



Springhill Catholic Primary School - Year 2 Curriculum Map 2025-26

This planner is our aim for the year, however the themes/topics shown may change according the children's needs and interests. Please read our weekly curriculum emails for updates.



Year 2	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
RE	<u>Mission Statement and Charism</u> <u>Creation</u> - know and understand the school's mission statement - know how we can live out the mission statement - retell the story of Noah - retell the story of Jonah - know how Noah looked after God's creation - know how we can look after God's creation - know why we celebrate harvest <i>Other faith: Judaism (Sukkot)</i> <u>The Rosary</u>	<u>Catholic Social Teaching</u> - links between CST and the Gospels - Church's social teaching - how to be a light to others - how to lead by example by reaching out to those in need <i>Other faith: Islam (Ramadan)</i> <u>Advent</u> - describe some religious symbols, actions and worship - retell scripture story of Angel Gabriel appearing to Zechariah - prepare liturgy	<u>Christmas</u> - retell journey of Mary and Joseph to Bethlehem - retell the Magi's journey to the stable - know how we can get to know Jesus through others' journeys <u>Revelation</u> - describe the life and work of a key person - know that God revealed His love through Jesus's teaching and actions - identify how we can live out the messages Jesus taught - recognise religious beliefs <i>Other faith: Sikhism (examine three duties of a Sikh)</i>	<u>Lent Holy Week</u> - describe some religious symbols - describe some religious actions and worship (Ash Wednesday) - understand Lent is preparation for Easter - retell story of Zacchaeus (forgiveness and penance) <i>Other faith: Judaism (Torah)</i> <u>Holy Week</u> - describe the life and work of some key figures in the history of the People of God - retell the events of Holy week (through Mary's perspective) - understand the Stations of the Cross as a prayer	<u>Easter</u> - describe the life and work of some key figures in the history of people of God (Thomas) - understand that people responded in different ways to the Resurrection - describe some religious symbols <i>Other faith: Hinduism (Holi)</i> <u>Pentecost and Mission</u> - describe the life and work of some key figures in the history of people of God	<u>Pentecost and Mission</u> - retell event of Holy Spirit appearing to the disciples - describe actions of believers because of their beliefs - understand link between Pentecost and Confirmation <u>Sacraments</u> - know what a sacrament is - retell actions involved in some sacraments
British Values	British Values Overview	Tolerance and Respect	Individual Liberty	Tolerance and Respect	Rule of Law	Democracy



Springhill Catholic Primary School - Year 2 Curriculum Map 2025-26

This planner is our aim for the year, however the themes/topics shown may change according the children's needs and interests. Please read our weekly curriculum emails for updates.



Books read to children	<i>Mog and the Forgetful Cat</i> (Judith Kerr)	<i>The Story Machine</i> (Tom McLaughlin)	<i>Rich Witch Poor Witch</i> (Peter Bently and Jim Field)	<i>Jim and the Beanstalk</i> (Raymond Briggs)	<i>Amazing Grace</i> (Mary Hoffman)	<i>The Great Kapok Tree</i> (Lynne Cherry)
	<i>The Bear and the Piano</i> (David Litchfield)	<i>A Squash and a Squeeze</i> (Julia Donaldson)	<i>How to Hide a Lion from Grandma</i> (Helen Stephens)	<i>Jack and the Baked Beanstalk</i> (Colin Stimpson)	<i>Jamil's Clever Cat</i> (Fiona French)	<i>Betsey's Birthday Surprise</i> (Malorie Blackman)
	<i>Dogger</i> (Jeanne Willis)	<i>Emily Brown and the Thing</i> (Cressida Cowell and Neal Layton)	<i>My Two Grannies</i> (Floella Benjamin)	<i>The Three Little Wolves and the Big Bad Pig</i> (Eugene Trivisas)	<i>Little Sima and the Giant Bowl</i> (Chinese Folk Tale)	<i>The Magic Faraway Tree</i> (Enid Blyton)
	<i>The Owl Who was Afraid of the Dark</i> (Jill Tomlinson)	<i>That Rabbit Belongs to Emily Brown</i> (Cressida Cowell and Neal Layton)	<i>The Mousehole Cat</i> (Antonia Barber)	<i>Who's Afraid of the Big Bad Book?</i> (Lauren Child)	<i>The Day the Crayons Quit</i> (Oliver Jeffers)	<i>Flat Stanley</i> (Jeff Brown)
	<i>George and the Dragon</i> (Chris Wormell)	<i>The Duck Never Blinks</i> by Alex Latimer	<i>There's a Lion in my Cornflakes</i> (Michelle Robindon/Jim Field)	<i>The True Story of the Three Little Pigs</i> (Jon Sieszka)	<i>Kasia's Surprise</i> (Stella Gurney)	<i>Rescuing the Titanic</i> by Flora Delargy
	<i>Anna Hibiscus Song</i> (Atinuke)	<i>Troll Stinks!</i> By Jeanne Willis & Tony Ross	<i>A Bear Called Paddington</i> by Michael Bond	<i>Too Small Tola</i> by Atinuke	<i>Florence Nightingale</i> by Imogen Russell Williams	<i>Kacper the Prince of Cats</i> by Michael Morpugo
			<i>The Rainbow Bear</i> by Michael Morpurgo & Michael Foreman	<i>If I Were Prime Minister</i> by Trygve Skaug & Ella Okstad	<i>Welcome to Our Table: A Celebration of What Children Eat Everywhere</i> By Laura Mucha, Ed Smith & Harriet Lynas	<i>Our Earth - poem anthology</i>
Poetry	<u>Poetry</u> Daddy fell into the Pond (Alfred Noyes)	<u>Poetry</u> <i>The Months</i> (Sara Coleridge)	<u>Poetry</u> <i>Please, Mrs Butler</i> (Alan Ahlberg)	<u>Poetry</u> The Small Ghostie (Barbara Ireson)	<u>Poetry</u> The Sound Collector (Roger McGough)	<u>Poetry</u> From a Railway Carriage (Robert Louis Stevenson)
	<i>Mornings</i> (Michelle Magorian)	Jack Frost (E.C Pike)	<i>Question Time</i> (Julia Donaldson)	I Love our Orange Tent (Berlie Doherty)	Buckingham Palace (A.A. Milne)	Song of the Train (David McCord)



Springhill Catholic Primary School - Year 2 Curriculum Map 2025-26

This planner is our aim for the year, however the themes/topics shown may change according the children's needs and interests. Please read our weekly curriculum emails for updates.



Reading	• Use phonics to decode new words • Read non-decodable high frequency words • Develop fluency and expression • Read a wide range of books • Talk about features of text e.g. fiction/non-fiction, rhyme, contents page, glossary • Retell main events in a story • Order main events • Find information in a text to answer questions • Make simple inferences			• Retrieve information from longer texts • Make inferences on a text they can read independently • Develop fluency and expression • Read a wide range of books • Make predictions based on what has already been said or done • Begin to link texts e.g. common themes or character traits			• Make predictions based on what has already been said or done • Identify links between texts • Develop fluency and expression • Read a wide range of books		
	Writing	Retell stories and character descriptions: The Boy who Unplugged the Sea Pattan’s Pumpkin Little Red and the Very Hungry Lion Writing skills: CL, FS, co-ordinating conjunctions (and, but, so)	Setting/character description and retell The Dragon Machine Non-chronological report Habitats Writing skills CL, FS, co-ordinating conjunctions, subordinating conjunctions (when, if, because), questions	Recounts: The Hodgeheg <i>extension – Road safety leaflet for FS</i> Character description: Snow White in New York Letter: The Day the Crayons Quit Non- Chronological report: The Great Fire of London Writing skills: CL, FS, co-ordinating conjunctions, subordinating	Stories (innovate and create): The Tunnel Setting Description Journey Recount diaries Florence Nightingale Explanation Text Keeping Healthy Writing skills: openers, conjunctions, question, exclamation, adjectives	Stories (innovate and create): The Magic Object Non- Chronological report: Chembokolli Writing skills: openers, conjunctions, question, exclamation, adjectives, adverbs	Reports: Report on Mary Seacole Recount letter Titanic Survivor Explanation text: Life of a Seed Consolidating writing skills learnt so far		



Springhill Catholic Primary School - Year 2 Curriculum Map 2025-26

This planner is our aim for the year, however the themes/topics shown may change according the children's needs and interests. Please read our weekly curriculum emails for updates.



			conjunctions, commas in a list			
Punctuation and Grammar	- capital letters, full stops, finger spaces - nouns - proper noun - plural noun suffixes - prefix – un - adjectives - joining sentences with 'and' - capital letters for names and personal pronoun 'I' - statement, question, exclamation, command	- and, but, so - suffixes where root word needs no change - verbs - question marks - exclamation marks	- when, if, because - formation on nouns using suffixes (nes, er) - compound words - formation of adjectives using suffixes (ful, ness) - adverbs - statement, question, exclamation, command	- identifying adverbs and using 'ly' to turn adjectives into adverbs - apostrophes for contractions - past and present tense	- commas for a list - apostrophes to show possession - past and present tense in the progressive form (he is drumming, she was running)	- revision of punctuation and grammar taught
Phonics and Spelling	Phonics and Spelling objectives are set dependent on group needs, based on regular assessment.					
Maths	<u>Place Value</u> - recognise tens and ones - partition numbers to 100 - write numbers to 100 in words - 10s and 1s on a number line - compare objects and numbers - count in 2s, 5s and 10s - count in 3s	<u>Addition and Subtraction continued</u> - 10 more, 10 less - + and – tens - + and – any 2 digit numbers (across 10) - comparing number sentences - missing number problems <u>Shape</u>	<u>Money</u> - count money (pence, pounds, notes) - make the same amount - compare amounts - calculate with money - find change - 2 step problems <u>Multiplication and Division</u>	<u>Length and height</u> - measuring in centimetres - measuring in metres - comparing and ordering lengths and heights - four operations with lengths and heights <u>Mass, Capacity and Temperature</u> - compare mass	<u>Fractions</u> - equal and unequal parts - recognise and find a half - recognise and find a quarter - recognise and find a third - find a whole - unit and non-unit fractions - recognise and find three quarters	<u>Statistics</u> - tally charts - tables - block diagrams - draw and interpret pictograms (1-1, 2, 5 and 10) <u>Position and Direction</u> - language of position - describe movement - describe turns - shape patterns with turns



Springhill Catholic Primary School - Year 2 Curriculum Map 2025-26

This planner is our aim for the year, however the themes/topics shown may change according the children's needs and interests. Please read our weekly curriculum emails for updates.



	<u>Addition and Subtraction</u> - bonds to 10 and 100 (tens) - + and – within 20 using bonds - + and – ones - + by making 10 - + to the next 10 - + and – across a 10	- recognise 2D shapes (counting sides and vertices) - drawing 2D shapes - lines of symmetry - sorting 2D shapes - recognise 3D shapes (counting edges and vertices) - sorting 3D shapes - making patterns	- recognise, make and add equal groups - multiplication sentences - arrays - multiplying and dividing by 2 - doubling and halving - odd and even numbers - multiplying and dividing by 10 - multiplying and dividing by 5	- measure in grams and kilograms - four operations with mass - compare volume and capacity - measure in millilitres and litres - four operations with volume and capacity - temperature	- count in fractions <u>Time</u> - o'clock and half past - quarter past and quarter to - telling the time to 5 minute intervals - minutes and hours in a day	<i>Continuing to apply what has been learnt so far in reasoning questions</i>
Science	<u>Living Things</u> -identify living and non-living things -features of a range of habitats - how habitats provide for basic needs - how plants and animals are suited to habitat -what microhabitats are and what lives there -classify animals by diet (herbivore/ carnivore/ omnivore) -simple food chain	<u>Everyday Materials</u> -describe physical properties of everyday materials (wood, plastic, metal, water, rock) -classify materials based on own categories -why material is suitable for purpose -how solids are changed by squashing, bending, twisting and stretching -environmental impact of plastic	<u>Animals and humans</u> -animals and humans have offspring that grow into adults -basic needs of animals and human -life cycle of a frog -keeping body healthy -importance of hygiene - why regular exercise is good for humans	<u>Plants</u> -identify chosen trees from leaves - classify seeds -function of parts of plant -what a plant needs to grow and stay healthy - how plants change as they grow	<u>Weather and Seasons</u> -describe how day length varies -identify extreme weather and link to seasons -identify effects of UK extreme weather (thunder and lightning, storm, drought, flood, snow and ice)	
Computing	-not everyone is who they say they are on the internet -name and research technological devices	-know why you shouldn't spend a long time on devices -program a blue bot to reach target -debug a blue bot	-website should be checked by adult before using -create two-way branching database	-never post pictures of friend online -photos can be changed by computers to look better -zoom on camera	-never meet in person someone you've met online -change backgrounds -create 3 independent codes for sprite	-SMART ('S') -design virtual pet -code sprite to reset in middle of screen -use broadcast block to start action



Springhill Catholic Primary School - Year 2 Curriculum Map 2025-26

This planner is our aim for the year, however the themes/topics shown may change according the children's needs and interests. Please read our weekly curriculum emails for updates.



	-portrait/landscape layout -take screenshot -add word art -insert table into document -insert header and footer	-turn sprite into pen -code pen to draw square -code to draw triangle -code various shape patterns	-four-way branching database with pictures -add hyperlink -insert picture over a background picture -evaluate database	-bin icon deleted unwanted photos -apps create different effects on photos -change a photo using a software package -choose best images	-use a think block -make sprite move backwards -add musical loops to e-book	-use a receive code to start new action -create effects for pet -create voice/sound effect for pet -evaluate
Geography	<u>UK, Continents and Oceans</u> • What are the four countries of the UK? • What are the capital cities of the UK and where are they? • What are the seas surrounding the UK and where are they? • Where in the world are our families from? ongoing through year: What are each of countries in the UK like?	<u>UK, Continents and Oceans continued</u> • What are the continents of the world and where are they? • What are the oceans of the world and where are they? • Where are the plastic gyres and how does plastic get there? • How can we make our school more sustainable?			<u>Chembakolli</u> • Why do countries have different climates? • What physical features are there in Chembakolli and Southampton? • What human features are there in Chembakolli and Southampton? • What are houses like in Chembakolli and Southampton? • What is daily life like in a primary school near Chembakolli?	<u>Comparing Southampton and Calais</u> • Where is Southampton and what are its key human/physical features? • Where is Calais and what are its key human/physical features? • What is it like to live in Calais? • What are the similarities and differences between Calais and Southampton? • What is immigration and how does it relate to Southampton and Calais?
History			The Great Fire of London	Florence Nightingale		The Titanic



Springhill Catholic Primary School - Year 2 Curriculum Map 2025-26

This planner is our aim for the year, however the themes/topics shown may change according the children's needs and interests. Please read our weekly curriculum emails for updates.



			-What can we tell from the sources and what do we want to find out? -What were the key events of the Great Fire? -How do we know what happened? -Why did the fire spread so quickly? -What happened to London as a result of the fire? -How was London rebuilt and why?	- What can we tell and what do we want to find out? - Why is Florence Nightingale remembered and what did she do in her life? - What did Florence do to help the soldiers? - What did people think of Florence Nightingale? - Who was Mary Seacole and what did she do? - Why do we know more about Florence Nightingale?		- What can we tell and what do we want to find out? - What were the key events of the sinking of the Titanic? - How was life on board the Titanic different for different people? - Why did the Titanic sink? - Why do we have different versions? -How did things change because of the Titanic?
Art	<u>Sea and Landscape</u> -adding texture to drawings -observational drawing using three grades of pencil -texture through recycled objects and papier-mache -draw city and natural landscapes -landscape collage -3D landscape		<u>Artist Focus: Kandinsky</u> -using a viewfinder -creating symmetrical prints with contrasting colours -cutting curved edges -colour combinations -large-scale collage -mark-make on different textures -Modroc model with a newspaper frame		<u>Project 3</u> - show emotion thought colours -using tones -create relief prints with complimentary colours -draw a person with realistically sized body parts (different standing or seated positions) -Modroc model of a person	
DT		<u>Pencil Cases</u> -sewing safety		<u>Wooden Cart</u>	-	<u>Food</u> Fruit Crumble



Springhill Catholic Primary School - Year 2 Curriculum Map 2025-26

This planner is our aim for the year, however the themes/topics shown may change according the children's needs and interests. Please read our weekly curriculum emails for updates.



		-stitching -overcast stitch -design -evaluate and improve		- Identify best materials - identify wheels, axles, axle holder - saw carefully - strengthen structure - design - evaluate		- hand washing and hygiene - balanced diet - peel and chop - rubbing and layering - prepare and make crumble
PE	Gymnastics Games: Throwing and catching	Gymnastics Games: Throwing and catching	Gymnastics Games: Throwing and catching	Gymnastics Games: Throwing and catching	Gymnastics Games: Throwing and catching	Gymnastics Games: Throwing and catching
PHSE	<u>Emotional Well-being</u> -feelings inside and out -anger and how to deal with it responsibly -showing our feelings (It's ok to cry!) -change and loss	<u>Relationships and Anti-Bullying</u> -how it feels to be bullied -what to do if you or someone you know is being bullied -teamwork <u>Living in the Wider World and Communities</u> -being part of different communities -being different	<u>Families, Friendships and Safe Relationships</u> -extended families -saying sorry -secrets -physical contact P -privates A -always remember your body is <u>yours</u> N -no means no T -talk about 'secrets' that upset you S -speak up; someone can help	<u>Healthy Lifestyles</u> -clean and healthy -healthy choices -people that help us stay healthy -sleep and rest <u>Medicines and Drugs</u> -dangers of medicines -different medicines	<u>Keeping Safe</u> -safe/unsafe -helping others to keep us safe -road safety and accidents <u>Money and Work</u> -different forms and ways of paying -saving and looking after money	<u>Transition to Y3</u> -preparing for change -worries and fears -visit new teacher -helping others with change
Music	Singing Songs to teach pitch. Know meaning of dynamics and tempo. Listening	Singing Christmas songs: Sing songs with increasing vocal control. Respond to leader's directions.	Singing Singing games and songs to show pitch intervals. Match voices to given intervals.	Singing Follow the direction of a leader/conductor. Listening Sea Shanties (Call and response)	Singing Sing songs with range of pitch and with increasing vocal control. Duration of notes Breathing/phrasing	Singing Wide range of songs performed from memory. Listening Classical



Springhill Catholic Primary School - Year 2 Curriculum Map 2025-26

This planner is our aim for the year, however the themes/topics shown may change according the children's needs and interests. Please read our weekly curriculum emails for updates.



	Classical Musicianship <u>Pulse/Beat</u> Speed of beat can change (tempo) Mark the beat by tapping/clapping walking Group beats in twos and threes- Identify beat groupings in music-conduct in 2, 3 and 4. <u>Rhythm</u> Copycat rhythms Create rhythms using word phrases <u>Notation</u> Read rhythm patterns and clap or chant them using stick notation-crotchets, quavers and crotchet rest	Tempo – fast/slow Respond to pitch changes in short melodic phrases. Listening Musicianship Visual symbols- crescendo, decrescendo and pause <u>Rhythm</u> Read rhythm patterns. Clap or chant them Create and perform <u>Notation</u> stick notation: crotchets	Sing short phrases independently and as part of a group. Listening: Pop Musicianship <u>Pitch</u> Respond to pitch through actions -hand movements moving up and down. <u>Notation</u> Recognise dot notation and match it to 3-note tunes using tuned percussion-glockenspiels. Recognise that notes sit on a stave and relate where they are on the stave to the pitch they will make. Crotchets, quavers and rests.	Musicianship <u>Rhythm</u> Copy-cat rhythms with body percussion and untuned instruments. Composing Create simple question and answer phrases to be sung and played on untuned percussion instruments, creating musical conversations. Long and short sounds	Listening Rock and Roll Musicianship <u>Rhythm</u> Copy -cat rhythms <u>Notation</u> Reading stick notation that represent crotchets, quavers and crotchet rests. <u>Pitch</u> Recognise dot notation high and low	Listen to a story told through music and action. Identify sounds used to represent characters. Discuss atmosphere and character created by specific instruments Composing Create music in response to a non-musical stimulus. Compose a similar story supported by musical representation
--	---	---	--	--	--	---