



Year 2 Curriculum Map 2026-27

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
RE including British Values	Creation and covenant	Prophecy and promise	Galilee to Jerusalem	Desert to garden	To the ends of the Earth	Dialogue and encounter
Phonics	Phase 5 phonics – review 'alternative sounds'		All Aboard Intervention+ - Interventions for children not meeting ARE expectations National Curriculum - spellings			
English	<u>Writing</u> Narrative Letter Diary Poetry	<u>Writing</u> Non-Chronological Report Narrative Recount	<u>Writing</u> Narrative Letter Diary	<u>Writing</u> Non-Chronological Report Narrative Recount Poetry	<u>Writing</u> Narrative Debate Diary Poetry	<u>Writing</u> Narrative Playscript Non-Chronological Report Poetry
Key texts	<u>Class Books</u> Charlie Cook's favourite book Room on the Broom The Ugly Five	<u>Class Books</u> Toby and the Great Fire of London	<u>Class Books</u> Dogger Guess How Much I Love You	<u>Class Books</u> History Link - Mary Seacole & Florence Nightingale Claude in the Country	<u>Class Books</u> The Magic Finger Katie Morag – An Island Home	<u>Class Books</u> George's Marvellous Medicine Life in Year 2 History Topic – Victorian Children
Spelling	<u>Statutory Spelling Rules</u> Words ending in -tion	<u>Statutory Spelling Rules</u> The /s/ sound	<u>Statutory Spelling Rules</u> Adding -es to nouns and verbs ending in -y	<u>Statutory Spelling Rules</u> Adding -ed, -ing, -er and -est to a root	<u>Statutory Spelling Rules</u> The /n/ sound spelt kn and (less often) gn at the	<u>Statutory Spelling Rules</u> The /ɜ:/ sound spelt a before l



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	- The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y (e.g. badge, age, gem) - The /ʒ/ sound spelt s (e.g. television, treasure) <u>Common Exception Words</u> find, kind, mind, behind, child, children, wild, climb, most, only, both	- spelt c before e, i and y (e.g. race, ice) - The /ai/ sound spelt –y at the end of words (e.g. cry, fly) - The suffixes –ment, –ness, –ful, –less and –ly <u>Common Exception Words</u> old, cold, hold, gold, told, clothes, sure, sugar, Christmas, grass, parents	- Homophones and near-homophones; their, there, they're; here, hear; be, bee; sun, son; night, knight - The /ʌ/ sound spelt o (e.g. other, nothing) - Contractions <u>Common Exception Words</u> door, poor, floor, because, every, everybody, even, great, break, steak	- word ending in –y with a consonant before it - Adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it. - Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter. <u>Common Exception Words</u> pretty, beautiful, any, many, Mr, Mrs, again, half, money	- beginning of words (e.g. knock, gnat) - The /r/ sound spelt wr at the beginning of words (e.g. write, wrap) - The /l/ or /ə/ sound spelt –le at the end of words (e.g. table, apple) - The /l/ or /ə/ sound spelt –el at the end of words (e.g. camel, towel) - The /l/ or /ə/ sound spelt –al at the end of words (e.g. metal, hospital) - Words ending –il (e.g. pencil, fossil) - Homophones and near homophones; sea, see; to, too, two; quite, quiet; bare, bear; one, won; blue, blew <u>Common Exception Words</u> after, last, past, fast, father, class, pass, plant, path, bath, hour, move	- and ll (e.g. all, ball) - The /i:/ sound spelt –ey (e.g. key, valley) - The /ɒ/ sound spelt a after w and qu - The /ɜ:/ sound spelt or after w (e.g. word, worth) - The /ɔ:/ sound spelt ar after w (e.g. war, towards) - The possessive apostrophe (singular nouns) <u>Common Exception Words</u> prove, improve, eye, could, should, would, who, whole, busy, people, water
Maths	Unit 1: Place Value and Number (Numbers 10-100)	Unit 4: Number – addition and subtraction (Addition and	Unit 5: Number – multiplication and division (Introduction to multiplication)	Unit 7: Geometry (Shape) 2G–1 Describe and compare 2D and 3D shapes	Unit 9: Measurement (Money)	Unit 12: Geometry (Position and Direction) order and arrange combinations of



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	1.8 Composition of numbers: multiples of 10 up to 100 1.9 Composition of numbers: 20-100 Unit 2: Number – addition and subtraction (Calculations within 20) 1.11 Addition and subtraction: bridging 10 1.12 Addition and subtraction: subtraction as difference	subtraction of two-digit numbers 1) 1.13 Addition and Subtraction: two-digit and single-digit numbers 1.14 Addition and Subtraction: two-digit numbers and multiples of ten Unit 5: Number – multiplication and division (Introduction to multiplication) 2.2 Structures: multiplication representing equal groups	2.3 Times tables: groups of 2 and commutativity (part 1) 2.4 Times tables: groups of 10 and of 5, and factors of 0 and 1 2.5 Commutativity (part 2), doubling and halving Unit 6: Number – multiplication and division (Introduction to division structures) 2.6 Structures: quotitive and partitive division	Unit 8: Number – addition and subtraction (Addition and subtraction of two-digit numbers 2) 1.15 Addition: two-digit and two-digit numbers 1.16 Subtraction: two-digit and two-digit numbers	recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value find different combinations of coins that equal the same amounts of money solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change. Unit 10: Fractions Recognise, find, name and write fractions of a length, shape, set of objects or quantity Write simple fractions and recognise the equivalence Unit 11: Measurement (Time) compare and sequence intervals of time tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times know the number of minutes in an hour and the number of hours in a day	mathematical objects in patterns and sequences 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 anti-clockwise). Unit 13: Number – multiplication and division (Doubling, halving, quotitive and partitive division) 2.5 Commutativity (part 2), doubling and halving 2.6 Structures: quotitive and partitive division Unit 14: Measurement (capacity, mass and volume) choose and use appropriate standard units to estimate and measure length/height in
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						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 lengths, mass, volume/capacity and record the results using >, < and = .
Science	Uses of everyday Materials	Growing Plants	New life	Intro to food chains STEM Week	Living things and their Habitats (seaside animals)	Healthy me
History		Great Fire of London		Noble Nurses		Victorian Children
Geography	Barnaby Bear My World		Bangladesh – CAFOD unit		Katie Morag, Island home and Coll GA unit	
Art		'London's Burning!' Printing Exploring the work of Jean-Michel Basquiat during		'POP Portraits!' Drawing/Painting		'Marvelous Medicine Pots!' Sculpture



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		Black History month				
Design and Technology	<u>Textiles</u> Templates and joining techniques – hats Measure textiles Join a textile with simple stitching Cut materials British BAME designer – Benny Andallo		<u>Food</u> Fruity Rice Pudding Explain there are groups in the Eat Well Plate Describe 5 a day Cut, peel and grate with support guides		<u>Mechanisms</u> Wheels and axels – create a vehicle Use and make wheels and axles Use sliders and levers	
PE	Fundamental Movement Skills Walk, jog, run, gallop, slide, jump, throw, kick, bounce, catch and strike	Invasion Games Participate in team games and develop simple tactics for attacking and defending (Tag Rugby)	Gymnastics Pathways: straight, zig zag & curling	Dance Develop balance, agility coordination and begin to apply these in a range of activities	Striking and Fielding Fielding, batting and bowling techniques (Kwik-Cricket)	Athletics Track and field events including low hurdles and soft javelin
PSHE/British Values	<u>Being Me in My World</u> Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment	<u>Celebrating Difference</u> Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity	<u>Dreams and Goals</u> Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	<u>Healthy Me</u> Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	<u>SRE</u> <u>See Life to the Full planning</u> Let Children Come Girls & Boys Clean & Healthy Feelings Inside & Out	<u>SRE</u> <u>See Life to the Full planning</u> Good Secrets and Bad Secrets Physical Contact Harmful Substances Can you help me



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	Valuing contributions Choices Recognising feelings	Celebrating difference and remaining friends				Communities we live in
Computing <i>(please see the Computing curriculum map for more detail)</i>	Typing skills Word processing skills Data handling – tally and bar charts Using child friendly sites	Word Document - Remembrance Day Internet Research Use Book Creator app - Nativity Story Christmas Digital Art	Controlling Beebots Writing simple programs Features of a website Booster of IT skills	Use Book creator app - World Book Day Robot design and components Technology in an airport Easter image searching, editing and inserting	Discovery coding Level 2 -Different sorts of inputs	Discovery coding Level 2 - Buttons and instructions Create a Word Document - Seaside habitats
MFL	Focus: Greetings Recap Y1/Bon matin/ Bon après-midi/ Je m'appelle	Focus: Conversation Ça va? Ça va mal / Ça va bien /comme ci, comme ça	Focus: Louis Pasteur I will learn about a famous French figure - Louis Pasteur.	Focus: Numbers 1 - 10	Focus: Numbers 1 - 10 J'ai...ans/ Colours - rouge/bleu/vert/jaune/rose/orange	Cultural link: Canada/ I will look at a French speaking (Francophone) country - Canada. I will learn more about their culture.



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Music	How does music help us to make friends?	How does music teach us about the past?	How does music make the world a better place?	How does music teach us about our neighbourhood?	How does music make us happy?	How does music teach us about looking after our planet?
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