

Year 2 Long Term Curriculum Map 2025-26

	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
English:	The Bear Under the Stairs <ul style="list-style-type: none"> Letters, retellings own version narratives Information text Wolves <ul style="list-style-type: none"> Character description Non-Chronological Leaflet 	The Great Fire of London <ul style="list-style-type: none"> Persuasive poster Warning posters Letter of advice Certificates Information booklet The Journey Home <ul style="list-style-type: none"> Posters Lists Postcards Wanted posters Information report Short stories Persuasive letter 	Grandads Camper <ul style="list-style-type: none"> Labels Poems Interviews Captions Postcards The Minpins (contd next half term) <ul style="list-style-type: none"> Danger posters Setting descriptions Character descriptions Information reports Postcards Own version adventure narrative 	The Owl and the Pussycat <ul style="list-style-type: none"> Letters Interviews Lists Instructions Rhyming poem 	Toys in Space <ul style="list-style-type: none"> Found posters Diary entries Notes of advice Space logs Invitations Fantasy setting descriptions Own version fantasy world narrative 	House Held Up By Trees <ul style="list-style-type: none"> Factual descriptions Advertisement Explanations Poetry Factual report
Maths: (Discrete daily sessions with links made to topics where possible)	Place value Addition and Subtraction	Addition and Subtraction (continued) Shape Money	Multiplication and Division Length and Height	Statistics (to be included in science investigations) Fractions Time	Time(continued) Revision and Optional SATs	Mass, Capacity and Temperature Position and Direction Consolidation
Science:	Animals including humans. Biology <ul style="list-style-type: none"> Describe the basic needs of animals, 	Animals including humans. Biology <ul style="list-style-type: none"> Notice that animals including humans have 	Uses of everyday materials. Physics <ul style="list-style-type: none"> Identify and compare the suitability of 	Plants. Biology <ul style="list-style-type: none"> Observe and describe how seeds and bulbs grow into mature 	Living things and their habitats. Biology <ul style="list-style-type: none"> Identify habitats and how they provide the 	Living things and their habitats. Biology <ul style="list-style-type: none"> Exploring the difference between

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	<p>including humans, for survival.</p> <ul style="list-style-type: none"> Describe the importance for humans of exercise, eating healthily and hygiene. 	<p>offspring which grows into adults.</p> <p>Uses of everyday materials.</p> <p>Physics</p> <ul style="list-style-type: none"> Identify and compare the suitability of everyday materials for particular uses. 	<p>everyday materials for particular uses.</p> <ul style="list-style-type: none"> Find out how the shapes of solid objects can be changed. <p>Plants.</p> <p>Biology</p> <ul style="list-style-type: none"> Investigate what plants need to grow and stay healthy. 	plants.	<p>needs for different animals and plants.</p> <ul style="list-style-type: none"> Name a variety of plants and animals in their habitats and micro-habitats. 	<p>things that are living, dead and have never been alive.</p> <ul style="list-style-type: none"> Describe food chains.
Computing:	<p><u>Technology Around Us</u></p> <p><u>IT1 & IT2</u></p> <p>Recognise different technologies in school and home and why they are used.</p> <p><u>Online Safety</u></p> <p><u>DL1 & IT2</u></p> <p>Digital footprints, keywords, recognise child friendly websites and kind/unkind behaviour, able to review websites.</p>	<p><u>Cont. Online Safety</u></p> <p><u>Using the Internet</u></p> <p><u>IT1 & DL1</u></p> <ul style="list-style-type: none"> Retrieving digital content using a search engine. Child friendly searches and following links safely. Creating content for a blog and taking safe pictures for online. Posting positive posts/responses. 	<p><u>Digital Artists</u></p> <p><u>IT1</u></p> <ul style="list-style-type: none"> Creating and editing computer art using a range of tools to reproduce a style of art. 	<p><u>Presentation Skills</u></p> <p><u>IT1</u></p> <ul style="list-style-type: none"> Revise key computer skills and learn to create folders. Learn to create a simple presentation. 	<p><u>Preparing for Turtle Logo</u></p> <p><u>CS1-CS3</u></p> <ul style="list-style-type: none"> Use Turtle Logo to create, test and debug an algorithm, rotate the turtle, use the repeat command. Recognise language and give, follow and complete an algorithm. 	<p><u>Programming Turtle Logo/Scratch</u></p> <p><u>CS1-CS3</u></p> <ul style="list-style-type: none"> Use turtle logo to draw shapes, repeat se Scratch to draw shapes, repeat then add movement and sound, say something, use the green flag to start and use different sprites.

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History:		<p>How did the <i>Great Fire</i> of London affect people who lived there?</p> <p>Great fire of London.</p> <ul style="list-style-type: none"> • Study events beyond living memory. -Samuel Pepys -Charles II 	<p>What affect did nurses in the past have on the lives of ordinary people?</p> <p>Nurturing Nurses.</p> <ul style="list-style-type: none"> • Study the lives of significant individuals. • Compare the way these people lived to how we live today. -Florence Nightingale -Mary Seacole -Edith Cavell 			<p>How has transport changed over the years?</p> <p>Travel and Transport</p> <ul style="list-style-type: none"> • Study events beyond living memory. <p>Amelia Earhart</p>
Geography:	<p>Locational Knowledge</p> <ul style="list-style-type: none"> • Name and locate the world's seven continents and five oceans. <p>Identify hot and cold areas of the world, including locating equator and poles.</p> <ul style="list-style-type: none"> • Name and locate the four countries and capital cities of the UK and surrounding seas. <p>Human and Physical</p> <p>Identify the seasonal and daily weather patterns in the UK.</p>			<p>Place Knowledge</p> <ul style="list-style-type: none"> • Understand geographical similarities and differences of human and physical geography of a small area of the UK and a contrasting non-European country. <p>Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> • Aerial photos, plan perspectives, compass directions • Maps, atlases, globes 		

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	Using Geographical skills and Fieldwork. <ul style="list-style-type: none"> • Use world maps, atlases and globes. 					
RE:	Creation and Covenant	Prophecy and promise Judaism	Galilee to Jerusalem	Desert to garden.	To the ends of the Earth.	Dialogue and encounter. Islam
PE:	Fundamentals <ul style="list-style-type: none"> • Physical: run, speed, agility, dodge, balance, jump, hop, skip • Social: collaboration, respect, take turns, communication, encourage others • Emotional: determination, honesty, perseverance • Thinking: comprehension, make decisions, creativity, use tactics, 	Fitness <ul style="list-style-type: none"> • Physical: run, stamina, skip, co-ordination, agility, strength, balance • Social: encourage others, communication • Emotional: determination, perseverance • Thinking: comprehension, identify strengths and areas for improvement Dance <ul style="list-style-type: none"> • Physical: actions, dynamics, space, relationships 	Yoga <ul style="list-style-type: none"> • Physical: balance, flexibility, strength, co-ordination • Social: respect, leadership, work safely, collaboration • Emotional: confidence, perseverance, honesty, focus, identify feelings • Thinking: create, select and apply, comprehension, decision making, reflection Gymnastics	Ball Skills <ul style="list-style-type: none"> • Physical: roll, track, dribble with feet, kick, throw, catch, dribble with hands • Social: inclusion, communication, collaboration, leadership • Emotional: independence, honesty, perseverance, determination • Thinking: comprehension, select and apply skills, use tactics Sending and Receiving	Target Games <ul style="list-style-type: none"> • Physical: roll, overarm throw, underarm throw, strike, dodge, jump • Social: congratulate, support others, co-operation, kindness • Emotional: manage emotions, honesty • Thinking: identify areas of strength and areas for development, select and apply, comprehension, decision making 	Athletics <ul style="list-style-type: none"> • Physical: run, jump for distance, jump for height, throw for distance, throw for accuracy • Social: communication, work safely, support others • Emotional: determination, independence • Thinking: comprehension, observe and provide feedback, explore ideas, select and apply skills

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	<p>recall</p> <p>Team Building</p> <ul style="list-style-type: none"> Physical: balance, jump, run, co-ordination Social: support and encourage others, communication, inclusion, trust, kindness Emotional: perseverance, confidence, determination, accepting Thinking: comprehension, identify strengths and areas for development, problem solving 	<ul style="list-style-type: none"> Social: respect, collaboration, work safely, communication Emotional: independence, confidence, perseverance, determination Thinking: provide feedback, comprehension, reflection, observation, creativity 	<ul style="list-style-type: none"> Physical: shapes, balances, travelling actions, shape jumps, barrel roll, straight roll, forward roll Social: leadership, work safely, respect Emotional: confidence, independence Thinking: select and apply actions, creativity 	<ul style="list-style-type: none"> Physical: roll, track, catch, receive with feet, kick, send and receive with a racket Social: communication, collaboration, leadership Emotional: honesty, determination Thinking: identifying how to improve, comprehension 	<p>Invasion Games</p> <ul style="list-style-type: none"> Physical: dribble, throw, catch, kick, receive, run, jump, change direction, change speed Social: communication, kindness, support others, co-operation, respect, collaborate Emotional: empathy, perseverance, honesty, integrity, independence Thinking: creativity, select and apply, comprehension, problem solving, provide feedback 	<p>Striking and Fielding Games</p> <ul style="list-style-type: none"> Physical: underarm throw, overarm throw, catch, track, bowl, bat Social: communication, encourage others, collaboration Emotional: honesty, perseverance, determination, acceptance Thinking: use tactics, comprehension, select and apply, decision making
Design & Technology:	<p>Food – Preparing fruit and vegetables</p> <ul style="list-style-type: none"> Design, make 			<p>Mechanisms – Wheels and axels</p> <ul style="list-style-type: none"> Design, make and evaluate a 		<p>Textiles – Templates and joining techniques</p> <ul style="list-style-type: none"> Design, make

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	and evaluate a smoothie and a fruit salad			vehicle for tourists for going on a safari in Kenya		and evaluate a glove puppet
Art:		Sculpture - Andy Goldsworthy <ul style="list-style-type: none"> sculptures with leaves and stones in an outdoor environment 	Drawing - Starry Night by Van Gogh <ul style="list-style-type: none"> Hatching Stippling Tone Texture 		Painting - The River Siene at La Grand Jatte by Georges Seurat <ul style="list-style-type: none"> Primary and secondary colours Optical colour mixing 	
Music:	Pulse. <ul style="list-style-type: none"> Sing/play with a good sense of pulse. Demonstrate an understanding of the differences between pulse and rhythm through physical movement/playing/singing. Begin to recognise rhythmic patterns found in speech Respond to visual and aural cues. 	Recorders <ul style="list-style-type: none"> Play tuned instruments musically. To know how to hold a recorder. To know the notes B, A and G. To recognise crotchets, quavers and minims. To recognise bar lines and time signature. Voice covered in singing for the Nativity performance. <ul style="list-style-type: none"> Sing, with accuracy, within a range of 	Rhythm. <ul style="list-style-type: none"> Begin to recognise rhythmic patterns found in speech. Demonstrate the difference between pulse and rhythm through physical movement, playing and singing and performance. 	Recorders <ul style="list-style-type: none"> Play tuned instruments musically. To recognise a crochet rest. To perform for the class. Pitch covered in all recorder units. <ul style="list-style-type: none"> Recognise and demonstrate the link between pitch and shape using graphic notation. Demonstrate increased understanding and 	Music Technology and Structure. <ul style="list-style-type: none"> Experiment changing and combining sounds. Comment and respond to a variety of live and recorded music, making statements and observations about musical structure. Demonstrate a deeper understanding of musical structure, through discussion. 	Recorders <ul style="list-style-type: none"> Play tuned instruments musically. To recognise 3 beats in a bar. To know when to take a breath. To know the note E.

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		notes. • Follow and use performance instructions. including, starting, stopping, dynamics and tempo		<i>use of basic musical features</i>		
PSHE:	Drug education: Medicines Being Healthy: Wellbeing / Health	Being safe: Safe and unsafe Bullying: bullying	Difference and Diversity: Same and different	Exploring Emotions: Managing emotions Money Matters: Money	Being Responsible: Parliament / The Environment Changes: How they feel about changes	Being Me: Special objects and people Relationships A Journey in Love