

Year 2 Curriculum Map 2025-2026

	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4</u>	<u>Term 5</u>	<u>Term 6</u>
<u>Topic</u>	<u>Land Ahoy!</u> <u>Can You Find the Treasure?</u> <u>Beach Hut</u>	<u>Magnificent Monarchs</u> <u>Muck, mess and Mixtures</u>	<u>Street Detectives</u> <u>Uses of materials</u> <u>Still Life</u>	<u>Movers and Shakers</u> <u>Human Survival</u> <u>Cut, Stitch and Join</u>	<u>Let's Explore the World</u> <u>Remarkable Recipes</u> <u>Animal survival</u>	<u>Coastline</u> <u>Plant Survival</u> <u>Flower Head</u>
<u>English</u>	Narrative Information Text Descriptive Writing Poetry - Acrostic	Information Text Narrative Letters	Non-chronological Report Narrative	Autobiographies Setting Description	Persuasive Text Instructions	Narrative Poetry - Limericks
<u>Mathematics</u>	<u>Place Value</u> -Numbers to 20 -Count objects by making 10s -Recognise Tens and Ones -Using a Place Value Chart -Partition and flexibly partition numbers to 100 -Write to 100 in words and in expanded form -Tens and Ones on a number line to 100 -Estimate numbers on a number line	<u>Addition & Subtraction</u> -Subtract a 1-digit number from a 2-digit number - 10 more/less -Add and subtract two 2-digit numbers -Mixed addition and subtraction -Compare number sentences -Missing number problems 2-NF-1, 2-AS-1, 2-AS-3, 2-AS-4 <u>Properties of Shape</u> -Recognise and sort 2D and 3D shapes	<u>Money</u> -Count money (in pounds and pence) -Count notes and coins -Make equivalent amounts -Compare money -Find the total -Find the difference -Calculate change -Two step problems involving money. 2-NPV-2, 2-AS-2, 2-AS-4	<u>Statistics</u> -Make Tally charts -Draw and interpret pictograms (1:1 and 1:2, 1:5 and 1:10 scale) -Draw and interpret block diagrams 2-MD-1 <u>Fractions</u> -Make equal parts -Recognise and find a half -Recognise and find a quarter -Recognise and find a third -Recognise and find three quarters	<u>Length & Height</u> -Measure length and height (in cm and m) -Compare and order length and height -Four operations with length and height 2-AS-4 <u>Capacity, Mass & Temperature</u> -Compare mass -Measure mass in grams and kilograms -Compare volume	<u>Position & Direction</u> -Describe movement -Describe turns -Make patterns with shapes involving turns <u>Time</u> -O'clock and half past times -Quarter to and past times -Time to 5 minute intervals -Minutes in an hour, hours in a day

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	-Comparing and ordering numbers and objects - Count in 2s, 5s, 10s -Count in 3s 2-NPV-1, 2-NPV-2 <u>Addition & Subtraction</u> -Bonds to 10, 20 and 100 -Related facts -Add and subtract Ones -Add by making 10 -Add three 1-digit numbers -Add to the next Ten -Add across a Ten -Subtract across/from a Ten 2-NF-1, 2-AS-1, 2-AS-3, 2-AS-4	-Count the sides and vertices of a 2D shape -Draw 2D shapes -Lines of symmetry and using these to complete shapes -Count the faces, edges and vertices of a 3D shape -Sort 2D and 3D shapes -Make patterns with 2D and 3D shapes 2-G-1	<u>Multiplication & Division</u> -Recognise, make and add equal groups -Multiplication using pictures and the x symbol -Use arrays -2, 5 and 10 times tables -Divide by two, five and ten -Odd and Even numbers 2-MD-1, 2-MD-2	-Recognise equivalence in fractions -Count in fractions -Unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$) and non-unit fractions ($\frac{2}{3}$, $\frac{3}{4}$)	-Measure volume in millilitres and litres -Measure and compare temperature 2-MD-1	-Find and compare durations of time
<u>Science</u>	Everyday Materials Changing State	Changing state	Everyday Materials Changing State	Animals Including Humans	Living Things and their Habitats Animals Including Humans	Plants
<u>Phonics</u>	Little Wandle					
<u>ICT</u>	<u>Coding</u> -Understand what algorithms are; how they are	<u>Online Safety</u> -Use technology safely and respectfully, keeping personal	<u>Questioning</u> -Use technology purposefully to create, organise,	<u>Effective Searching</u> -Use technology purposefully to create, organise, store,	<u>Creating Pictures</u> -Use technology purposefully to create, organise,	<u>Making Music</u> -Use technology purposefully to create, organise,

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	<p>implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. (CS)</p> <p>-Create and debug simple programs. (CS)</p> <p>-Use logical reasoning to predict the behaviour of simple programs. (CS)</p>	<p>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. (DL)</p> <p style="text-align: center;"><u>Spreadsheets</u></p> <p>-Use technology purposefully to create, organise, store, manipulate and retrieve digital content. (IT)</p>	<p>store, manipulate and retrieve digital content. (IT)</p>	<p>manipulate and retrieve digital content. (IT)</p> <p>-Recognise common uses of information technology beyond school. (DL)</p>	<p>store, manipulate and retrieve digital content. (IT)</p>	<p>store, manipulate and retrieve digital content. (IT)</p> <p style="text-align: center;"><u>Presenting Ideas</u></p> <p>-Use technology purposefully to create, organise, store, manipulate and retrieve digital content. (IT)</p>
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<u>History</u>	<p>Learn about events beyond living memory that are significant nationally or globally.</p> <p>Learn about the lives of significant individuals in the past who have contributed to national and international achievements.</p>	<p>Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>Learn about events beyond living memory that are significant nationally or globally.</p> <p>Learn about the lives of significant individuals in the past who have contributed to national and international achievements.</p>	<p>Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>Learn about events beyond living memory that are significant nationally or globally.</p> <p>Learn about the lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Learn about significant historical events, people and places in their own locality.</p>	<p>Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>Learn about events beyond living memory that are significant nationally or globally.</p> <p>Learn about the lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Learn about significant historical events, people and places in their own locality.</p>		
<u>Geography</u>	<p>Name and locate the world's seven continents and five oceans.</p> <p>Name, locate and identify</p>		<p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the</p>		<p>Name and locate the world's seven continents and five oceans.</p> <p>Name, locate and identify</p>	<p>Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near</p>

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	<p>characteristics of the four countries and capital cities of the UK and its surrounding seas.</p>		<p>key human and physical features of its surrounding environment.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p> <p>Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p>		<p>characteristics of the four countries and capital cities of the UK and its surrounding seas.</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country.</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map.</p> <p>Use basic geographical vocabulary to refer to key physical</p>	<p>and far; left and right), to describe the location of features and routes on a map.</p> <p>Draw or read a range of simple maps that use symbols and a key.</p> <p>Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.</p> <p>Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>Use basic geographical</p>
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					<p>features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p>	<p>vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple</p>
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						map; and use and construct basic symbols in a key.
<u>DT</u>	Beach Hut			Cut, Stitch and Join	Remarkable Recipes	
<u>Art</u>		Muck, Mess and Mixtures	Still life			Flower head
<u>RE</u>	Who is Jewish and what do they believe?	Who is Jewish and what do they believe? (Christmas and Hannuka)	What makes some places sacred? (Comparison between Church and Synagogue)	How and Why Do We Celebrate Special and Sacred Times?	What can we learn from Sacred books? (Judaism and Christianity)	What can we learn from Sacred books? (Judaism and Christianity)
<u>PE</u>	Cricket Hit, Catch, Run	Gymnastics	Dance	Attack, Defend, Shoot	Athletics Run, Jump, Throw	Send and Return
<u>Music</u>	Hands, Feet, Heart	Ho Ho Ho Christmas Carols	Ocarinas	I Wana Play in a Band	Zoo Time	Friendship Song