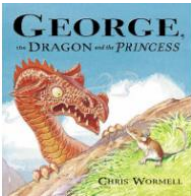


Year 2 Curriculum Map 2026-2027

	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Value	Respect	Perseverance	Love	Forgiveness	Friendship	Thankfulness
Phonics (Twinkl Phonics)	Level 6 Weeks 1-7	Level 6 Weeks 8-14	Level 6 Weeks 14-19	Level 6 Weeks 19-23	Level 6 Weeks 20-25	Level 6 Weeks 26-30 Consolidation
Phonics Rapid Recap	Rapid Recap Weeks 1-6	Rapid Recap Weeks 7-12	Rapid Recap Weeks 13-17	Rapid Recap Weeks 18-20		
English (The Write Stuff)	Non-chronological report – Pirates Narrative – <i>The Marvellous Fluffy Squishy Itty Bitty</i> by Beatrice Alemagna 	Nonfiction biography – Grace Darling Nonfiction postcards – <i>Meerkat Christmas</i> by Emily Gravett 	Poetry free verse – <i>If I Were in Charge of the World</i> by Judith Viorst Fiction narrative – <i>Little Red Reading Hood</i> by Lucy Rowland 	Fiction narrative – <i>George and the Dragon</i> by Chris Wormell Recount – trip to Wallingford Museum 	Nonfiction letter – <i>The Day the Crayons Quit</i> by Oliver Jeffers Fiction narrative – <i>Stardust</i> by Jeanne Willis 	Nonfiction diary – <i>The Great Fire of London</i> by Emma Adams Nonfiction instruction – How to make a bird feeder 
Grammar (Coverage of statutory requirement explicitly taught in The Write Stuff)	- Verb - suffix - apostrophe - noun phrase - past tense - comma - adjective - command - exclamation - question - adverb - compound sentence (conjunction)	- comma - adverb - question - apostrophe - adverb - nouns - exclamation - present tense - past tense - adjective - noun phrase - question - compound sentence (conjunction)	- statement - question - command - adjective - noun phrase - verb, adverb - suffix - apostrophe - compound sentence (conjunction) - past tense - present tense	- suffix - verb - compound sentence (conjunction) - adverb - verb - adjective - question - noun phrase	- adjective - compound sentence (conjunction) - comma - apostrophe - suffix - question - noun phrase - exclamation - adverb Include: past tense in GFoL Include: command when teaching imperative verb for instructions	- noun phrase - question - exclamation - suffix - adjective - adverb - verb - compound sentence (conjunction)
Maths (White Rose Maths and NCTEM Mastering Number)	Number (Place Value) - Read and write numbers from 1 to 20 in numerals and words (Y1) - Read and write numbers to at least 100 in numerals and in words - Identify, represent and estimate numbers using different representations, including the number line - Count in steps of 2, 3 and 5 from 0, and in 10s from any number, forward and backward	Number (Addition and Subtraction) - Represent and use number bonds and related subtraction facts within 20 (Y1) - 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 2-digit number and 1s, a 2-digit number and 10s, two 2-digit	Measurement (Money) - Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value - Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change Number (Multiplication and Division) - Calculate mathematical statements for multiplication and division within the	Number (Multiplication and Division) - Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers Measurement (Length and Height) - Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest	Measurement (Mass Capacity and Temperature) - Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels - Compare and order mass, volume/capacity and record the results using >, < and = Number (Fractions)	Statistics - Interpret and construct simple pictograms, tally charts, block diagrams and simple tables - Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity - Ask and answer questions about totalling and comparing categorical data Geometry - Position and Direction

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	- Recognise the place value of each digit in a 2-digit number (tens, ones) - Compare and order numbers from 0 up to 100; use <, > and = signs	numbers and adding three 1-digit numbers Geometry (Shape) - Identify and describe the properties of 2D shapes, including the number of sides, and line symmetry in a vertical line - Compare and sort common 2-D and 3-D shapes and everyday objects - 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	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 - Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers	appropriate unit using rulers, scales, thermometers and measuring vessels - Compare and order lengths / heights and record the results using >, < and = - Solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures - Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts	- Recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity - write simple fractions, for example 1/2 of 6 = 3 and recognise the equivalence of 2/4 and 1/2 Measurement (Time) - Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clockface to show these times - Know the number of minutes in an hour and the number of hours in a day	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 anticlockwise)
Science (Kapow)	Living Things: Habitats - To identify some of the characteristics of living things - To recognise the difference between things that are alive, were once alive or have never been alive - To identify plants and animals into different habitats - To identify how a habitat provides animals and plants with what they need to survive - To recall how animals get their food from plants and other animals - To recognise how animals and plants depend on each other Working Scientifically - To classify objects into groups - To carry out research to find answers to questions	Living Things: Microhabitats - To recognise that living things live in habitats to which they are suited - To identify a variety of flowering plants Working Scientifically - To classify a variety of minibeasts - To recognise how scientists answer questions - To gather and record data to answer a question - To ask questions and plan how to carry out an experiment - To carry out an experiment and record data in a table - To understand the role of a botanist	Materials: Uses of Everyday Materials - To recognise that objects are made from materials that suit their uses - To recognise that the shape of some solid objects can be changed - To compare the suitability of materials for particular uses - To recognise the strength of some materials can be changed Sustainability - To compare the suitability of materials for particular uses - To recognise that some materials are harmful to the environment Working Scientifically - To recognise that objects can be grouped - To record data in a table - To gather data and use it to answer a question - To record data in a block graph (Prior learning: Year 1 Everyday Materials)	Animals Including Humans: Life Cycles and Health - To identify different stages of the human life cycle - To know which offspring comes from which parent animal - To observe and measure growth in humans - To identify and list the basic needs for survival for humans and animals - To recognise the importance of exercise and personal hygiene - To identify how to have a balanced diet Working Scientifically - To use simple measuring equipment - To use secondary sources to research - To make observations over time - To interpret collected results (Prior learning: Year 1 Comparing Animals)	Plants: Plant Growth - To recognise that seeds need certain conditions for growth - To recognise that seeds and bulbs contain what they need to grow into a plant - To describe what seeds need to germinate - To describe the effect of light on plants and growth - To identify the stages of a plant's life cycle - To recognise what plants need for healthy growth Sustainability - To recognise that humans have a responsibility to care for plants Working Scientifically - To plan comparative tests - To measure with a ruler - To record data in a table - To observe using a magnifying glass - To draw and label diagrams	Making Connections: Plant Based Materials - To identify human-made and natural materials - To identify suitable materials based on their properties - To identify a material to help plant growth - To choose materials to create a suitable pot Sustainability - To describe how materials can be reused - To understand how the 3Rs contribute to sustainable products Working Scientifically - To group based on characteristics - To perform a test and gather data - To use observations to help answer a simple question - To identify and classify living things (Prior learning: Year 2 Uses of Everyday Materials)
History (Two Kapow units, one bespoke unit)		How was School Different in the Past? - To find out how schools have changed over time - To investigate what school was like in the past - To investigate what schools were like in the 1900s		Local History Study: Empress Matilda - To understand who Empress Matilda was and her significance to the local area - To learn about the civil war – The Anarchy		How did we Learn to Fly? - To retell the story of the Wright brothers - To develop and understanding of historical significance - To investigate why Bessie Coleman is historically significant using photographs

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		- To compare a modern classroom with a classroom 100 years ago - To compare three periods of time - To express a personal response to history - To explore what happened to Walter Tull using photographs (Remembrance Day) (Prior learning: Year 1 How Have Explorers Changed the World?)		- To learn about Matilda's connection to Wallingford Castle - To understand what life was like in Wallingford during Matilda's time - To learn about Matilda's son, Henry II - To understand the importance of the treaty of Wallingford - To explore significant historical sites in the local area – Wallingford Castle - To learn about significant historical events, people and places in own locality		- To develop and understanding of primary sources - To investigate why the moon landing was a significant event in history - To place significant flight events on a timeline
Geography (Kapow)	Would you prefer to live in a hot or cold place? - To name and locate the seven continents - To locate the North and South Poles - To locate the Equator on a world map - To compare the UK and Kenya - To investigate local weather conditions - To identify key features of hot and cold places		Why is our world wonderful? - To identify geographical characteristics of the UK - To locate some of the world's most amazing places - To know the names of the five oceans and locate them on a map - To understand how to draw human and physical features on a sketch map - To investigate local habitats and record findings - To understand how to present findings in a bar chart Sustainability - To identify how travel choices can help protect the environment		What is it like to live by the coast? - To locate the seas and oceans surrounding the UK - To explain what the coast is - To identify the physical features of the coast - To identify human features on the coast - To investigate how people use the local area - To present findings on how people use the local area	
Music (Charanga Creative Music Scheme)	Questions and Answers - Understand what timbre means and identify percussion instruments by their sound - Improvise using Question and Answer phrases on untuned instruments - Experiment with, create, select and combine sounds using the interrelated dimensions of music - Listen with concentration and understanding to a range of high-quality live and recorded music - Use voices expressively and creatively by singing songs and speaking chants and rhymes	Christmas - Experiment with, create, select and combine sounds using the interrelated dimensions of music - Use voices expressively and creatively by singing songs and speaking chants and rhymes	Sound and Symbol 1 - Play three notes on a tuned instrument, understanding which is the lowest, middle and highest pitch. - Recognise the sound of different families of instruments and how each make a sound - Simple melodic patterns using high and low sounds - Experiment with, create, select and combine sounds using the interrelated dimensions of music - Listen with concentration and understanding to a range of high-quality live and recorded music	Sound and Symbol 2 - Recognise and write music using dots (blobs), sticks & stave notation - Understand and use gradation of dynamics such as crescendo (getting louder) to add interest to a performance - Experiment with, create, select and combine sounds using the interrelated dimensions of music - Listen with concentration and understanding to a range of high-quality live and recorded music - Use voices expressively and creatively by singing songs and speaking chants and rhymes	Around the World - Listen to music from around the world - Explore tempo, understanding that music can be at different speeds - Experiment with, create, select and combine sounds using the interrelated dimensions of music - Listen with concentration and understanding to a range of high-quality live and recorded music - Use voices expressively and creatively by singing songs and speaking chants and rhymes	The Power of Communication - Communicate the meaning of the song with our voices and sign language - Sing short vocal phrases independently - Finding and keeping a steady beat - Experiment with, create, select and combine sounds using the interrelated dimensions of music - Listen with concentration and understanding to a range of high-quality live and recorded music - Use voices expressively and creatively by singing songs and speaking chants and rhymes

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				• Play tuned and untuned instruments musically		
Art (Kapow)		Drawing: Understanding Tone and Texture • To explore drawing techniques using a range of materials • To explore and describe texture through touch and rubbings • To develop tonal shading skills using control and pressure • To develop an initial sketch for an observational drawing • To use tone and texture to create an observational drawing • To explore different ways of adding mood to a photograph		Painting and Mixed Media: Colour Mixing • To explore how primary colours mix to make new colours • To explore mixing primary colours into secondary colours • To create secondary colours for a purpose • To explore how artists use paint to achieve different effects • To apply colour missing skills to develop a piece of art	Sculpture and 3D: Clay Houses • To use hands as a tool to shape clay • To shape a pinch pot and join clay shapes as decorations • To use impressing and joining techniques to decorate a clay tile • To use drawing to plan the features of a 3D model • To make a 3D clay tile from a drawn design	
DT (Kapow)	Structures: A Chair for Bear • To evaluate existing structures • To explore how shape affects the strength of a tower • To explore how thickness affects the strength of materials • To make a strong and stable chair for a user • To evaluate and improve a structure		Mechanisms: Levers • To describe how seesaws are a simple lever • To build and test a simple lever • To describe scissors as a mechanism with two levers • To make mechanisms with two levers • To design levers for everyday use			Cooking and nutrition: Balanced diet • To recognise food and their food groups • To identify the balance of food groups in a meal • To identify an appropriate piece of equipment to prepare a given food • To select balanced combinations of ingredients • To design based on criteria • To evaluate a dish based on design criteria
Computing (Purple Mash)	Route Explorers • To understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions • To use technology purposefully to create, organise, store, manipulate and retrieve digital content • To recognise common uses of information technology beyond school The Internet • To use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or	Making Music • To use technology purposefully to create, organise, store, manipulate and retrieve digital content Questioning • To use technology purposefully to create, organise, store, manipulate and retrieve digital content • To 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	Creating Pictures • To use technology purposefully to create, organise, store, manipulate and retrieve digital content • To 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.	Presenting Ideas • To use technology purposefully to create, organise, store, manipulate and retrieve digital content • To 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.	Coding • To understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions • To create and debug simple programs • To use logical reasoning to predict the behaviour of simple programs • To recognise common uses of information technology beyond school • To use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have	Spreadsheets • To use technology purposefully to create, organise, store, manipulate and retrieve digital content • To 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.

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	contact on the internet or other online technologies.				concerns about content or contact on the internet or other online technologies.	
RE (ODBE)	How do Christians find out what God is Like? - To understand why the Bible is special to Christians - To understand how Christians learn about God - To explore what the parables in the bible teach Christians about God - To understand the idea of the Holy Trinity	Why do many Christians meet together regularly and what do they do? - To consider why Christians meet together - To explore why Christians worship - To understand the key features of Christian worship - To consider how a good Christian acts	How do Christians Decide What is Right? - To explore the difference between right and wrong - To reflect on what parables teach us - To explore if all people respond to stories in the same way - To explore why we need rules - To investigate how church leaders help others - To reflect on the idea of a conscience	What does the Torah Mean for Jewish People? - To understand why the Torah is special to Jewish people - To explore how Jewish people use the Torah - To think about what the Torah teaches Jewish people - To explore other texts that influence us - To share opinions and listen to and respect the opinions of others - To understand that people have different beliefs	In What Way is the Synagogue Important to Jewish People? - To explore that we all have special places and what makes them special - To explore the features of a special place - To think about how special places can be important for a community - To understand that a Synagogue is as an important building for many Jewish people - To share opinions and listen to and respect the opinions of others - To understand that people have different beliefs	What are the Best Reasons for Following a Leader? - To explore what makes a good leader - To find out about religious leaders and how and why they are followed - To learn some stories about religious leaders and their significance for believers
PSHE (Kapow)	My Healthy Self - How can we look after our bodies? - To describe how being active makes me feel - To explain why sleep is important and how a bedtime routine can help - To recognise and explain that fruits and vegetables help keep our bodies healthy - To explain how food and drink choices help the body and mind - To identify ways to keep my teeth clean and healthy - To use what I know about looking after my body to create a healthy daily routine	Connecting with Others - How can build safe, kind, caring relationships with others? - To recognise and celebrate how people are different - To recognise that all families are different and special - To solve a falling-out kindly - To practise telling others when something feels okay or not okay to me - To name who I can talk to and what I can say if something feels unsafe or wrong - To recognise bullying behaviour and know what to if it happens	The Online World – How are things shared online? - To describe some things people can do online and how to use devices safely - To understand that sharing information online means it can be seen by many people - To recognise that private information should not be shared online - To identify when private information has been shared online - To understand that not everything we see online is real - To explain what to do if something online worries me	Citizenship - How do people belong to a community and earn money? - To identify the communities that people belong to - To explain how people contribute to a community - To describe jobs that people do to help my community - To describe how different jobs help people and communities - To understand what money is and how people use it - To recognise different ways adults get money	Growing up - How do we respect and look after our bodies as we grow? - To identify how we grow and change as we get older - To describe what people can do as they grow older - To express personal boundaries using simple language - To talk about body parts correctly - To talk about how to respect people’s belongings and bodies - To describe how to get help if you feel unsafe or uncomfortable	Staying Safe – How can I make safe choices in different places? - To understand that my body is special and belongs to me - To recognise simple rules that keep my body safe - To understand how to stay safe at home - To identify how to stay safe in different places - To understand what to do if I cannot find my trusted adult - To recognise how to stay safe around water
PE (Real PE)	Movement Skills - Develop and apply footwork with control and fluency - Develop and apply footwork and one leg balance skills - Cooperative and competitive games Gymnastics - Develop and apply different balances on the floor - Develop and apply different travelling movements using large apparatus	Movement Skills - Develop and apply jumping and landing with control and fluency - Develop and apply seated balance with stability and control - Cooperative and competitive games Dance - Develop standing and floor shapes and find ways to move between them to create a repeatable sequence - Explore and link silk moves with shapes and circles and create a	Movement Skills - Develop and apply dynamic balance with stability and control - Develop and apply stance with stability and control - Cooperative and competitive games Gymnastics - Develop and apply different types of jumps and leaps on the floor - Develop and apply different rolls and spins and begin to develop a sequence using low apparatus	Movement Skills - Develop and apply ball skills with control and fluency - Develop and apply counter balance with stability and control - Cooperative and competitive games Tennis / Yoga - Participate in team games, develop simple tactics for attacking and defending	Movement Skills - Develop and apply sending and receiving with control and accuracy - Develop and apply reaction and response with control and fluency - Cooperative and competitive games Dance - Develop standing and floor shapes and find ways to move between them to create a repeatable sequence - Explore and link silk moves with shapes and circles and create a	Movement Skills - Develop and apply ball chasing with control and fluency - Develop and apply floor work with stability and control - Cooperative and competitive games Athletics – Prepare for Sports Day - Participate in team games, develop simple tactics for attacking and defending

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		repeatable sequence including all skills learnt so far			repeatable sequence including all skills learnt so far	
Trips and enrichment opportunities	Creation Dance Project Friday 18 th September 2026	Museum of Natural History <i>Microworld of Minibeasts</i> workshop Visit to Wallingford Library Thursday 19 th November 2026		Wallingford Museum <i>Wallingford Castle and Empress Matilda</i> workshop		