All Saints' C of E Primary School
Year 2 Curriculum Map – 2025-2026

Cycle 1	Autumn Term		Spring Term		Summer Term	
	1st Half	2nd Half	1st Half	2nd Half	1st Half	2nd Half
English	Narrative Setting Description Instruction writing	Traditional tale Letter writing to Santa	Non-Chronological Report Character description- Wanted poster?	Explanation text Poetry	Recount	Visual poetry Persuasive text
Mathematics	Number – place value Number - addition & subtraction	Number – addition and subtraction Geometry - Shape	Money Multiplication & Division	Measurement – Length & height Mass, capacity and volume.	Number - Fractions Measurement - Time	Statistics Geometry – Position and Direction
Science	Materials: Use of everyday materials	Making connections: Plant-based materials	Living things: Habitats	Animals: Life cycles and health	Plants: Plant growth	Living things: Microhabitats
Computing	Programming: Algorithms, Debugging and Block Coding		Data Handling: International Space Station		Creating media: Stop motion	
History	How was school different in the past?			What is a monarch?		How did we learn to fly?
Geography		Would you prefer to live in a hot or a cold climate?	Why is our world wonderful?		What is it like to live by the coast?	
Art		Painting and mixed media: Life in colour	Craft and Design- Map it out			Sculpture and 3D: Clay Houses
DT	Structure: Baby bear's chair			Cooking a balanced meal.	Mechanisms: Making a moving monster	
RE	Who is a Muslim and how they live? (part 1)	What is the good news Christians believe Jesus brings?	Why does Easter matter to Christians?	Who Is a Muslim and how do they live? (Part 2)	What questions do religious stories make us ask?	What makes some places special to believers?
PSHE	Families and relationships	Health and wellbeing	Citizenship	Economic wellbeing	Safety and the changing body Transition into Year 3	
PE	Keep balancing through distractions	Mirror your partner's jumps and floor balances	Challenge yourself with standing and sitting balances	Work with a partner to balance, send and receive	Test your reaction time	Show balance whilst beating your personal best.

MFL	Under the sea		Minibeasts		My dream house	
Music		Hands, feet and heart		I wanna to play in a band		The Friendship Song

	Autumn	Spring term	Summer term
Science	Asking simple questions and recognising that they can be answered in different ways. (Working Scientifically) Observing closely, using simple equipment. (Working Scientifically) Performing simple tests. (Working Scientifically) Using their observations and ideas to suggest answers to questions. (Working Scientifically) Gathering and recording data to help in answering questions. (Working Scientifically) Explore and compare the differences between things that are living, dead, and things that have never been alive. (Knowledge and understanding) 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	Asking simple questions and recognising that they can be answered in different ways. (Working Scientifically) Observing closely, using simple equipment. (Working Scientifically) Performing simple tests. (Working Scientifically) Identifying and classifying. (Working Scientifically) Using their observations and ideas to suggest answers to questions. (Working Scientifically) Gathering and recording data to help in answering questions. (Working Scientifically) Observe and describe how seeds and bulbs grow into mature plants. (Knowledge and understanding) Notice that animals, including humans, have offspring which grow into adults. (Knowledge and understanding)	Asking simple questions and recognising that they can be answered in different ways. (Working Scientifically) Observing closely, using simple equipment. (Working Scientifically) Performing simple tests. (Working Scientifically) Identifying and classifying. (Working Scientifically) Using their observations and ideas to suggest answers to questions. (Working Scientifically) Gathering and recording data to help in answering questions. (Working Scientifically) Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. (Knowledge and understanding) Find out how the shapes of solid objects made from some materials can be

	on each other. (Knowledge and understanding) Identify and name a variety of plants and animals in their habitats, including microhabitats. (Knowledge and understanding) Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). (Knowledge and understanding) 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. (Knowledge and understanding)	Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. (Knowledge and understanding) Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. (Knowledge and understanding)	changed by squashing, bending, twisting and stretching. (Knowledge and understanding)
Computing 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 (not currently anywhere)	Use logical reasoning to predict the behaviour of simple programs. (Computer Science) Use technology purposefully to create, organise, store, manipulate and retrieve digital content. (Digital Literacy) Recognise common uses of information technology beyond school. (Information Technology)	Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. (Computer Science) Create and debug simple programs. (Computer Science) Use logical reasoning to predict the behaviour of simple programs. (Computer Science)	Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. (Computer Science) Create and debug simple programs. (Computer Science) Use logical reasoning to predict the behaviour of simple programs. (Computer Science) Use technology purposefully to create, organise, store, manipulate and retrieve

			digital content. (Digital Literacy)
History	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. (Subject content) Significant historical events, people and places in their own locality. (Subject content) Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world. (History aims) Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses. (History aims) Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed. (History	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. (Subject content) Events beyond living memory that are significant nationally or globally. (Subject content) The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. (Subject content) Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world. (History aims) Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind. (History aims) Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. (Subject content) Events beyond living memory that are significant nationally or globally. (Subject content) Significant historical events, people and places in their own locality. (Subject content) Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world. (History aims) Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses. (History aims) Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting

	aims) Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales. (History aims)	significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses. (History aims) Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed. (History aims) Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales. (History aims)	arguments and interpretations of the past have been constructed. (History aims) Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales. (History aims)
Geography	Name and locate the world's seven continents and five oceans. (Locational knowledge) Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country (Place knowledge) Identify seasonal and daily weather patterns in the United Kingdom and the	Name and locate the world's seven continents and five oceans. (Locational knowledge) Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. (Locational knowledge) Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation,	Name and locate the world's seven continents and five oceans. (Locational knowledge) Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. (Locational knowledge) Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation,

	location of hot and cold areas of the world in relation to the Equator and the North and South Poles. (Human and physical) Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. (Human and physical) Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. (Human and physical) Use simple compass directions (North, South, East and West) and locational directional language (for example, near and far, left and right).(Geographical skills and fieldwork) Use world maps, atlases and globes to identify the countries, continents and oceans studied. (Geographical skills and fieldwork)	season and weather. (Human and physical) Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. (Human and physical)	season and weather. (Human and physical) Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. (Human and physical)
Art	To use a range of materials creatively to design and make products To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in using colour,	To use a range of materials creatively to design and make products To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in using colour,	To use a range of materials creatively to design and make products To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination 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, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work	pattern, texture, line, shape, form and space 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	pattern, texture, line, shape, form and space 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
DT	Design purposeful, functional, appealing products for themselves and other users based on design criteria. (Design) Generate, develop, model and communicate their ideas through talking, drawing, templates, mock- ups and, where appropriate, information and communication technology (Design) Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]. (Make) Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. (Make) Explore and evaluate a range of existing products. (Evaluate) Evaluate their ideas and products against design criteria (Evaluate) Build structures, exploring how they can be made stronger, stiffer and more	Design purposeful, functional, appealing products for themselves and other users based on design criteria. (Design) Generate, develop, model and communicate their ideas through talking, drawing, templates, mock- ups and, where appropriate, information and communication technology (Design) Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]. (Make) Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. (Make) Explore and evaluate a range of existing products. (Evaluate) Evaluate their ideas and products against design criteria (Evaluate) Use basic principles of a healthy and varied diet to prepare dishes (Design,	Design purposeful, functional, appealing products for themselves and other users based on design criteria. (Design) Generate, develop, model and communicate their ideas through talking, drawing, templates, mock- ups and, where appropriate, information and communication technology (Design) Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]. (Make) Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. (Make) Explore and evaluate a range of existing products. (Evaluate) Evaluate their ideas and products against design criteria (Evaluate) Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. (Technical

	stable. (Technical language)	Make, Evaluate) Understand where food comes from (Design, Make, Evaluate)	language
RE	Retell a narrative, story or important text from at least one religion or worldview and recognise a link with a belief Recognise different types of writing from within one text Recognise that some beliefs connect together and begin to talk about these connections. Give different examples of how _____ beliefs influence daily life Recognise the names of different religions, religious beliefs and worldviews and use them correctly. Identify evidence of religion and belief especially in the local area. Identify ways in which beliefs can have an impact on a believer's daily life, their family or local community.	Talk about the questions a story or practice from a religion or worldview might make them ask about the world around them Talk about what people mean when they say they 'know' something. Give a reason to say why someone might hold a particular belief using the word 'because' Using religious and belief stories, make connections between peoples' beliefs about right and wrong and their actions.	Retell a narrative, story or important text from at least one religion or worldview and recognise a link with a belief Recognise different types of writing from within one text Recognise that some beliefs connect together and begin to talk about these connections. Give different examples of how _____ beliefs influence daily life Recognise the names of different religions, religious beliefs and worldviews and use them correctly. Identify evidence of religion and belief especially in the local area. Identify ways in which beliefs can have an impact on a believer's daily life, their family or local community.
PSHE	Learn how to form: respectful relationships with others, deal with conflict and bullying and the importance of challenging stereotypes. Learning strategies for looking after their mental and physical health, including: healthy eating, relaxation techniques, sun safety,	Learning about: human rights and the rights of the child, democracy, diversity and community and protecting the environment. Learning how to make decisions when it comes to spending, budgeting and saving money and exploring different career choices. Learning about rules outside school;	Learning: how to administer first aid in a variety of situations and about safety around medicines, online and road safety and the changes which occur during puberty. Developing understanding of safety: roads and medicines and an introduction to online safety; distinguishing secrets from

	immunisation facts and the benefits of sleep Learning: that families are composed of different people who offer each other care and support; how other people show their feelings and how to respond. Looking at conventions of manners and developing an understanding of self-respect. Learning: about the benefits of exercise and relaxation on physical health and wellbeing; strategies to manage different emotions, setting goals, developing a growth mindset and understanding dental hygiene.	caring for the school and local environment; exploring the roles people have within the local community; learning how school councils work and voicing and opinion. Learning about where money comes from, how to look after money, how we use money and looking at careers and jobs.	surprises; naming body parts and looking at the concept of privacy.
PE	Identify personal progress and appropriate challenge Show patience and support when working with others Perform and repeat longer sequences with clear shapes and controlled movement, showing control and consistency Respond differently to a variety of musical pieces Show balance, agility and coordination Explain the need for a warm-up and cool-down	Identify personal progress and appropriate challenge Show patience and support when working with others Understand simple attacking and defence tactics Perform and repeat longer sequences with clear shapes and controlled movement, showing control and consistency Show balance, agility and coordination Explain the need for a warm-up and cool-down	Identify personal progress and appropriate challenge Show patience and support when working with others Show balance, agility and coordination. Explain the need for a warm-up and cool-down

MFL- will change with progression throughout the school	Understand a range of familiar spoken words and phrases Follow a simple two or three word instruction Join in with familiar rhymes or songs Ask and answer simple questions Use simple adjectives to describe a picture or object Match written words and phrases with pictures or symbols	Understand a range of familiar spoken words and phrases Follow a simple two or three word instruction Join in with familiar rhymes or songs Ask and answer simple questions Use simple adjectives to describe a picture or object Match written words and phrases with pictures or symbols	Understand a range of familiar spoken words and phrases Follow a simple two or three word instruction Join in with familiar rhymes or songs Ask and answer simple questions Use simple adjectives to describe a picture or object Match written words and phrases with pictures or symbols
Music	Use their voices expressively and creatively by singing songs and speaking chants and rhymes. 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 inter-related dimensions of music.	Use their voices expressively and creatively by singing songs and speaking chants and rhymes. 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 inter-related dimensions of music.	Use their voices expressively and creatively by singing songs and speaking chants and rhymes. 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 inter-related dimensions of music.
Writing- *Targets shown when first introduced* *Spelling* *Handwriting* *Composition* *Grammar and punctuation*	Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. Form lower case letters of the correct size relative to one another.	Spell by distinguishing between homophones and near homophones Add suffixes to spell longer words correctlyt, including -ment, -ness, -ful, -less, -ly	Use the progressive form of verbs in the present and past tense to mark actions in progress. Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns.

	Use diagonal and horizontal strokes needed to join letters Write capital letters and digits of the correct size to one another. Use spacing between words that reflects the size of the letters. Write sentences that are linked thematically e.g. about personal experiences. Write about real events, recording simply and clearly Write effectively and coherently for different purposes. Consider what to write before beginning by planning or saying out loud. Make simple revisions and corrections to writing by re-reading to check writing makes sense. Read aloud what is written with appropriate intonation to make the meaning clear. Understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. Use capital letters and full stops to demarcate sentences and use question marks correctly when required.	Write poetry to develop positive attitudes and stamina for writing. Consider what to write about before beginning by writing down ideas, including key vocabulary, Make simple revisions, additions and corrections to writing by proof reading and checking for errors in spelling, grammar and punctuation. Form nouns using suffixes such as -ness, -er and by compounding e.g. whiteboard, superman. Form adjectives using suffixes such as -ful, -less Use suffixers -er, -est in adjectives and use -ly to turn adjectives into adverbs e.g smoothly, softly, bigger, biggest. Use co-ordination using or, and, but and some subordination using when, if, that, because to join clauses. Use expanded noun phrases for description and specification Use present and past tense mostly correctly and consistently. Use commas to separate items in a list.	

	Understand the following terminology: noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense, apostrophe, comma.		
Reading – Targets shown when first introduced	Apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent Read accurately by blending the sounds in words that contain all 40+ graphemes. Recognise alternative sounds for all graphemes Read accurately words of two or more syllables that contain graphemes taught so far. Read words containing common suffixes. Read common exception words Read words in age-appropriate books accurately and fluently without overt sounding and blending. Re-read books, sounding out unfamiliar words accurately, to build up fluency and confidence in words reading. Understand both the books that can be read accurately and fluently and those that are listened to by:	Develop pleasure in reading, motivation to read, vocabulary and understanding by 1. listening to, discussing and expressing views about a wide range of poetry, stories and non-fiction. 2. discussing the sequence of events in books and how items of information are related. 3. Discussing favourite words and phrases. Understand both the books that can be read accurately and fluently and those that are listened to by making plausible predictions about what might happen on the basis of what has been read so far.	Develop pleasure in reading, motivation to read, vocabulary and understanding by building up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make meaning clear.

	1. Checking that the text makes sense as they correct inaccurate reading. 2. Answering questions and making inferences on the basis of what is being said and done and making links. Participate in discussion about books, poems and other works that are read, taking turns and listening to what others say. Explain what has happened so far in what has been read.		
Maths– Targets shown when first introduced	Read and write numbers to at least 100 in numerals and in words. Recognise the place value of each digit in a 2 digit number Identity, represent and estimate numbers using different representations including the number line. Compare and order numbers from 0 up to 100, use < > and = signs. Use place value and number facts to solve problems. Count in steps of 2,3 and 5 from 0, and in tens form any number, forwards and backwards. Recall and use addition and subtraction facts to 20 fluently and derive and use related facts up to 100.	Recall and use multiplication and division facts for the 2,l5 and 10 times tables, including recognising odd and even numbers. Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication, division and equals signs. Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts. Show that the multiplication of 2 numbers can be done in any order and	Use mathematical vocabulary to describe position, direction and 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. Order and arrange combinations of mathematical patterns and sequences. 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 items. Know the number of minutes in an hour and the number of hours in a day. Compare and sequence intervals of time. Choose and use appropriate standard units to estimate and measure length/height in any direction, mass,

	Add and subtract numbers using concrete objects, pictorial representations, and mentally, including a 2 digit number and ones and tens, adding three digit numbers. Show that the addition of 2 numbers can be done in any order and subtraction of one number from another cannot. Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures: applying their increasing knowledge of mental and written methods. Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. Identify and describe the properties of 2D shapes, including the number of sides and line symmetry in a vertical line. Identify and describe the properties of 3D shapes, including the number of edges, vertices and faces. Identify 2D shapes on the surface of 3D shapes. Compare and sort common 2D and 3D shapes and everyday objects. Recognise and use symbols for pounds and pence, combine amounts to make a particular value. Find different combinations of coins that equal the same amounts of money.	division of one number by another cannot. Interpret and construct simple pictograms, tally charts, block diagrams and simple tables. Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity. Ask and answer questions about totalling and comparing categorical data. Choose and use appropriate standard units to estimate and measure length/ height in any direction, mass, temperature, capacity 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 =	temperature, capacity 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 = Recognise, find, name and write fractions, half, third, quarter, 2 quarters, and 3 quarters of a length, shape, set of objects or quantity. Write simple fractions for example, half of 6 = 3 and recognise the equivalence of 2 quarters and a half.

	Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change. Recall and use multiplication and division facts for the 2,5 and 10 times tables, including recognising odd and even numbers. Calculate mathematical statements for the multiplication and division within the multiplication tables and write them using the multiplication, division and equal signs. Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts. Show that the multiplication of 2 numbers can be done in any order and division of one number by another cannot.		