

# Year 2 Curriculum Map 2025-2026



Values	Kindness Teamwork	Respect Creativity	Perseverance Responsibility
Curriculum Enrichment	Meaningful Movement Book Fair Shoe Box Appeal KS1 Christmas Production Children in Need	World Book Day Sports Relief/Comic Relief Forest School	Sports Day
English	<p><b>Fiction</b>  <b>Finding Tale</b> - The Pirates Next Door - The Pirates of Scurvy Sands  <b>Portal Stories</b> - Something Fishy  <b>Poetry</b> - Bonfire Night Poems  <b>Non-Fiction</b>  <b>Postcard Recount</b> - postcard from Tilda or Jim Lad retelling a Safari  <b>Persuasive Writing</b> - Should Santa give naughty children presents?</p>	<p><b>Fiction</b>  <b>Journey Tale</b> - The Dragon Machine (Book Time)  <b>Meeting Tale</b> - Meerkat Mail (Description - describing the Kalahari Desert)  <b>Non-Fiction</b>  <b>Instructions</b> - How to catch a Dragon  <b>Non-Chronological report</b> about African animal</p>	<p><b>Fiction</b>  <b>Poetry Text</b> - Animal Rhymes  <b>Warning Tale</b> - Hansel and Gretel  <b>Non-Fiction</b>  <b>Letter</b> to parents asking for help, telling them where they are, asking for help etc.</p>
SPaG	Learn how to use familiar and new punctuation correctly (. H, !, ?, , ') Expanded noun phrases to describe and specify Past/Present Tense	Present and past tense correctly and consistently including the progressive form Subordination (when, if, that, because) and co-ordination (or, and, but) Learn how to use sentences with different forms - statement, questions, exclamation, command	Grammar for Year 2 Some features of written standard English Use the grammatical terminology to discuss the writing
Spelling	vowels and consonants spellings of /ai/ spellings of /ee/ spellings of /igh/ spellings of /oa/ spellings of /(y)oo/ /j/ spelt <g> /j/ spelt <ge> /j/ spelt <dge>	// spelt <el> // spelt <le> // spelt <al> Doubling consonants of CVC words when adding a suffix -ed /id/ Doubling consonants of CVC words when adding a suffix -ed /t/	How suffixes affect the verb suffix -ment with no change to the root word suffix -ly with no change to the root word suffix -ful with no change to the root word suffix -less with no change to the root word adding -ly after another suffix (-ful/ -less) adding -ly after another suffix (-ful/ -less) suffix -ness after adding -ful/ -less suffix -ness with no change to the root word

/n/ spelt <kn>  
/n/ spelt <gn>  
/r/ spelt <wr>  
/ee/ spelt <ey>  
/s/ spelt <c>  
/l/ spelt <il>  
/or/ spelt <oor>  
common words: because, most

-----  
/zh/ spelt <s>  
/zh/ spelt <si>  
homophones  
/ur/ spelt <or>  
/or/ spelt <ar>  
homophones  
/j/ spelt <g>  
/n/ spelt <gn>  
/s/ spelt <c>  
/j/ spelt <ge>  
/n/ spelt <kn>  
/ee/ spelt <ey>  
/u/ spelt <o>  
/zh/ spelt <s> or <si>  
/r/ spelt <wr>  
/oo/ spelt <o>  
/h/ spelt <wh>  
/ai/ spelt <ea>  
/j/ spelt <dge>  
/o/o spelt <a>  
/or/ spelt <a>/<al>

Doubling consonants of CVC words when adding a suffix -ed /d/  
Doubling consonants of CVC words when adding a suffix -er  
Doubling consonants of CVC words when adding a suffix -y  
Doubling consonants of CVC words when adding a suffix -est  
Doubling consonants of CVC words when adding a suffix -ing  
Homophones  
/oa/ spelt <o>  
/e/ and /ee/ spelt <e>  
/oa/ spelt <o>

-----  
-----  
Apostrophes for contraction  
Apostrophes for possession  
Drop <e> and add suffix -ing  
Drop <e> and add suffix -ed /id/  
Drop <e> and add suffix -ed /t/  
Drop <e> and add suffix -ed /d/  
Drop <e> and add suffix -er  
Drop <e> and add suffix -y  
Drop <e> and add suffix -est  
/a/ spelt /ar/ and other common words  
-tion endings  
common words: people, busy, water  
common words: would, should, could /oo/  
spelt <oul>

-----  
<y> spelling /igh/ or /ee/  
drop the <y>, add an <i> add -ed where <y> is spelling /igh/  
drop the <y>, add an <i> add -ed where <y> is spelling /ee/  
comparatives vs superlatives  
drop the <y> add an <i> add -er  
drop the <y> add an <i> add -est  
Doubling consonants of CVC words when adding a suffix -y  
Where root word has a doubled consonant and added <y> drop the <y> add an <i> add -er  
Where root word has a doubled consonant and added <y> drop the <y> add an <i> add -est  
Common Words: sugar, eye, again  
Common Words: any, many, beautiful, hour  
Common Words: parents, sure, clothes  
Review any previously taught content to ensure children have additional practice where required.

<b>Quality Texts</b> <b>Include Everyone's Welcome</b>	The Pirates Next Door: The Pirates of Scurvy Sands Tigress by Nick Dowson Rain Before Rainbows by Smritiri Halls & David Litchfield How to be a Lion by Ed Vere Douglas the Deep Sea Diver by Simon Bartram My Mum is a Lioness by Swapna Haddow & Dapo Adeola Can I join your club? By John Kelly Something Fishy	Dragon Machine by Helen Ward Big Blue Whale by Nicola Davies A planet full of plastic by Neal Layton Clean Up! By Nathan Bryon & Dapo Adeola The Great Big Book of Families by Mary Hoffman Meerkat Mail by Emily Gravett The Storm Whale by Benji Davies On Sudden Hill by Linda Sarah Freedom, We Sing by Amyra Leon & Molly Mendoza Speak Up! By Nathan Bryan & Dapo Adeola Amazing by Steve Anthony  Non-Chronological texts/Information books in animals - EPIC on ipads, National Geographic Kids	The BFG by Roald Dahl All are Welcome by Alexandra Penfold What Happened to you? By Karen George
<b>Maths</b>	<b>Number</b> - Place Value <b>Number</b> - Addition and Subtraction <b>Geometry</b> - Properties of Shape	<b>Measurement</b> - Money <b>Number</b> - Multiplication and Division <b>Measurement</b> - Length and height <b>Measurement</b> - Mass, Capacity & temperature <b>Consolidation</b>	<b>Number</b> - Fractions <b>Measurement</b> - time <b>Statistics</b> <b>Geometry</b> - Position and Direction <b>Problem Solving and efficient methods</b> <b>Investigations</b>
<b>Computing</b>	Online safety Spreadsheets Coding	Effective Searching Questioning Creating Pictures	Making Music Presenting ideas
<b>Science</b>	<b>Living things:</b> Habitats <b>Living things:</b> Microhabitats	<b>Materials:</b> Uses of everyday materials <b>Animals:</b> Life cycles and health	<b>Plants:</b> Plant growth Plant based materials

<b>History</b>	<b>How was school different in the past?</b>	<b>How did we learn to fly?</b>	<b>What is a monarch?</b>
<b>Geography</b>	<b>Would you prefer to live in a hot place or a cold place?</b>	<b>Why is our world wonderful?</b>	<b>What is it like to live by the coast?</b>
<b>Art</b>	<b>Explore and Draw</b> - developing drawing and composition skills	<b>Expressive Painting</b> - colour mixing and experimental mark making	<b>Stick transformation project</b> - transforming a familiar object into a new and fun form
<b>DT</b>	<b>Textiles</b> - puppets	<b>Mechanisms</b> - wheels and axles	<b>Food</b> - prep fruit and veg

<b>PE (including Forest School)</b>	Gym Unit 1 Attack, defend, shoot Unit 1 Attack, defend, shoot Unit 2 Dance Unit 1	Dance Unit 2 Hit, Catch, Run, Unit 1 Hit, Catch, Run, Unit 2 Gym Unit 2 Forest School	KS1 Fitness Unit 1 Send & return Unit 1 Send & return Unit 2 KS1 Fitness Unit 2
<b>Music</b>	Dynamics (seaside) Call and response (animals)	Instruments (Musical storytelling) Contrasting dynamics (space)	Structure (myths and legends) Pitch (musical me)
<b>PSHCE</b>	Family and Relationships Citizenship/Economic Well being	Health and Wellbeing	Safety and the Changing Body
<b>RE</b>	Who is Jewish and how do they live? What makes some places sacred to believers?	Why does Easter matter to Christians?	How should we care for others and the world? What does it mean to belong to a faith community?