



YEAR 2 CURRICULUM MAP: 2025-2026

Themes	Autumn 1 8 weeks	Autumn 2 8 weeks	Spring 1 6 weeks	Spring 2 5 weeks	Summer 1 6 weeks	Summer 2 5 weeks and 3 days
Science	<p>Living Things: Habitats</p> <ul style="list-style-type: none"> - Recall some life processes, giving examples of how they apply to plants and animals. - Match different plants and animals to their habitats. - Give examples of how animals use their habitat for food and shelter. - Recall that plants produce their own food for energy. - Name living things that are producers and place a producer at the beginning of a food chain. - Use arrows to show the order in a food chain. - Classify objects into alive, never been alive and was once alive, giving reasons for their choices. - Carry out research to find answers to questions. 	<p>Living Things: Microhabitats</p> <ul style="list-style-type: none"> - Identify and name a variety of plants and animals. - Recall that minibeasts live in microhabitats. - Describe microhabitats and their conditions. - Describe how microhabitats provide for the basic needs of animals and plants. - Describe the job role of a botanist. - Group minibeasts and create simple classification keys. - Ask questions and recognise that they can be answered in different ways. - Gather and record data and use it to answer questions. - Plan what observations to make in an experiment. - Order the steps of a method. - Describe the appearance of flowering plants. - Use an identification chart to name flowering plants. 	<p>Materials: Uses of everyday materials</p> <ul style="list-style-type: none"> - Name objects with the same use that are made from different materials. - Name materials that are used to make objects with different uses. - Recognise that stretching, twisting, bending and squashing can cause some solid objects to change shape. - Name properties that make materials suitable for their use. - Measure using non-standard units. - Recording results in a table. - Use data to answer a simple question. - Record results in a block graph. 	<p>Animals: Lifestyles and health</p> <ul style="list-style-type: none"> - Identify stages in the life cycles of different animals, including humans. - Describe the basic survival needs of animals. - Explain how to take care of personal hygiene. - Describe some positive effects of exercise. - Identify foods in different food groups. - Measure using simple equipment. - Record results in a table. - Use data to answer a simple question. - Research using secondary sources. 	<p>Plants: Plant growth</p> <ul style="list-style-type: none"> - Recall that seeds have all the necessary parts inside for plants to grow. - Recall that seeds need water and warmth to germinate. - Recognise that light is required for healthy plant growth. - Sequence the stages of a plant's life cycle. - Recognise the importance of healthy plant growth. - Describe the influences humans have on plants in the environment. - Set up comparative tests. - Plan observations and measurements. - Use rulers to measure and record stem height. - Record plant growth data in a table. - Compare plant growth in different test conditions. - Use a magnifying glass to observe and compare plants. - Draw diagrams to represent stages of a plant's life cycle. 	<p>Making connections: Plant-based materials</p> <ul style="list-style-type: none"> - Explain the terms reduce, reuse and recycle. - Describe how paper is made. - Select suitable materials for a plant pot. - Describe good growth conditions for seeds. - Make a plant pot from eco-friendly materials. - Identify non-living materials to decorate a plant pot. - Use an online source to find answers to questions. - Identify and classify different types of material. - Classify natural and human-made materials. - Carry out tests to assess the properties of different materials. - Use observations to answer questions. - Draw conclusions about the suitability of materials.



<h2>History</h2>		<p>How did we learn to fly?</p> <ul style="list-style-type: none"> - Identify important events surrounding the history of flight. - Explain how a significant event has changed the lives of others. - Ask questions about people and events in the past. - Use primary sources to find out about people and events in the past. - Correctly order five events on a timeline. 		<p>Monarchs</p> <ul style="list-style-type: none"> - Recall that a monarch is a king or queen. - Identify some of the monarch's roles. - Explain that a king or queen is crowned in a special ceremony called a coronation. - Name some of the main steps in the coronation ceremony. - Use sources to explain how William the Conqueror became King of England. - Explain how William the Conqueror kept order and conquered England. - Explain how castles have changed over time. - Identify that the power of monarchs has changed over time. - Make comparisons between past and present monarchies. 		<p>What was school different in the past?</p> <ul style="list-style-type: none"> - Correctly order and date four photographs on a timeline and add some dates. - Ask one question about schools in the past. - Make one comparison between schools in the past and present. - Use sources to research and develop an understanding of what schools were like 100 years ago. - Identify three features of a classroom now and a classroom 100 years ago, identifying some similarities and differences. - Recognise two similarities and two differences between schools now and schools in the past. - State whether they would have preferred to go to school in the past or not and explain why.
<h2>Geography</h2>	<p>Would you prefer to live in a hot or cold place?</p> <ul style="list-style-type: none"> - Name and locate the seven continents on a world map. - Locate the North and the South Poles on a world map. - Locate the Equator on a world map. - Describe some similarities and differences between the UK and Kenya. - Investigate the weather, writing about it using key vocabulary and explaining whether 		<p>Why is our world wonderful?</p> <ul style="list-style-type: none"> - Identify and locate characteristics of the UK on a map. - Identify human and physical features. - Locate human and physical features on a world map. - Explain the difference between oceans and seas. - Name and locate the five oceans on a world map. - Use an aerial photograph to draw a simple sketch map. 		<p>What is it like to live by the coast?</p> <ul style="list-style-type: none"> - Name and locate the seas and oceans surrounding the UK in an atlas. - Label these on a map of the UK. - Describe the location of the seas and oceans surrounding the UK using compass points. - Define what the coast is. - Locate coasts in the UK. 	



	<p>they live in a hot or cold place.</p> <ul style="list-style-type: none">- Recognise the features of hot and cold places.- Locate some countries with hot or cold climates on a world map.		<ul style="list-style-type: none">- Collect data by sketching findings on a map and completing a tally chart.- Present their findings in a bar chart.		<ul style="list-style-type: none">- Name some of the physical features of coasts.- Explain the location of UK coasts using the four compass directions.- Name features of coasts and label these on a photograph.- Identify human features in a coastal town.- Describe how people use the coast.- Follow a prepared route on a map.- Identify human features on the local coast.- Record data using a tally chart.- Represent data in a pictogram.- Describe how the local coast has been used.	
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RE	<p>What is the “Good News” Christians believe Jesus brings?</p> <p>Part 1:</p> <ul style="list-style-type: none"> - What did Jesus’ good news mean for Matthew in the Bible story? - What might a Christian say was the good news that Jesus brought to Matthew? - What do many Christians believe is the good news that Jesus brings about forgiveness? - What do many Christians believe is the good news that Jesus brings about peace? - What might Christians do to follow the life of Jesus and bring 'good news' to people? - How might Christian prayer link to saying sorry and forgiveness? 	<p>What is the “Good News” Christians believe Jesus brings?</p> <p>Part 2:</p> <ul style="list-style-type: none"> - What can we say about peace as part of the good news. - Christians believe Jesus brings? - How can we show the good news that Christians believe Jesus brings? - What do Christians believe Jesus showed them about how to pray? - What are the important parts of prayer for many Christians? - What is the good news that - Christians believe Jesus brings? - What do we know about the good news that Christians believe Jesus brings? 	<p>Who is a Muslim and how do they Live?</p> <p>Part 1:</p> <ul style="list-style-type: none"> - What do people think about God? What do Muslims think about God? - What do some of the Muslim 99 Beautiful Names for God mean? - What does the Shahadah say about Muslim beliefs? - Who was the Prophet Muhammad and why is he important to Muslims? What do Muslims believe the Prophet Muhammad was like? - Why is the Prophet Muhammad so important to Muslims? - What do Muslims do because they love to treat the Quran with respect? 	<p>Why does Easter Matter to Christians?</p> <ul style="list-style-type: none"> - What are the main events of the Bible story of Holy Week and Easter? - What are the six biggest moments in the story of Easter? - How do Christians feel about the main events of the Bible stories of Holy Week and Easter? - Why do Christians say 'Good Friday' for the day Jesus died? - What impact does the Easter story have on many Christians? - Recap the big idea that Christians remember at Easter - 'Jesus as Saviour' 	<p>Who is a Muslim and how do they Live?</p> <p>- Part 2:</p> <ul style="list-style-type: none"> - Who was the Prophet Muhammad and why is he important to Muslims? - What difference does worshipping God make to Muslims? - What difference does worshipping God make to Muslims? 	<p>What makes some places sacred to believers?</p> <ul style="list-style-type: none"> - Which places are special to me? Where is a sacred place for a believer to go? - Which place of worship is sacred for Christians? - Which place of worship is sacred for Jewish people? - Which place of worship is sacred for Muslims? - How are places of worship similar and different? Why are places of worship important to our community?
Art	<p>Craft and design: Map it out!</p> <ul style="list-style-type: none"> - Sort map images into groups, explaining their choices. - Draw a map of their journey to school, including key landmarks and different types of mark-making. - Follow instructions to make a piece of felt that holds together and resembles their map. - Decide how to place 'jigsaw' pieces to create an abstract composition. - Make choices about which details from their map to include in a stained glass. 		<p>Painting and mixed media: Life in colour</p> <ul style="list-style-type: none"> - Name the primary and secondary colours. - Talk about the colour changes they notice and make predictions about what will happen when two colours mix. - Describe the colours and textures they see. - Try different tools to recreate a texture and decide which tool works best. - Show they can identify different textures in a collaged artwork. 			<p>Sculpture and 3D: Clay houses</p> <ul style="list-style-type: none"> - Flatten and smooth their clay, rolling shapes successfully and making a range of marks in their clay. - Make a basic pinch pot and join at least one clay shape onto the side using the scoring and slipping technique. - Roll a smooth tile surface. - Join clay shapes and make marks in the tile surface to create a pattern. - Draw a house design and plan how to create the key features in clay. - Create a clay house tile that has recognisable



	<ul style="list-style-type: none"> - Cut cellophane shapes with care and arrange them into a pleasing composition. - Design a print with simple lines and shapes, making improvements as they work. - Follow a process to make and print from a polystyrene tile. - Choose a favourite artwork, justifying their choice. - Annotate their favourite artwork with relevant evaluation points. - Take an active part in decisions around how to display their artworks in the class gallery. 		<ul style="list-style-type: none"> - Apply their knowledge of colour mixing to match colours effectively. - Choose collage materials based on colour and texture. - Talk about their ideas for an overall collage. - Try different arrangements of materials, including overlapping shapes. - Give likes and dislikes about their work and others'. - Describe ideas for developing their collages. - Choose materials and tools after trying them out. 			<p>features made by both impressive objects into the surface and by joining simple shapes.</p>
<p style="text-align: center;">D&T</p>		<p>Structures: Baby bear's chair</p> <ul style="list-style-type: none"> - Identify man-made and natural structures. - Identify stable and unstable structural shapes. - Contribute to discussions. - Identify features that make a chair stable. - Work independently to make a stable structure, following a demonstration. - Explain how their ideas would be suitable for Baby Bear. - Produce a model that supports a teddy, using the appropriate materials and construction techniques. - Explain how they made their model strong, stiff and stable. 		<p>Mechanisms: Fairground Wheels</p> <ul style="list-style-type: none"> - Describe how axles help wheels move a vehicle and design and label a working fairground wheel. - Evaluate different designs. - Describe the properties of different materials and select appropriate materials for the wheel. - Build a stable structure, test elements of the design and adapt the design as necessary. - Make the wheel rotate, evaluate a wheel mechanism and adapt it as necessary. - Recall that a survey is used to find out what people like, tally results and use the results to inform the design. 	<p>Mechanisms: Making a Moving Monster</p> <ul style="list-style-type: none"> - Identify the correct terms for levers, linkages and pivots. - Analyse popular toys with the correct terminology. - Create functional linkages that produce the desired input and output motions. - Design monsters suitable for children, which satisfy most of the design criteria. - Evaluate their two designs against the design criteria, using this information and the feedback of their peers to choose their best design. - Select and assemble materials to create 	



					<ul style="list-style-type: none"> - Add pods for the correct number of people and ensure that the pods stay upright when rotating around a fixed point. - Explain the decisions for the pod design. 	<p>their planned monster features.</p> <ul style="list-style-type: none"> - Assemble the monster to their linkages without affecting their functionality. 	
PE	Games	<p>Invasion Games</p> <ul style="list-style-type: none"> - To understand what being in possession means and support a teammate to do this. - To understand that scoring goals is an attacking skill and to explore ways to do this. - To understand that stopping goals is a defending skill and explore ways to do this. - To explore how to gain possession. - To mark an opponent and understand that this is a defending skill. - To apply simple tactics for attacking and defending. 	<p>Ball Skills</p> <ul style="list-style-type: none"> - To develop rolling a ball to hit a target. - To develop stopping a rolling ball. - To develop dribbling a ball with your feet. - To develop kicking a ball. - To develop throwing and catching. - To develop dribbling a ball with your hands. 	<p>Net and Wall</p> <ul style="list-style-type: none"> - To use the ready position to defend space on court. - To develop returning a ball with hands. - To play against a partner. - To develop racket skills and use them to return a ball. - To develop returning a ball using a racket. - To play against an opponent using a racket. 	<p>Sending and receiving</p> <ul style="list-style-type: none"> - To roll a ball towards a target. - To track and receive a rolling ball. - To send and receive a ball with your feet. - To develop catching skills. - To develop throwing and catching skills. - To send and receive a ball using a racket. 	<p>Striking and fielding</p> <ul style="list-style-type: none"> - To track a rolling ball and collect it. - To develop underarm throwing and catching to field a ball. - To develop overarm throwing to limit a batter's score. - To develop hitting for distance to score more points. - To be able to get a batter out. - To understand the rules of the game and use these to play fairly. 	<p>Athletics</p> <ul style="list-style-type: none"> - To develop the sprinting action. - To develop jumping for distance. - To develop jumping for height. - To develop throwing for distance. - To develop throwing for accuracy. - To select and apply knowledge and technique in an athletics carousel.
	Movement	<p>Gymnastics</p> <ul style="list-style-type: none"> - To perform gymnastic shapes and link them together. - To perform gymnastics shapes with control and link them together. - To use shapes to create balances. - To use shapes to create balances. - To link travelling actions and balances using apparatus. - To develop travelling actions and balances using apparatus. 	<p>Dance</p> <p>THEME: Secret Garden</p> <ul style="list-style-type: none"> - To remember, repeat and link actions to tell the story of my dance. - To develop an understanding of dynamics and how they can show an idea. - Use counts of 8 to help you stay in time with the music. <p>THEME: The Circus</p> <ul style="list-style-type: none"> - To copy, remember and repeat actions using facial expressions to show different characters. - To explore pathways and levels. 	<p>Gymnastic</p> <ul style="list-style-type: none"> - To demonstrate different shapes, take-off and landing when performing jumps. - To develop different shapes, take offs and landings when performing jumps. - To develop rolling and sequence building. - To refine rolling and sequence building. - To create a sequence using apparatus. - To create a sequence using apparatus. 	<p>Dance</p> <p>THEME: The Rainforest</p> <ul style="list-style-type: none"> - To copy, repeat and create actions in response to a stimulus. - To copy, create and perform actions considering dynamics. - To create a short dance phrase with a partner showing clear changes of speed. <p>THEME: Jack Frost</p> <ul style="list-style-type: none"> - To copy, repeat and create movement patterns in response to the theme. - To create and perform using unison, mirroring 	<p>Fitness</p> <ul style="list-style-type: none"> - To learn how to run for a long time. - To develop jumping in a long rope using timing. - To develop co-ordination in individual skipping. - To develop stamina and change of direction. - To explore exercises to develop strength. - To develop agility, balance and co-ordination. 	<p>Swimming</p> <ul style="list-style-type: none"> - To develop confidence when entering and moving in the water. - To develop confidence when travelling in the water and begin to develop floating. - To develop the kicking action on front. - To develop the kicking action and gliding on backs.



			<ul style="list-style-type: none"> - To remember and rehearse our circus dance showing expression and character. 		<ul style="list-style-type: none"> and matching with a partner. - To remember and repeat actions and dance as a group. 				
ICT		Computing systems and networks <ul style="list-style-type: none"> - What is information technology? - Where have we seen information technology in the home? - Where have we seen information technology in the world? - How does IT improve our world? - Demonstrate safe use of information technology - Using information technology responsibly 	Digital photography <ul style="list-style-type: none"> - Taking photographs - Landscape or portrait? - What makes a good photograph? - Exploring lighting - Using effects - Is it real? 	Data and information <ul style="list-style-type: none"> - Counting and comparing - Enter the data - Creating pictograms - What is an attribute? - Comparing people - Presenting information 	Programming A – Robot Algorithms <ul style="list-style-type: none"> - Giving instructions - Creating different algorithms for a range of sequences - Making predictions - Mats and routes - Algorithm design - Debugging 	Creating media – making music <ul style="list-style-type: none"> - How music makes us feel - Rhythms and patterns - How music can be used - Notes and tempo - Creating digital music Reviewing and editing music 	Programming B – introduction to quizzes <ul style="list-style-type: none"> - programming quizzes ScratchJ - Outcomes - Using a design - Changing a design - Designing and creating a program - Evaluating 		
Internet Safety		Self-Image and Identity <ul style="list-style-type: none"> - Explain how other people may look and act differently online and offline. - Give examples of issues online that might make 	Online Reputations <ul style="list-style-type: none"> - Explain how information put online about someone can last for a long time. - Describe how anyone's online information could be seen by others. - Who to talk to if something has been put online 	Online relationships <ul style="list-style-type: none"> - Give examples of how someone might use technology to communicate with others they don't also know offline and explain why this might be risky. - Explain who I should ask before sharing things about myself or others online. - Describe different ways to ask for, give, or deny my permission online and can identify who can help me if I am not sure. - Explain why I have a right to say 'no' or 'I will have to ask someone'. I can explain who can help me if I feel under pressure to agree to something I am unsure about or don't want to do. 	Managing online Information <ul style="list-style-type: none"> - Use simple keywords in search engine - Demonstrate how to navigate a simple webpage to get to information I need - explain what voice activated searching is and how it might be used, and know it is not a real person - Explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real' - Explain why some information I find online may not be real or true. 	Online Bullying <ul style="list-style-type: none"> - Explain what bullying is, how people may bully others and how bullying can make someone feel. - Explain why anyone who experiences bullying is not to blame 	Health and wellbeing <ul style="list-style-type: none"> - Know rules for using technology in different environments and settings e.g. accessing online technologies in public places and the home environment. - Know how those 	Privacy and security <ul style="list-style-type: none"> - Explain how passwords can be used to protect information, accounts and devices. - Give examples of what is meant by 'private' and 'keeping things private'. - Explain some rules for keeping personal information private - Explain how some people may have devices in their homes connected to the internet and give examples 	Copyright and ownership <ul style="list-style-type: none"> - Recognise that content on the internet may belong to other people. - Describe why other people's work belongs to them



	<p>someone feel sad, worried, uncomfortable or frightened; I can give examples of how they might get help.</p>	<p>without consent or if it is incorrect.</p>	<ul style="list-style-type: none"> - Identify who can help me if something happens online without my consent. - Explain how it may make others feel if I do not ask their permission or ignore their answers before sharing something about them online. - Explain why I should always ask a trusted adult before clicking 'yes', 'agree' or 'accept' online 		<ul style="list-style-type: none"> - Talk about how anyone experiencing bullying can get help. 	<p>rules can help anyone accessing online technologies.</p>		
Music	<p>Questions and Answers</p> <ul style="list-style-type: none"> - Understand what timbre means and identify percussion instruments by their sound. - Improvise using Question and Answer phrases on untuned instruments. 	<p>Let's Keep Singing</p> <ul style="list-style-type: none"> - Sing songs with increasing accuracy and control. - Demonstrate an understanding of dynamics and tempo following written or visual instructions. 	<p>Sound and Symbol 1</p> <ul style="list-style-type: none"> - 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. 	<p>Sound and Symbol 2</p> <ul style="list-style-type: none"> - Recognise and write music using dots (blobs), sticks & stave notation. - Understand and use graduation of dynamics such as crescendo (getting louder) to add interest to a performance. 	<p>Around the World</p> <ul style="list-style-type: none"> - Listen to music from around the world. - Explore tempo, understanding that music can be at different speeds. 	<p>The Power of Communication</p> <ul style="list-style-type: none"> - Communicate the meaning of the song with our voices and sign language. - Sing short vocal phrases independently. 		
PSHE	<p>Being me in my world</p> <ul style="list-style-type: none"> - Help others to feel welcome - Try to make our school Community a better place - Think about everyone's right to learn - Care about other people's feelings - Work well with others - Choose to follow the Learning Charter 	<p>Celebrating differences</p> <ul style="list-style-type: none"> - Accept that everyone is different - Include others when working and playing - Know how to help if someone is being bullied - Try to solve problems - Try to use kind words - Know how to give and receive compliments 	<p>Dreams and goals</p> <ul style="list-style-type: none"> - Stay motivated when doing something challenging - Keep trying even when it is difficult - Work well with a partner or in a group - Have a positive attitude - Help others to achieve their goals - Are working hard to achieve their own dreams and goals 	<p>Healthy me</p> <ul style="list-style-type: none"> - Have made a healthy choice - Have eaten a healthy, balanced diet - Have been physically active - Have tried to keep themselves and others safe - Know how to be a good friend and enjoy healthy friendships - Know how to keep calm and deal with difficult situations 	<p>Relationships</p> <ul style="list-style-type: none"> - Know how to make friends - Try to solve friendship problems when they occur - Help others to feel part of a group - Show respect in how they treat others - Know how to help themselves and others when they feel upset or hurt - Know and show what makes a good relationship 	<p>Changing me</p> <ul style="list-style-type: none"> - Understand that everyone is unique and special - Can express how they feel when change happens - Understand and respect the changes that they see in themselves - Understand and respect the changes that they see in other people - Know who to ask for help if they are worried about change - Are looking forward to change 		