

## PE

### Gym

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.

### Sending and Receiving

Pupils will develop their sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball.

### Fitness

- Pupils will take part in a range of fitness activities to develop components of fitness. Pupils will begin to explore and develop agility, balance, co-ordination, speed and stamina.

## Music

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned 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.

## Science

### Animals including humans

- 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

### Materials

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

## ART/DT

- 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.

## English

### See Unit Plans

**Power of Reading/T4W:** Where the Wild things are; How to Hide a Lion at School

**Narrative** – Portal/fantasy stories

Express view about a text, predict what might happen, the correct use of simple punctuation, character description, conjunctions (coordination and subordination), the four types of sentences, sequencing and retelling a story.

**Non-fiction** – Instructions, Information leaflets

**Poetry** – Descriptive poetry

Expressing views about poetry, adjectives, writing own descriptive poem.

**Guided Reading sessions weekly**

## Year 2 Curriculum Map

## Autumn Term 2025

## Miss Duggan and Miss Gunning

## Maths

### Number and Place Value

Reads and writes numbers to at least 100 in numerals and in words. Counts in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward. Recognises the place value of each digit in a two-digit number (tens, ones). Compares and orders numbers from 0 up to 100; use <, > and = signs. Identifies, represents and estimates numbers using different representations, including the number line. Uses reasoning about place value and number facts to solve problems.

### Addition and Subtraction

Recalls and uses addition and subtraction facts to 20 fluently, and derives and uses related facts up to 100. Adds and subtracts numbers using concrete objects, pictorial representations, and mentally, including a 2-digit number and 1's. Adds and subtracts numbers using concrete objects, pictorial representations, and mentally, including a 2-digit number and 10's. Adds and subtracts numbers using concrete objects, pictorial representations, and mentally, including adding 3 single-digit numbers. Adds and subtracts numbers using concrete objects, pictorial representations, and mentally, including two 2-digit numbers. Shows that addition of two numbers can be done in any order and subtraction of one number from another cannot. Solves problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures. Solves problems with addition and subtraction applying their increasing knowledge of mental and written methods. Recognises odd and even numbers and explains how you know a particular number is odd or even.

### Division and Multiplication

Solves problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. Recalls and uses multiplication and division facts for the 2, 5 and 10 multiplication tables. Calculates mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs. Shows that multiplication of two numbers can be done in any order and division of one number by another cannot.

### Geometry – Properties of shapes

Identifies and describes the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line. Compares and sorts common 2-D and 3-D shapes and everyday objects. Identifies and describes the properties of 3-D shapes, including the number of edges, vertices and faces.

## R.E

### See Unit Plans

Creation and Covenant  
Prophecy and Promises

## Computing

- 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
- 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.

## Geography:

### World you prefer to live in a hot or cold place?

### Human and physical geography

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
- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

### Geographical skills and fieldwork

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment

### History

### How was school different in the past?

- changes within living memory – where appropriate, these should be used to reveal aspects of change in national life
- significant historical events, people and



## Computing

### Route Explorers

To use the direction keys in 2Go to move the turtle along a route.

To use units of distance along with the direction keys in 2Go to move along a route.

To write instructions to complete more than one step of a route at once.

To build up instructions for a longer route.

### The Internet

To understand how the internet, the World Wide Web and a browser work together.

To understand the different types of hardware used to access the internet and their functions.

To understand the difference between a website and a webpage and use a school website to find information.

To understand the difference between a browser and a search engine, and to practise searching for information safely.

### Creating Pictures

To create a digital art piece in an Impressionist style.

To create a digital art piece in a Pointillism style.

To create a digital art piece that is in the style of Piet Mondrian's work.

To create digital art patterns in the style of the Arts and Crafts movement.

To create a portfolio of digital art.

## ART/DT

### DT

#### Cooking: A balanced Diet

- To know what makes a balanced diet.
- To taste test food combinations
- To design a healthy wrap.
- To investigate food safety.
- To make and evaluate a healthy wrap.

#### Art and Design

##### 'Tell a Story'

- To develop a range of mark making techniques.
- To explore and experiment with mark-making to create textures.
- To explore and experiment with mark-making to create textures.
- To understand how to apply expressions to illustrate a character.
- To develop illustrations to tell a story.

## PE – Get Set 4 PE

### Gymnastics

- To perform gymnastic shapes and link them together.
- To be able to use shapes to create balances.
- To explore travelling actions, directions and levels.
- To be able to link travelling actions and balances using apparatus.
- To demonstrate different shapes, take off and landings when performing jumps.
- To develop rolling and sequence building.
- To develop exploring apparatus.
- To develop sequence work on apparatus.

### Sending and Receiving

- To roll a ball towards a target.
- To be able to track and receive a rolling ball.
- To be able to stop, send and receive a ball with your feet.
- To develop sending and receiving a ball with your feet.
- To develop throwing and catching skills.
- To develop throwing and catching skills.
- To send and receive a ball using a stick.
- To send and receive a ball using a racket.

### Fitness

- To understand how to run for longer periods of time without stopping.
- To develop coordination through hula hoop skills.
- To develop co-ordination and timing when jumping in a long rope.
- To develop individual skipping.
- To take part in a circuit to develop stamina and co-ordination.
- To take part in a circuit to develop stamina and agility.
- To explore exercises that use your own body weight.
- To develop 'ABC,' agility, balance and co-ordination.

## **Year 2 Curriculum Map**

## **Autumn Term 2025**

## **Learning Intentions**

## Science

### Animals including Humans

- To understand the needs of mammals and birds
- To understand the needs of fish and amphibians
- To understand the needs of humans and reptiles.
- To understand the importance of exercise.
- To understand that we need a varied diet and to name foods in the five main food groups.
- To investigate the importance of good hygiene.

### Materials

- To explore different materials
- To compare similarities and difference of materials
- To test materials and their properties.
- To plan a waterproof experiment
- To investigate a waterproof experiment

## Music

### Charanga Unit 1 and 2

Hands, feet, heart

Ho, ho, ho

Listen and appraise music.

Learn and build up knowledge of interrelated musical elements.

Play instruments.

Compose and preform the song.

## Geography

- To name and locate the seven continents
- To locate the North and South Poles.
- To locate the Equator on a world map.
- To compare the UK and Kenya
- To investigate local weather conditions.
- To identify key features of hot and cold places.

## History

- To find out how schools have changed over time.
- To investigate what school was like in the past.
- To investigate what schools were like in the 1900s.
- To compare a modern classroom with a classroom 100 years ago.
- To compare three periods of time.
- To express a personal response to history.