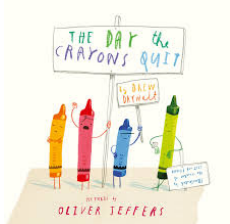
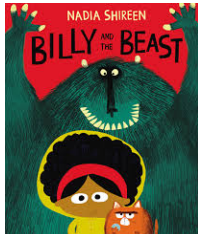
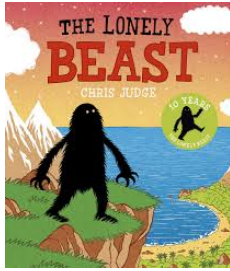
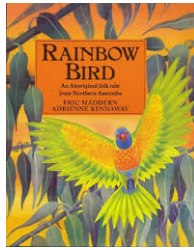
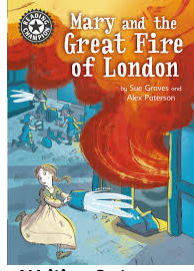


Year 2 Curriculum Map 2025 2026

Y2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text Genre	Journey Adventure	Journey	Autobiography Funny	Adventure	Stories From Other Cultures Historical Narrative	Adventure
English Units	Last Stop on Market Street by Matt De La Peña and Christian Robinson <i>10 sessions THEP</i>  Writing Outcome: Acts of Kindness (NF) Goldilocks and Just the One Bear by Leigh Hodgkinson <i>10 sessions THEP</i>  Writing Outcome: Story innovation (F) Letter Writing as Bear (F) The Magic Box by Kit Wright (Poetry) <i>5 sessions</i>	The Disgusting Sandwich by Gareth Edwards <i>20 sessions THEP</i>  Writing Outcome: Story Retell (F) Instructions for making a sandwich (NF) Advert for a sandwich (NF) Three Good Things by Jan Dean (Poetry) <i>5 sessions</i>	Author study- Maurice Sendak biography: Where the Wild Things Are <i>10 sessions</i>  Writing Outcome: Non-Chronological Report on Maurice Sendak The Day The Crayons Quit by Drew Daywalt <i>15 sessions THEP</i>  Writing Outcome: Letter writing in character (F) The Sound Collector by Roger McGough (Poetry) <i>5 sessions</i>	Billy and the Beast by Nadia Shireen <i>14 sessions THEP</i>  Writing Outcome: Character description (F) Story Innovation (F) The Lonely Beast by Chris Judge <i>20 sessions THEP</i>  Writing Outcome: Character description (F) Story Innovation (F)	The Rainbow Bird (Aboriginal Folk Tale) by Eric Maddern <i>X sessions</i>  Writing Outcome: Story retell (F) Mary and the Great Fire of London <i>X sessions</i>  Writing Outcome: Recount of Monument visit (NF) Apostrophes by Roger McGough (Poetry) <i>5 sessions</i>	Teddy's Midnight Adventure by Yoko Mori <i>X sessions THEP</i>  Writing Outcome: Story innovation (F) In The Tree's Defence By A F Harrold (Poetry) <i>5 sessions</i>

Maths	Place value (4 weeks) Addition and subtraction (2 weeks)	Addition and subtraction (3 weeks) Shape (3 weeks) Consolidation and assessment (1 week)	Money (2 weeks) Multiplication and division (3 weeks)	Multiplication and division (2 weeks) Length and height (2 weeks) Mass, capacity and temperature (2 weeks)	Mass, capacity and temperature (1 week) Fractions (3 weeks) Time (2 weeks)	Time (1 week) Statistics (2 weeks) Position and direction (1 week) Consolidation and assessment (2 weeks)
Science	How can the shapes of solid objects be changed? Materials Building on: Early years Leading to: Years 2, 3, 4, and 5	How do bulbs grow? Plants (Bulbs) Building on: Early years Leading to: Years 3 and 5 Educational visit/Experience: Planting bulbs in Victoria Park	What is a habitat and how does it support the animals and plants that live there? Living things and their habitats Building on: Early years Leading to: Years 4, 5 and 6 Educational visit/Experience: Soanes centre habitats workshop	How can I make my seeds grow? Plants Building on: Early years and year 1 Leading to: Years 3 and 5 Educational visit/Experience:	How can I keep my body healthy? Animals including humans Building on: Early years, year 1 Leading to: Years 3, 4, 5 and 6	
Computing	Information Technology Around Us Children develop their understanding of what information technology (IT) is and will begin to identify examples. Children investigate how IT improves our world and learn about the importance of using IT responsibly. Building on: Y1, A1, Technology All Around Us Leading to: Y3, A1, Connecting Computers	Digital Photography Children learn to recognise that different devices can be used to capture photographs and will gain experience capturing, editing, and improving photos. Building on: EYFS Leading to: Y3, A2, Stop Frame Animation and Y4, S1, Photo Editing	Robot Algorithm Children learn about instructions in sequences and the use of logical reasoning to predict outcomes. Children will use given commands in different orders to investigate how the order affects the outcome. They will also learn about design in programming. They will develop artwork and test it for use in a program. They will design algorithms and then test those algorithms as programs and debug them. Building on: Y1, S2, Programming Animations Leading to: Y2, S2, Programming Quizzes	Pictograms Children will begin to understand what the term data means and how data can be collected in the form of a tally chart. They will learn the term 'attribute' and use this to help them organise data. They will then progress onto presenting data visually using software. Building on: Y1, Sp2, Data Leading to: Y3, Sp2, Branching Databases	Making Music Children will listen to a variety of pieces of music and consider how music can make them think and feel. Children will compare creating music digitally and non-digitally. Learners will look at patterns and purposefully create music. Building on: EYFS and Music Leading to: Y4, A2, Audio Production	Programming Quizzes Children begin to understand that sequences of commands have an outcome, and make predictions based on their learning. They use and modify designs to create their own quiz questions in Scratch, and realise these designs in Scratch using blocks of code. Finally, children evaluate their work and make improvements to their programming projects. Building on: Y2, S1, Programming Animations Leading to: Y3, Sp1, Sequencing and Y3, S2, Events and Actions in Programming

History	How has London changed since The Victorian Era? Children learn about everyday life in the Victorian Era and compare it to today., relating their ideas to advances in technology. Building on: Y1 topic on exploration/technology. Leading to: using more specific dates in Y3. Educational visits/experience: London Transport Museum		How have individuals made change throughout history? Children learn about the work of various individuals who have worked for better lives for others. Within this, they will explore the historical context of the person's life. Building on:Explorers unit - people and their achievements. Leading to: learning how events lead to subsequent events.Rights unit in Y6. Educational visit/Experience: N/A Rationale: Children can begin to learn how people in the past have responded to their environment and made changes which the effects of can still be felt today. Develops the concept of democracy and rights.		What did the Great Fire do to London? The children look at what London was like before and after the fire and how the events led to a restoration of the city. Building on: Looking at buildings and everyday life in the local area. Leading to: Windrush unit where people came to rebuild Britain after the war. Education visits/experience: N/A	
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Geography		How are human and physical features identified? Looking at central London comparing human and physical features Recognising landmarks on a map of the rest of the UK. Autumn 2 Leading to: Year 2 Spring 2, Year 5 Spring 2, Year 6 Spring 2 Educational visit/Experience: Link to DT/ Structures in London Building Rationale: Looking at landmarks across the whole UK, expanding scale from immediate local area to the rest of London on:Year 1		How are coastal areas different? Daily weather patterns and key human and physical features of chalkwell and Laboni, Bangladesh. Compare coastal area of Bangladesh and Chalkwell - human and physical features Building on: Year 1 Summer 2 Leading to: Year 5 Spring 2 Educational visit/Experience: Chalkwell Rationale: Comparing closest coastal area to the children with a country they have already studied - lots of children with Bangladeshi heritage		What can a map of the world tell us? 4 compass points, continents and oceans weather, equator, poles Building on: Year 1 Spring 2 Leading to: Year 3 Autumn 2, Year 4 Autumn 2 Rationale: Starts to look at the world as a whole, rather than in isolation. Gets the children ready for KS2 knowledge and brings learning together for KS1.
RE	Why did Jesus tell stories? Educational visit/Experience: A Christian visitor to share experiences Building on: Reception and Year 1 Leading to: Year 3 & Year 4 Rationale: To learn about stories from the New Testament gospels that Jesus told	Why are different books special for different people? Educational visit/Experience: Visit to a Gurdwara Building on: Reception & Year 1 Leading to: Year 3 & Year 4 Rationale: To learn about the important place of books in	What can stories teach us about forgiveness? Building on: Reception, Year 1 & Year Leading to: Year 3 & Year 4 Rationale: To explore the meaning of forgiveness	Why is Easter important to Christians? Building on: Reception, Year 1 & Year 2 Leading to: Year 3 & Year 4 Rationale: To learn about the various events leading up to Easter understand why it is important to Christians	How does special food and fasting help people in their faith (all religions)? Building on: Reception, Year1 & Year 2 Leading to: Year 3 & Year 4 Rationale: To to find out about special food eaten at special festivals in religions as well as times when people choose not to eat to remember or commemorate	Where did the world come from and how should we look after it? Trip/Experience: Christian visitors Hindu visitors Building on: Reception, Year 1 & Year 2 Leading to: Year 3, Year 4, and Year 5 Rationale: To learn about

		religious traditions – Christianity, Islam, Hinduism, Sikhism, Buddhism and Judaism – and how people’s attitudes to these books are shown in how they treat them.			a special story or idea in a religion	creation stories and beliefs in different religions and world views
Art	Artist: Frida Kahlo Art Strands: Painting Trip/Experience: Building on: EYFS painting Leading to: Yr 2 Spring and summer 1 Rationale: Frida Kahlo is introduced as a great artist. This unit offers a gateway to discussions about identity, emotions, and cultural appreciation through the use of colour theory. Children will extend their learning on colour mixing, and how to create tints, shades, and tones.		Artist: Edward Tingatinga Art Strands: Drawing, Painting Trip/Experience: Building on: Yr 2, Autumn 1 Leading to: Yr 2, Summer 1 Rationale: Edward Tingatinga is introduced as a great artist. Diverse Artistic Traditions: They learn that art is not limited to European or Western styles. This broadens their understanding of global art history and cultural expression.		Artist: Claude Monet Art Strands: Painting Trip/Experience: Draw at the canal, National Gallery Building on: Yr 2, Autumn and Spring 1 Leading to: Yr 4, Summer 1 Rationale: Claude Monet is introduced as one of the great artists. This unit introduces children to the world of Impressionism. Children explore his use of varied brushstrokes and tone to create light in his paintings.	
DT		Stable structures Which joins create a stable structure? Building on: Early years, exploring materials Leading to: year 3		Food technology Can I create a healthy pizza for my learning partner? Building on: EYFS healthy eating Year 1 Healthy soup Leading to: year 3, 4, 5, 6 Rationale: use the basic principles of a healthy and varied diet to		Textiles What is the most effective way to join fabric? Building on: Early years Weaving, exploring materials Leading to: year 3 and 5 Rationale: provide creative and practical activities where pupils are taught the

		shell structures Rationale: provide creative and practical activities where pupils are taught the knowledge, understanding and skills needed to engage in the process of designing and making.		prepare dishes and understand where food comes from		knowledge, understanding and skills needed to engage in the process of designing and making.
PSHE	Being me in my world Why is it so important to have rights and responsibilities within our class? Building on: Y1 Establishment week – getting to know children, going through rules and behaviour and expectations.	Celebrating difference Are there differences between boys and girls? Building on: Y1 Understanding the difference between boys and girls. Thinking about stereotypes and why being different might lead to bullying.	Dreams and goals How can I be the best I can be? Building on: Y1 Understanding how to keep going when things get difficult. Why working with others is important and how to share success.	Healthy Me Why is it so important to keep our bodies healthy? Building on: Y1 Understanding about stress, the foods we eat (different good groups) and how medicines work in our bodies.	Relationships How and why are some people special to us? Building on: Y1 Understanding that everyone is unique and within families everyone has different relationships. Thinking about what types of physical contact are ok, when it's ok to keep secrets, how to get on with friends, how you know who to appreciate and trust.	Changing Me Why is it important to understand how things change as we grow up? Building on: Y1 Understanding the life cycles of humans and animals, naming parts of the body, transition and understanding that there are different types of touch and how you feel about them.
PE	Fitness Gymnastics	Ball Skills Gymnastics	Sending and Receiving Team Building	Net and Wall Team Building	Invasion Dance	Athletics Dance

Music	Can you hear the rhythms? Listening: Trad African Music. Caribbean Music . 'London Is The Place For Me' Lord Kitchener Composing/Performing: Creating tuned percussion accompaniments to songs. Experience: celebrating the contribution of diverse cultures to music. Building on: Y1 Sum 2 Leading to: Rationale: developing an understanding of the history/geography of music	How do we write down and perform our music? Listening: Handel's 'Firework Music' Composing/Performing: Create and write a graphic score for a whole class 'Musical Firework'. Experience: Performing Christmas Songs in Production to parents Building on: Y2 Aut 1 Leading to: Standard notation in Y3 Rationale: Pupils working together to hone their musical skills	How can you play that tune? Listening: Trad Fairytale song. Composing/Performing: C-E . Show notation as dots- High Middle Low . Keyboard Melodies , 'Princess Smartypants' song Experience: listening and looking at Piano/Keyboard played live Building on: Y2 Aut 2 Leading to: Y3 Aut 1 keyboard progression Rationale: Introduction to playing the keyboard and motor skills required.	How can we become composers? Listening: 'Driving In My Car' Madness Composing/Performing: create a local area Rap and Soundscape Experience: Listening to sounds and effects used in Popular Music Building on: Y2 Spring 1 Leading to: Y3 Aut 1, Composing a Rap with a Chorus Rationale: To learn how to create different timbres using instruments and voices	Where do our songs come from? Listening: traditional songs related to London's History (Narrative songs) Composing/Performing: Creating Great Fire of London' Ostinatos and accompaniments on tuned percussion Experience; Performing songs for parents in assembly Building on: Y2 Spring 2 Leading to: Y3 Aut 2, creating layered ostinato pieces Rationale: Performing and playing songs that narrate historical events.	How does the Orchestra tell a story? Listening: Revisit Carnival of The Animals Composing/Performing: Creating own 'Peter And The Wolf' themes using notes C-G on tuned percussion. Notating pitch in a stave. Experience: Listening players from Y5 and 6 play Orchestral instruments live. Building on: Y1 Spring 1 Leading to: Y3 Aut 1,5 note melodies Rationale: Plan, structure and play a musical motif that represents a character.
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