



Curriculum Map 2025/ 2026

Autumn Term

Year Two

Mrs Vaughan, Mrs Twomey and Mrs Brett

This is what your child will be learning at school during the Autumn term.

English – Grammarsaurus



- Nouns- common and proper nouns
- Verbs – action and being verbs/ regular and irregular action verbs/ verb phrases
- Subject
- Building single-clause sentences
- Pronouns
- Co-ordinating conjunctions to join clauses
- Compound subjects

English—Talk for Writing

- Dogger – a lost and found story (fiction)
- The Three Billy Goats Gruff – a beating the baddie story (fiction)
- Katie Morag —a journey story (fiction)
- Habitats around the world—an information text/ fact file about habitats (cross-curricular with Science) (non-fiction)

Mathematics—White Rose



- Place value – numbers to 20, count objects to 100 by making tens, recognising tens and ones, use a place value chart, partition numbers to 100, write numbers to 100 in words, flexibly partition numbers to 100, write numbers to 100 in expanded form, tens on a number line to 100, tens and ones on a number line to 100, estimate numbers on a number line, compare objects, compare numbers, order objects and numbers, count in 2s, 5s and 10, count in 3s.
- Addition and subtraction – bonds to 10, fact families - addition and subtraction bonds within 20, related facts, bonds to 100 (tens), add and subtract ones, add by making 10, add 3 one digit numbers, add to the next ten, add across a ten, subtract across ten, subtract from a ten, subtract a 1-digit number from a 2-digit number (across a ten), ten more and ten less, add and subtract tens, add 2 2-digit numbers (not across a ten), add 2 2-digit numbers (across a ten), subtract 2 2-digit numbers (not across a 10), subtract 2 2-digit numbers (across a 10), mixed addition and subtraction, compare number sentences, missing number problems

- Shape – recognise 2D and 3D shapes, count sides on 2D shapes, count vertices on 2D shapes, draw 2D shapes, lines of symmetry on shapes, use lines of symmetry to complete shapes, sort 2D shapes, count faces on 3D shapes, count edges on 3D shapes, count vertices on 3D shapes, sort 3D shapes, make patterns with 2D and 3D shapes.

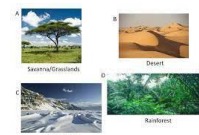
Science

Plants and animals in the local environment (our school grounds)

- 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 micro-habitats
- 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.
- Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)

Habitats around the world (polar, jungle, desert, savannah)

- 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 micro-habitats
- 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.
- Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)



RE

What is God like for Christians?

It is the intention of this unit to explore how most Christians see and experience God as a guide and guardian, much like a shepherd is to sheep. During this unit, pupils should consider how friends and followers of God (the Israelites, disciples, and modern-day Christians) speak about God. The concept of God's love and 'parent-like' attitude is essential in this unit. It includes a specific focus on the parable of the Lost Sheep, its relation to the account of the Israelites in the desert, and the modern-day experiences and feelings of 21st Century Christians.

Why is giving important to Christians?

It is the intention of this unit to explore the concept of giving: as an act of worship for most Christians, and a core idea behind the concept of 'incarnation' – God giving Jesus to the world – focusing on a key text for Christians in John 3:16. It also explores how the Christian community – the Church – aspires to give in many different ways, as God gave, and will include a visit to our local church to look for clues. This unit culminates in considering why Christians give at Christmas.

PE – Get Set 4 PE

Games—Fundamentals: In this unit pupils will develop the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. Pupils will be given opportunities to work with a range of different equipment. Pupils will be asked to observe and recognise improvements for their own and others' skills and identify areas of strength. Pupils will be given the opportunity to work collaboratively with others, taking turns and sharing ideas.

Games – Ball skills: In this unit pupils will develop their fundamental ball skills such as throwing, catching, rolling, hitting a target, dribbling with both hands and feet and kicking. They will look to perform these skills with increasing control and accuracy using co-ordination and balance. Pupils will have the opportunity to work independently, in pairs and small groups.

Dance – Pupils explore space and how their body can move to express an idea, mood, character or feeling. They expand their knowledge of travelling actions and use them in relation to a stimulus. They will build on their understanding of dynamics and expression. They will use counts of 8 consistently to keep in time with the music and a partner. Pupils will also explore pathways, levels, shapes, directions, speeds and timing. They will be given the opportunity to work independently and with others to perform and provide feedback beginning to use key terminology.

PSHE – Jigsaw

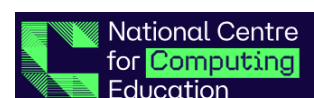
Being me in my world – learning about rights and responsibilities, rewards and consequences

Celebrating difference – learning how we are the same and different and it is OK to be different, stereotypes, bullying and how to stand up for ourselves



Computing – Teach computing

Creating media - digital music: In this unit, the children will be using a computer to create music. They will listen to a variety of pieces of music and consider how music can make them think and feel. The children will compare creating music digitally and non-digitally. They will look at patterns and purposefully create music.



Computing systems and networks - IT around us: The children will develop their understanding of what information technology (IT) is and will begin to identify examples. They will discuss where they have seen IT in school and beyond, in settings such as shops, hospitals, and libraries. The children will then investigate how IT improves our world, and they will learn about the importance of using IT responsibly.

Art (Kapow)

Sculpture and 3D: clay houses -

Pupils who are **secure** will be able to:

- ✓ 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 features made by both impressing objects into the surface and by joining simple shapes.

D.T. (Kapow)

Textiles: pouches -

Pupils who are **secure** will be able to:

- ✓ Sew a running stitch with regular-sized stitches and understand that both ends must be knotted.
- ✓ Prepare and cut fabric to make a pouch from a template.
- ✓ Use a running stitch to join the two pieces of fabric together.
- ✓ Decorate their pouch using the materials provided.

Autumn 1 - Music (Kapow)

Call and response (Theme: animals) -

Pupils who are **secure** will be able to:

- ✓ Use dynamics when creating sound.
- ✓ Play in time with a group.
- ✓ Experiment with different sounds on the same instrument.
- ✓ Clap the animal sound patterns mostly accurately.
- ✓ Clap the sound patterns in time with the pulse of the backing track.
- ✓ Demonstrate both a call and response.
- ✓ Copy a sound pattern using an instrument.
- ✓ Playing either a call and/or response role in time with another pupil.
- ✓ Perform a composition.

Autumn 2 – Music (Surrey Arts Interactive)

Recorders

Learning how to hold the recorder and how to play the notes – B, A and G in tunes

Geography (Kapow)

Would you prefer to live in a hot or cold place? -

Pupils who are **secure** will be able to:

- ✓ 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 they live in a hot or cold place.
- ✓ Recognise the features of hot and cold places.
- ✓ Locate some countries with hot or cold climates on a world map.

History (Kapow)

How was school different in the past? -

Pupils with **secure** understanding will be able to:

- ✓ 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.

Things to do at home to help your child

Reading

Read every day.

Encourage children to use their phonics and spot the digraphs/ trigraphs to help build the word.

Think about the tricks in any tricky words e.g. was.

Ask lots of questions about the story including why and how questions.

Ask your child to stop reading half way through the book and predict the ending—were they right?

Encourage them to work out what the word might be from the meaning of the rest of the sentence, or by using picture clues.

Ask the children the meaning of more challenging vocabulary.

Read everything—cereal boxes, games instructions, lists etc.

Read a few pages out loud but then encourage your child to read silently to themselves then answer questions about the text they have read.

Further guidance for each reading level will be in your child's Home Learning Diary which match the book boxes they select their sharing book from.

Reading the Little Wandle Guided Reading books and sharing books



Maths

Encourage counting in everyday contexts and in 2s, 5s and 10s where applicable, e.g. counting how many socks they are putting away in their drawer by counting in 2s.

Finding one more or one less and 10 more or 10 less than a number within 100

Solve simple addition and subtraction problems in real life contexts, e.g. There are 15 biscuits in the packet and 6 have been eaten. How many are left? Encourage counting forwards and backwards on fingers to solve

Finding the number between 11 and 13 etc.

Play Maths games—snakes and ladders and pairs etc.

Go shopping with real money

Start to tell the time

Completing the weekly My Maths homework activities online which match the current learning in school

Using Numbots to practise fluency, recall and confidence with adding and subtracting

Spellings: Helping your child with their spellings really helps as it gives them the building blocks on which to confidently shape their writing. If your child is writing at home do encourage them to spell their words correctly and then to make a plausible phonic guess for more difficult words. If it is really difficult just tell them the spelling or show it to them in the dictionary

Practising the weekly set of spellings for the test on Fridays by using Look, Say, Cover, Write, Check on whiteboards, using coloured pens, in bubbles on the bath wall etc.

Some really good questions to ask this term are:-

Which living things can you see in your garden and in the park?

Which habitats do you know?

Which plants and animals live in those habitats?

Why do they live there?

Which animal group does that animal belong to? How do you know?

Listen to a variety of music and ask: Why do you like/ not like it?

Is a hot country or a cold country? How do you know?

How does the fabric join together? Why is that a good technique?

How are you feeling? - extending emotional vocabulary from happy/sad e.g. frustrated, cross, angry, miserable, delighted etc.

Do you know what that word means? Extending vocabulary

Play the Thesaurus game. Say a word (e.g. 'big'). How many words can they give you back that mean the same? (large, huge, gigantic etc.)