Curriculum Map 2025-2026 Year 2

Term	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Global Theme	**TELLING TALES**		**REACH FOR THE STARS**		**WONDERFUL WORLD**	
Values	September – Responsibility October - Respect November – Friendship December - Peace		January - Independence February - Caring March – Belief April - Freedom		May - Perseverance June – Honesty July - Reflection	
Local/National/Global& Whole school events	Black History Month National Poetry Day United Nations Day	Remembrance Day Anti-Bullying Week Bedtime Stories Children in Need	TT Rockstar Day Safer Internet Day Random Act of Kindness Day	World Book Day Science Week Comic Relief	National Numeracy Day Walk to School Week International Evening	Sports Day Transition Day
Curriculum Topic – So What?	**Why do animals live where they live?** **Science**	**What impact did the Cadbury family have on our locality?** **History** **Local Study - Bournville Trail**	**What is the United Kingdom?** **Geography**	**How do I keep a plant alive?** **Science**	**How can we represent different landscapes using a range of materials?** **Arts** **Petite Enquiry – What happened during the Great Fire and how did it change London?**	**What does our world look like from different perspectives?** **Geography**
Suggested texts for English **Class reader author focus:** Humphrey Carpenter and Alan Ahlberg	Into the Forest by Anthony Browne Hodgeheg by Dick King-Smith Leaf by Sandra Dieckmann	Daisy Saves the Day by Shirley Hughes Oliver Twist (Marcia Williams Comic Strip)	The Mousehole Cat by Antonia Barber Non-fiction books about the UK	The Flower by John Light We are the Gardeners by Joanne Gaines Little People, Big Dreams – Georgia O'Keefe	The Magic Faraway Tree by Enid Blyton The Great Fire of London by Emma Adams and James Weston Lewis	Circle by Jeannie Baker Emily Brown and the Thing by Cressida Cowell Everything and Everywhere by Marc Martin
English - extended writing opportunities	Writing to inform through non-chronological report focusing on animal habitats. Writing to explain through explanation texts based on how animals are becoming	Writing to inform through first person recounts of key events in history (using drama to support) Writing to discuss through diary entries written in role based on the lives of people living	Writing to entertain, focussing on different stories by the same UK author, using them as inspiration for own writing. Writing to inform, through book reviews.	Writing to entertain through setting and character descriptions, and narratives based on stories linked to plants. Writing to inform and discuss through diary entries (real or fictional).	Writing to entertain through narratives using details from artwork/historical enquiry studied (descriptions and narratives) Writing to discuss through letter writing (e.g. letter of thanks or	Writing to inform through a first person recount based on a personal experience (e.g. sports day). Writing to explain and inform through travel guides sharing what different parts of the

	endangered species due to habitat destruction. Writing to entertain focusing setting and character descriptions linked to different habitats and the animals which live in them.	in Birmingham through the Victorian period. Writing to inform through biographies of famous Victorians such as George Cadbury and Dr Barnardo. Poetry – focus on suitable poems by Victorian poets.	Writing to inform and explain through writing non-chronological reports about the different areas of the UK.	Writing to inform through instructional writing about how to grow plants. Poetry – vocabulary building focus around plants and nature.	complaint) linked to previous stories and artwork, or petite enquiry. Writing to inform through first person recounts/narratives about personal experiences (as themselves and writing as others – real and fictional)	world are like and where they are located. Writing to inform and persuade through information leaflets focusing on how to save the planet (linked to the oceans and changing climate) Poetry – structure focus (quatrain and diamante poem)
Mathematics	**Number: Place value** Numbers to 20 Count objects to 100 by making 10s Recognise tens and ones Use a place value chart Partition numbers to 100 Write numbers to 100 in words Flexibly partition numbers to 100 Write numbers to 100 in expanded form 10s on the number line to 100 10s and 1s on the number line to 100 Estimate numbers on a number line Compare objects Compare numbers Order objects and numbers Count in 2s, 5s and 10s Count in 3s s **Number: Addition and subtraction** Bonds to 10 Fact families – addition	**Number: Addition and subtraction** Subtract a 1-digit number from a 2-digit number (across a 10) 10 more, 10 less Add and subtract 10s Add two 2-digit numbers (not across a 10) Add two 2-digit numbers (across a 10) Subtract two 2-digit numbers (not across a 10) Subtract two 2-digit numbers (across a 10) Mixed addition and subtraction Compare number sentences Missing number problems **Geometry: Properties of shape** Recognise 2-D and 3-D shapes Count sides on 2-D shapes Count vertices on 2-D shapes Draw 2-D shapes Lines of symmetry on shapes Use lines of symmetry to complete shapes Sort 2-D shapes Count faces on 3-D shapes Count edges on 3-D shapes Count	**Measurement: Money** Recognising coins and notes Count money p £ notes and coins Select money Make the same amount Compare money Find the total Find the difference Find change Two step problem **Number: Multiplication and division** Make equal groups Add equal groups Make arrays Recognise equal groups Make equal groups Add equal groups Multiplication sentences (x symbol)	**Geometry: Properties of shape** Recognise 2D/3D shapes Count side/vertices on 2D Shapes Draws 2D Shapes Lines of symmetry Sort 2D Shapes Make patterns with 2D shapes Count faces, edges and vertices on 3D Shapes Sort 3D Shapes Make patterns with 3D Shapes **Measurement: Mass, capacity, temperature** Introduce weight and mass Measure mass Compare mass Measure mass g/kg Introduce capacity and volume Measure capacity Compare volume Millilitres/litres Temperature	**Fractions** Make equal parts Recognise and find half/quarter/third Unit fractions Non unit fractions Equivalence ½ 2/4 Find ¾ Count in fractions **Statistics** Make tally charts Draw pictograms (1:1, 2, 5, 10) Interpret pictograms (1:1, 2, 5, 10) Block diagrams **Measurement: Height and length** Compare lengths and heights Measure lengths (cm/m) Compare lengths Order lengths Four operations with lengths	**Geometry: Position and direction** Describe position Describe movement and turns Make patterns and shapes **Measurement: Time** Telling time to hour/half hour O clock and half past Quarter past/quarter to Telling time to 5mins Writing time Hours and days Find/compare durations of time

	and subtraction bonds within 20 Related facts Bonds to 100 (tens) Add and subtract 1s Add by making 10 Add three 1-digit numbers Add to the next 10 Add across a 10 Subtract across 10 Subtract from a 10 do this Autumn 2	vertices on 3-D shapes Sort 3-D shapes Make patterns with 2-D and 3-D shapes	Multiplication (pictures) Use arrays Make doubles 2, 5, 10 times tables Make equal groups (sharing/grouping) Divide by 2 Odd and even Divide by 5, 10			
Extended Maths Opportunities and investigations	Estimate length of animals in mm, cm Next domino. 100 square jigsaw.	Learning times tables like the Victorians Victorian Classroom (nRich) Number round up. Cuisenaire counting. Inside triangles.	Time how long to complete a certain physical activity Five coins. The amazing splitting plant.	Making a diagram of a plant using 2D shapes Poly plug rectangles. Compare the cups.	Measure size of children's jumps. Ladybird count. Making longer, making shorter.	Coloured squares. Stop the clock.
Science	**Living things and their habitats** Identify animals and plants in their habitats. Describe how different habitats are suited for different animals and plants. Describe simple food chains.		**Animals including humans** Describe basic survival needs of animals inc. humans, as well as the importance of exercise nutrition and hygiene.	**Plants** Observe and describe plant growth, and what plants need to stay healthy.		**Materials** Compare the suitability of everyday materials for different uses. Investigate how shapes of some solid objects can be changed.
R.E.	**Living by rules** Understand that rules express and facilitate relationship both with the rule-giver and with society **Being Temperate, Self Disciplined and Seeking Contentment** Understand that responses to	**Responding to suffering** Understand the pain and suffering of others can instigate positive responses from people. **Sharing and Being Generous** Understand that both giving and receiving are important.	**Participating and Willing to Lead** Understand that the whole community benefits from the participation of individuals **Creating Unity and Harmony** Understand that the equality of humanity is based on what we hold in common and	**Caring for Others, Animals and the Environment** The natural world is both beautiful and vulnerable. Everyone has a role in caring for it. **Being Merciful and Forgiving** Being merciful towards and forgiving of others is important.	**Being Attentive to the sacred as well as the precious** Understand that silence stillness can be more important than activity. **Experiential RE – Hinduism (symbols and artefacts)** **Being Reflective and Self Critical**	**Being Imaginative and Exploratory** Understand that God is perceived in both similar and distinct ways by different religious traditions. **Appreciating Beauty** Appreciating beauty can take many forms

	emotions and feelings can control and modify our behaviour		not focusing on differences (stereotypes) **Experiential RE – Christianity**		Understand that behaviour can be considered and improved through interacting with others	
History		**Chronological Understanding** Put people/events in order using a scale. Use words recently, before, now, after, later. **Range and Depth of Knowledge** Use information & evidence to recount, this period, explain why people in the past acted as they did, describe differences between then and now. **Historical Enquiry** Use pictures & objects to find information about the past. Ask & answer Q'S (How, Who, Why, What) **Historical Interpretation** Use eyewitness accounts, photos, artefacts, trips & visitors to support understanding. **Organisation & Communication** Write about people, objects and events about the past, through stories, diagrams & recounts.			**Chronological Understanding** Put people/events in order using a scale. Use words recently, before, now, after, later. **Range and Depth of Knowledge** Use information & evidence to recount, this period, explain why people in the past acted as they did, describe differences between then and now. **Historical Enquiry** Use pictures & objects to find information about the past. Ask & answer Q'S (How, Who, Why, What) **Historical Interpretation** Use eyewitness accounts, photos, artefacts, trips & visitors to support understanding. **Organisation & Communication** Write about people, objects and events about the past, through stories, diagrams & recounts.	
Geography			**Locational knowledge** Name, locate and identify characteristics of			**Locational knowledge** Name and locate the world's seven continents and five oceans.

			the 4 countries and capital cities of the UK including seas. **Geographical skills and fieldwork** Use maps, atlases and globes to identify the UK and its countries. Use simple compass directions and locational/directional language. Use aerial photos and plan perspectives to recognise landmarks and features. Devise a simple map, use basic symbols in a key.			**Geographical skills and fieldwork** Use maps, atlases and globes to identify the 7 continents and 5 oceans.
Art and Design		**ART FOCUS DAY PRINTING** Press, roll, rub & stamp to make prints. Make prints by rubbing dry materials such as wax crayon or pencil crayon, over textured objects e.g. fossils/bark. Use the rubbings to make a composition. Print with plasticine. Identify & mimic print from the environment (e.g. wallpapers). Use more than one colour. Suggested artists: William Morris, Estella Scholes		**ART FOCUS DAY SCULPTURE** Use a variety of techniques to create sculptures e.g. paper/cardboard/wire/ masking tape/string/ collage. Manipulate paper from 2D to 3D (folding, tearing and crumpling). Include texture & surface decoration (collage). Link to Habitats (science topic) Suggested artist: Andrea Butler	**ART TOPIC PAINTING** Create colour wheels and colour spectrums. Record colour mixing. Change the colours by adding a little paint at a time. Explore colour families/complementary colours. Mix secondary colours: purple, greens or oranges. Create a collage using painted coloured strips. Create a painting using secondary colours. Use a range of colours in a painting. Suggested artists:	**ART FOCUS DAY DRAWING** **Line and Tone** Mark-making with mixed media (e.g. oil pastels, permanent pens – fine or broad, ball-point pens, crayons, medium size brushes). Make different lines with fine, medium and broad line pens. Broad line pens. RECAP and EXTEND - make different tones in pencil (use graded pencils). Make different tones with charcoal. Make and blend marks in chalk and charcoal. **Texture and Pattern**

					Boscoe Holder, Claude Monet, Pierre-Augustus Renoir	Make a series of marks to represent textures (try different media e.g. dots for sandpaper, little dashes for fur, scribbly lines for wool). Make patterns with line. Suggested artist: Gary Hodges, Richard Symonds
Design Technology		**Books with moveable parts** **Design:** Generate, develop, model and communicate ideas through talking, drawing, templates & mock-ups. **Make:** Select from and use correct tools and equipment to perform practical tasks (e.g cutting, shaping, joining and finishing). **Evaluate:** Explore a range of existing products (books with movable parts). Evaluate their finished product against design criteria. **Technical Knowledge:**				

		Explore and use mechanisms (e.g. levers, sliders, wheels etc) in their products.				
Music	**Hands, Feet, Heart – celebrating South African music** Listen and learn how to sign to a song. Develop new gestures. Play instrumental parts within the song. Improvise using various instruments. Compose and then perform.	**Ho, Ho, Ho – a Christmas Song** Learn to rap, sign and sing the songs. Play instrumental parts within the song. Improvise using the voice. Improvise using instruments. Perform and share own versions.	**I Wanna Play in a Band – Rock Music** Learn about a variety of different pieces of rock music. Learn to sing the song. Play instrumental parts within the song. Improvise using voices. Improvise using instruments. Learn how to compose own rock music. Perform and evaluate.	**Zootime- Reggae Music** Explore different famous pieces of reggae music. Through various musical activities learn to sing the song and instrumental accompaniments. Improvise. Compose own piece of reggae music. Perform and share.	**Friendship Song – based on a Variety of Songs about Friendship** Learn to sing the song. Play instrumental parts within the song. Improvise using voices. Improvise using instruments. Learn how to write and compose own friendship song. Perform and evaluate.	**Reflect, Rewind and Replay** Listen and appraise a variety of western Classical music, revisiting different music types from the year. Participate in various musical activities which embed the interrelated dimensions of music using voices and instruments. Play instruments within the song. Improvise using voices and instruments. Compose own songs. Share and perform compositions.
Computing	**2.2 Online Safety** To use technology safely and respectfully (internet search, email & digital footprint) **2.3 Spreadsheets** Using spreadsheets to copy, paste, add total amounts and create tables/block graphs.	**2.1 Coding** Design a program using simple algorithm to achieve a desired result. Code a program using a variety of objects, actions, event and outputs successfully.	**2.4 Questioning** Use a binary tree to separate items and answers questions. To use a database to search for information.	**2.5 Effective Searching** To search the internet effectively through understanding search engines and web search results to find information.	**2.6 Creating Pictures** To look at the work of different artists and use 2Paint to create work in their style	**2.7 Making Music** To explore, edit and combine sounds using 2Sequence. To record or upload sounds. **2.8 Presenting Ideas** Use a variety of software to manipulate and present digital content and information.
PSHE	**Being Me in My World** Discuss their hopes and fears for the year ahead – they talk about feeling worried and recognising when they should	**Relationships** Learn about family relationships including roles and responsibilities in a family and the importance of co-operation, appreciation and trust. Revisit friendships with a focus on falling out and	**Celebrating Difference** Talk about gender stereotypes, that boys and girls can have differences and similarities and that is OK. Talk about	**Dreams and Goals** Talk about setting realistic goals and how they can achieve them. Discuss perseverance when they find things difficult as well as recognising their strengths as a learner.	**Healthy Me** Learn about healthy food; they talk about having a healthy relationship with food and making healthy choices. Talk	**Changing Me** Look at different life cycles in nature including that of humans. Reflect on the changes that occur between baby, toddler, child, teenager, adult and old –age and within

	ask for help and who to ask. Talk about rights and responsibilities; how to work collaboratively, how to listen to each other and how to make their classroom a safe and fair place. Talk about choices and the consequences of making different choices,	mending friendships. This becomes more formalised and the children learn and practise strategies for conflict resolution. Consider the importance of trust in relationships and what this feels like. Learn about two types of secret and why 'worry secrets' should always be shared with a trusted adult. Reflect upon different types of physical contact in relationships, which are acceptable and which ones are not. Practise strategies for being assertive when someone is hurting them or being unkind. Discuss people who can help them if they are worried or scared.	children being bullied because they are different, that this shouldn't happen and how to support a classmate who is being bullied. Talk about feelings associated with bullying and how and where to get help. Talk about similarities and differences and that it is OK for friends to have differences without it affecting their friendship.	Talk about group work and reflect on who they work well with and who they don't. Talk about sharing success with other people.	about things that make them feel relaxed and stressed. Talk about medicines, how they work and how to use them safely. Make healthy snacks and also discuss why they are good for their bodies.	this, discuss how independence, freedoms and responsibility can increase with age. Re-teach the correct words for private parts of the body. Remind them that nobody has the right to hurt these parts of the body, including a lesson on inappropriate touch and assertiveness. Practise a range of strategies for managing feelings and emotions. Teach the children where they can get help if worried or frightened. Teach that change is a natural and normal part of growing up and explore and discuss the range of emotions that can occur with change.
P.E.	**Dance Unit 1** Describe and explain how performers can transition from shapes and balances. Challenge themselves to move imaginatively, responding to music. Work as part of a group to create and perform. **Hit Catch Run Unit 1** To develop hitting skills with a variety of bats. Practice	**Run Jump Throw Unit 1** Throw and handle a variety of objects. Develop power, agility, coordination and balance. Negotiate obstacles showing increased control. **Send & Return Unit 1** Be able to track the path of a ball over a net and move towards it. Begin to hit and return a ball with some consistency. Play modified net/wall games throwing, catching and sending over a net.	**Gymnastics Unit 1** Describe and explain how performers can transition and link elements. Perform basic actions with control at different speeds and levels. Develop flexibility in a range of shapes and balances. **Attack Defend Shoot Unit 1** Send a ball using feet and can receive a ball using feet. Refine ways to	**Send & Return Unit 2** Be able to make it difficult for their opponent to score a point. Begin to choose specific tactics. Transfer net/wall skills. Improve agility and coordination and use in a game. **Hit Catch Run Unit 2** Work on a variety of ways to score runs in the different hit, catch, run games. Work in teams to field. Begin to play the role of wicketkeeper or backstop.	**Dance Unit 2** Perform using more sophisticated formations as well as an individual. Use the stimuli to copy, repeat and create dance actions and motifs. **Run Jump Throw Unit 2** Improve running and jumping movements over sustained periods. Reflect on activities and make connections to healthy, active lifestyles. Jump for distance and height.	**Gymnastics Unit 2** Develop body management through a range of floor exercises. Use core strength to link recognised gymnastics elements. Attempt to use rhythm while performing a sequence. **Attack Defend Shoot Unit 2** Select and apply a small range of simple tactics. Recognise good qualities in self and others. Work with others to build basic attacking play.

	feeding/bowling skills. Hit and run to score points in games.		control bodies and a range of equipment. Recall and link combinations of skills, e.g., dribbling and passing.			
SMSC	Exploring and comparing the differences between things that are living, dead and things that have never been alive. Children will need to identify that most living things live in habitats which they are suited, how different habitats provide for the basic needs of different kinds of animals and plant, and how they depend on each other.	Children learn about local history with a focus on the philanthropist George Cadbury and Bournville Village and reflect upon the changes during the Victorian period as well as the wider impact of the hardships facing the population during this time	Focusing on the geography of the UK, developing an interest about where they live and fascination about the world around them. Children learn all about our country and the laws which govern us all and how these laws effect everyday life. They will learn more about the cities that make up the UK and the 4 countries which exist in it, each with their own government.	Given the opportunity to plant and grow plants. Through observations children will describe how seeds and bulbs grow into mature plant, find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.	Year 2 children use their imagination and creativity in their units on landscapes to explore various artists. They also develop their fascination through discussions about what the world is like from different perspectives – this will then feed into their artwork.	Build on geographical knowledge by learning about the continents and oceans which make up the world. This is will continue to build upon their locational knowledge and mapping skills.
British Values	**Rule of Law** Class charter & RE Living by rules/PSHE topic **Democracy** Class election for school councillor	**Mutual Respect & Individual Liberty** Anti-Bullying week/PSHE topic **Mutual Respect** The legacy of George Cadbury & Dr Barnardo	**Mutual Respect & Tolerance** RE Creating harmony & experiential RE / PSHE topic	**Individual Liberty** PE Creating a dance motif & Music creating rhythms **Tolerance** Being merciful towards and forgiving of others	**Individual Liberty** Art topic – expression of different artists	**Mutual Respect & Tolerance** RE - identify religious beliefs are perceived in both similar and distinct ways by different religious traditions. PSHE topic
Character Education			**The Queen- Resilience, Passion** I can focus and show self-control and want to take part in different activities. I am keen to take part with different group members.		**Samuel Pepys- Communication, Teamwork** I can share information and talk with others describing what I have done. I can keep within the rules set and cooperate in a role	

International Links opportunities		Christmas around the world			International Evening	
Enterprise Opportunities		**Fundraising Enterprise** To realise that money comes from different sources and can be used for different purposes. To listen to other people, and play and work cooperatively. Designing and make a calendar using print.				**Social Enterprise** To show understanding and concern for others and the environment. -To contribute to the local community by taking and sharing responsibility for our environment through producing persuasive information leaflets focusing on a national cause such as Clean Air Day.
Visits & Visitors **(Circumstances dependent)**	Local visit to park	Selly Manor - Bournville Trail				
Religious Festivals	Harvest Diwali	Christmas Hanukkah	Chinese New Year	Holi Easter Ramadan/Eid Vaisakhi		