



Springhill Catholic Primary School - Year 2 Curriculum Map 2026-27



This planner is our aim for the year, however the themes/topics shown may change according to 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> The Rosary	<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> Pentecost and Mission - 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

Books read to children	<i>The Bear and the Piano</i> (David Litchfield) <i>Dogger</i> (Shirley Hughes) <i>Mog and the Forgetful Cat</i> (Judith Kerr) <i>Anna Hibiscus Song</i> (Atinuke) <i>Little Red and the Very Hungry Lion</i> (Alex Smith) <i>Billy's Sunflower</i> (Nicola Yoon)	<i>Cops and Robbers</i> (Allan and Janet Ahlberg) <i>The Dragon Machine</i> (Helen Ward) <i>I am Nerfertiti</i> (Annmarie Anang) <i>Emily Brown and the Thing</i> (Cressida Cowell and Neal Layton) <i>The Owl Who was Afraid of the Dark</i> (Jill Tomlinson) <i>The Duck Never Blinks</i> (Alex Latimer) <i>Troll Stinks!</i> (Jeanne Willis & Tony Ross)	<i>The Day the Crayons Quit</i> (Drew Daywalt) <i>Sonya's Chickens</i> (Pheobe Wahl) <i>A Bear Called Paddington</i> by Michael Bond <i>The Rainbow Bear</i> by Michael Morpurgo & Michael Foreman <i>The Great Fire of London: Unclassified</i> (Nick Hunter)	<i>Leo and the Octopus</i> (Isabelle Marinov) <i>Mr Wolf's Pancakes</i> (Jan Fearnley) <i>Something Else</i> (Kathryn Cave) <i>Too Small Tola</i> (Atinuke) <i>If I Were Prime Minister</i> (Trygve Skaug & Ella Okstad) <i>Florence Nightingale</i> (Imogen Russell Williams)	<i>The Spider Weaver</i> (Margret Musgrove) <i>Mr Davies and the Baby</i> (Charlotte Voake) <i>The Boastful Turtle</i> traditional tale <i>Glenda's Baby Brother</i> (Holly Keller) <i>Sona Sharma Looking After Planet Earth</i> (Chitra Soundar) <i>My Momo-La is a Museum</i> (Mamta Nainy & Violet Kim) <i>Our Earth - poem anthology</i>	<i>The Blackbird and His Wife</i> Indian Folk tale <i>Hansel and Gretel</i> traditional tale <i>An Alien in the Jam Factory</i> (Chrissie Sains & Jenny Taylor) <i>Can I Build Another Me?</i> (Shinsuke Yoshitake) <i>Rescuing the Titanic</i> (Flora Delargy) <i>Kacper the Prince of Cats</i> (Michael Morpugo)
Poetry	<u>Poetry</u> Please do not feed the animals (Robert Hull) A Special Badger (Matt Goodfellow)	<u>Poetry</u> The Wind (Robert Louis Stevenson) Autumn (Alexander Posey)	<u>Poetry</u> Jack Frost (Cecily Pike) Snowflake (Mary Mapes Dodge)	<u>Poetry</u> Morning Rush (John Foster) Spring Song (Paul Laurence Dunbar)	<u>Poetry</u> The Sound Collector (Roger McGough) Buckingham Palace (A.A. Milne)	<u>Poetry</u> In Summer (Liana Mahoney) Sun you are a star (Grace Nichols)
Reading	• Use phonics to decode new words • Read non-decodable high frequency words • Develop fluency and expression • Read a wide range of books		• Retrieve information from longer texts • Make inferences on a text they can read independently • Develop fluency and expression		• Make predictions based on what has already been said or done • Identify links between texts • Develop fluency and expression	

	• 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		• 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		• 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 Diary: BugFest Writing skills: CL, FS, co-ordinating conjunctions (and, but, so)	Non-chronological report: Countries of the UK Setting/character description and retell The Dragon Machine Diary: Pantomime Writing skills CL, FS, co-ordinating conjunctions, subordinating conjunctions (when, if, because), questions	Poetry and setting description: Winter Letters: The Day the Crayons Quit Helen Keller Character description: Chickens Non-chronological report: The Great Fire of London Writing skills: CL, FS, co-ordinating conjunctions, subordinating conjunctions, commas in a list	Stories (innovate and create): The Tunnel Setting Description Journey Recount diaries Florence Nightingale Fort Nelson Explanation Text Keeping Healthy Writing skills: openers, conjunctions, question, exclamation, adjectives	Character description: Mr Wolf Original character description Stories (innovate and create): The Magic Object Writing skills: openers, conjunctions, question, exclamation, adjectives, adverbs	Reports: Report on Mary Seacole Recount: Titanic Survivor Pyjama Story Time Non-chronological report: Chembakolli and Southampton Explanation text: Life of a Seed Consolidating writing skills learnt so far
Punctuation and Grammar	- capital letters, full stops, finger spaces - nouns - proper noun - plural noun suffixes - prefix – un	- 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	- 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	- revision of punctuation and grammar taught

	- adjectives - joining sentences with 'and' - capital letters for names and personal pronoun 'I' - statement, question, exclamation, command		- formation of adjectives using suffixes (ful, ness) - adverbs - statement, question, exclamation, command		(he is drumming, she was running)	
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</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	<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> - 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	<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> - 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	<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 - 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	<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 - 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	<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 <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 -portrait/landscape layout -take screenshot -add word art -insert table into document -insert header and footer	-know why you shouldn't spend a long time on devices -program a blue bot to reach target -debug a blue bot -turn sprite into pen -code pen to draw square -code to draw triangle -code various shape patterns	-website should be checked by adult before using -create two-way branching database -four-way branching database with pictures -add hyperlink -insert picture over a background picture -evaluate database	-never post pictures of friend online -photos can be changed by computers to look better -zoom on camera -bin icon deleted unwanted photos -apps create different effects on photos -change a photo using a software package -choose best images	-never meet in person someone you've met online -change backgrounds -create 3 independent codes for sprite -use a think block -make sprite move backwards -add musical loops to e-book	-SMART ('S') -design virtual pet -code sprite to reset in middle of screen -use broadcast block to start action -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?	<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?			<u>Comparing Southampton and Chembakolli</u> • Where are Southampton and Chembakolli? • Why do countries have different climates?	

	• 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?	• Where are the plastic gyres and how does plastic get there? • How can we make our school more sustainable?			• What are the key physical features in Chembakolli and Southampton? • What are the key human features in Chembakolli and Southampton? • What are houses like in Chembakolli and Southampton? • What is daily life like in a primary school near Chembakolli?	
History			The Great Fire of London -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?	Florence Nightingale - 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?		The Titanic 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		<u>Artist Focus: Kandinsky</u> -using a viewfinder		<u>Project 3</u> - show emotion thought colours -using tones	

	-observational drawing using three grades of pencil -texture through recycled objects and papier-mache -draw city and natural landscapes -landscape collage -3D landscape		-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		-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 -stitching -overcast stitch -design -evaluate and improve		<u>Wooden Cart</u> - Identify best materials - identify wheels, axles, axle holder - saw carefully - strengthen structure - design - evaluate	-	<u>Food</u> - Fruit Crumble - 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
PDL	<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>	<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	<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

		-being part of different communities -being different	S-speak up; someone can help			
Music	Singing Songs to teach pitch. Know meaning of dynamics and tempo. Listening 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-	Singing Christmas songs: Sing songs with increasing vocal control. Respond to leader's directions. 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	Singing Singing games and songs to show pitch intervals. Match voices to given intervals. 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.	Singing Follow the direction of a leader/conductor. Listening Sea Shanties (Call and response) 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	Singing Sing songs with range of pitch and with increasing vocal control. Duration of notes Breathing/phrasing 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	Singing Wide range of songs performed from memory. Listening Classical 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

	crotchets, quavers and crotchet rest		Crotchets, quavers and rests.			
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