Year 2 Curriculum Map 2026-2027

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Curriculum enhancements	Autumn walk School Council Elections	Planting seeds and bulbs Christmas Performance	Spring walk - Littlewood			Sheringham Park visit DT picnic
Science	**Uses of Everyday Materials** Explore/compare materials for uses • identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses • find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. Explore/compare materials for uses Objects made of some materials can be changed in shape by bending, stretching, squashing and twisting. Scientific Skill: Performing simple tests Key scientist: Iain Simpson Stewart	**Plants** What plants need to grow • observe and describe how seeds and bulbs grow into mature plants • find out and describe how plants need water, light and a suitable temperature to grow and stay healthy Plants may grow from either seeds or bulbs. Use the local environment throughout the year to observe how different plants grow Pupils should be introduced to the requirements for germination, growth and survival. Scientific skill: Gathering and recording data to help in answering questions Key scientist: Elizabeth Blackwell	**Animals, including Humans** Needs for survival, food and hygiene • notice that animals, including humans, have offspring which grow into adults • find out about and describe the basic needs of animals, including humans, for survival (water, food and air) • describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. Needs for survival, food and hygiene Animals, including humans, have offspring which grow into adults Scientific skill: Identifying and classifying Key Scientist: Steve Irwin Zoologist	**Plants** What plants need to grow • observe and describe how seeds and bulbs grow into mature plants • find out and describe how plants need water, light and a suitable temperature to grow and stay healthy Requirements for germination, growth and survival and to the processes of reproduction and growth in plants. These then germinate and grow into seedlings which then continue to grow into mature plants. Scientific Skill: Observing closely, using simple equipment Key Scientist: Dr Angie Burnett (Botanist)	**Uses of Everyday Materials** - Explore/compare materials for uses • identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses • find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. Explore/compare materials for uses .Objects made of some materials can be changed in shape by bending, stretching, squashing and twisting. Scientific Skill: Asking simple questions and recognising that they can be answered in different ways. Key Scientist: Milly Hennayake	**Living things and their habitats** – Explore habitats/simple food chains • explore and compare the differences between things that are living, dead, and things that have never been alive • identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other • identify and name a variety of plants and animals in their habitats, including microhabitats • describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. Explore habitats/simple food chains.Plants and animals live in places together and depend on each other in different ways. Scientific Skill: Using observations and ideas to suggest answers to questions. Key Scientist: Maria Sibylla Merian.
Geography		Geography – weather		Use simple compass directions to describe the location of features and routes on a map. **Maps can be designed and used for a range of purposes.** Draw a map of school. Make a map using the symbols, keys, compasses.		Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country.

Human and Physical Geography: Seasons/Weather	Throughout the school year, discuss seasons at least once a term. This may include a one off lesson talking about the current season and 'what does it look like in……..?' and go on an Autumn/Spring/Summer/Winter walk around the school grounds. Daily weather chart to be used daily in all classrooms.					
History	**3 Queens (Elizabeth I, Victoria, Elizabeth II)** *Who are the most famous queens in British history?* **A world existed before they and those around them were born but their world today is connected to the past.** Use a wide variety of historical terms. Identify similarities and differences between ways of life in different periods. Know where the people and events they study fit within a chronological framework Lives of significant individuals in the past who contributed to national achievements.		**The Moon Landings (incl history of transport?)** *Have people landed on the Moon?* *How do we know?* **We find out about the past from different evidence and clues that come from that time.** Know where the people and events they study fit within a chronological framework. Understand some of the ways in which we find out about the past and identify different ways in which it is represented. Study events beyond living memory that are significant nationally. Lives of significant individuals in the past who contributed to national achievements.		**The Great Fire of London** *How was London destroyed by a great fire?* **Events usually happen for a reason (sometimes more than one reason).** Understand some of the ways in which we find out about the past and identify different ways in which it is represented Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. Study events beyond living memory that are significant nationally.	
Art	**Printing** **Significant artist: Andy Warhol** Repeated patterns and colour • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.		**Drawing and painting** **Significant artist: Van Gogh & Jackson Pollock** • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • About the work of a range of artists, crafters, makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	•	**Collage** **Significant Artist: Henry Matisse & Brianna McCarthy (Revisit from year 1 in painting)** • to use a range of materials creatively to design and make products • about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. **Short textiles unit in conjunction with DT** **Significant Artist: Janet Bolton**	
Design and Technology		**Mechanisms** (wheels & axels) Kapow Unit • Designing a vehicle that includes wheels, axels and axel holders, which will allow the wheels to move • Creating clearly labelled drawings that illustrate movement • Adapting mechanisms • Testing mechanisms, identifying what steps wheels from turning,		**Structures** (Baby bear structures) Kapow Unit (Baby Bear's chair) • 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.	**Textiles (Short Unit)** Use a template to create a design Cut fabric using scissors Using joining methods to decorate Sequence steps for construction Reflecting on a finished product, explaining likes and dislikes.	**Food** Kapow Unit (Cooking and nutrition) • Be able to explain what makes a balanced diet • Design an appealing product • Be able to cut with increasing control • Be able to put together a product independently • Say what they think and feel about their own and others' work • Suggest ways of improving their own

		knowing that a wheel needs an exel in order to move		• 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		
PSHE	**Relationships** What makes a good friend? PANTS rule	**Relationships** What is bullying?	**Living in the wider world** What jobs do people do?	**Health and wellbeing** What helps us to stay safe?	**RSE** **Education solutions lesson plans**	**Health and wellbeing** How do we recognise our feelings? What can help us grow and stay healthy? **(Health and Wellbeing Week)**
PE	**Sending and receiving** Team games: Ultimate frisbee	**Yoga** **OAA/team building**	Parkour Dance	Net and wall games Ball skills	**Striking and fielding games** Athletics	**Invasion games** **Fitness**
Computing	**Computing systems and networks – IT around us** • Use technology purposefully to create, organise, store, manipulate, and retrieve digital content • Recognise common uses of information technology beyond school • 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 media – Digital photography** • Use technology purposefully to create, organise, store, manipulate, and retrieve digital content • Recognise common uses of information technology beyond school • 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	**Programming A – Robot algorithms** • Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions • Create and debug simple programs • Use logical reasoning to predict the behaviour of simple programs	**Data and information – Pictograms** • use technology purposefully to create, organise, store, manipulate and retrieve digital content • 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 media - Digital music** • Use technology purposefully to create, organise, store, manipulate, and retrieve digital content ***Music national curriculum links*** • *Play tuned and un-tuned instruments musically* • *Listen with concentration and understanding to a range of high-quality live and recorded music* • *Experiment with, create, select, and combine sounds using the interrelated dimensions of music*	**Programming B - Programming quizzes** • Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions • Create and debug simple programs • Use logical reasoning to predict the behaviour of simple programs • Use technology purposefully to create, organise, store, manipulate and retrieve digital content •
Music	**Charanga** **Hands, Feet Heart**	**Christmas performance songs**	**Charanga** **I Wanna Play in a Band**	**Charanga** **Zoo Time**	**boomwhackers**	**Leavers assembly songs**
Religious Education	**Christian, Jewish, Hindu** Why is light an important symbol for Christians Jews and Hindus?	**Christian** What does the nativity story teach Christians about Jesus?	**Christian** How do Christians belong to their faith family?	**Jewish** How do Jewish people celebrate Passover (Pesach)?	•	**Multi-Faith/Humanist** Why do people have different ideas about God?