



Long Lane Primary School

Year 2 Curriculum Map 2025 - 2026

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<p>Colour Monster by Anna Llenas (label writing, basic sentence cohesion, adjectives)</p> <p>My Brother by Anthony Browne (Character Descriptions)</p> <p>The Gruffalo by Julia Donaldson (Character descriptions, narrative writing, poetry and kennings)</p> <p>SPaG: adjectives, suffixes (er), conjunctions, expanded noun phrases.</p>	<p>NF writing- How to make a sandwich (Procedural Texts- instructions)</p> <p>-Traditional Tales - Jack & the Beanstalk (Narrative Writing)</p> <p>Hexagon Trip (Recount Writing)</p> <p>SPaG: prefixes, suffixes, conjunctions, time adverbials</p> <p>Enrichments: Panto trip KS1 Play Sandwich making</p>	<p>Grammar Week: verbs, nouns, adjectives and adverbs.</p> <p>Poetry - The Wizard's Spell (Possessive Apostrophes)</p> <p>The Polar Express by Chris Van Allsburg (Diary writing - written in role as the boy from The Polar Express)</p> <p>Reading Comprehension (Introduction to VIPERS- 60 second reads and past SATS papers)</p> <p>SPaG: Similes, powerful adjectives, conjunctions, possessive apostrophes, word classes.</p> <p>Enrichments: Polar Express Role Play Afternoon Author Visit- Poetry</p>	<p>NF Writing - My First Animal Encyclopaedia (Non-chronological reports and factfiles for arctic animals)</p> <p>The Owl Who Was Afraid of the Dark by Jill Tomlinson (Descriptive and narrative Writing, innovate the story)</p> <p>Poetry- Mother's Day Poems (rhyming, suffixes)</p> <p>Reading Comprehension test practice (60 second reads, past SATs papers)</p> <p>SPaG: powerful adjectives, sentence types, subordinating and coordinating conjunctions.</p> <p>Enrichments: Chocolate Tasting</p>	<p>Persuasive Writing- (Argument why chocolate should not be banned- letter writing).</p> <p>The Twits By Roald Dahl (descriptive writing, narrative writing, diary writing in the role of Mr/Mrs Twit and innovation- writing a new chapter)</p> <p>Little Red Riding Hood (different versions of the text- narrative writing, wanted posters)</p> <p>Spelling, Handwriting, Reading Comprehension and SPaG</p> <p>SATS/Assessment (informal)</p> <p>SPaG: Expanded noun phrases, time adverbials, commas, conjunctions, paragraphs, tenses.</p>	<p>NF Writing- The Great Fire of London (History Link)</p> <p>NF Writing- Plants (Information Texts)</p> <p>Dear Greenpeace by Simon James (Formal letter writing)</p> <p>Lighthouse Keeper By David and Ronda Armitage (Diary Writing)</p> <p>SPaG: Features of NF texts, punctuation, time adverbials, conjunctions, feeling language.</p>



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Science	<p><u>Materials</u></p> <ul style="list-style-type: none">• 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.	<p><u>Living things & their habitats</u></p> <ul style="list-style-type: none">• 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 microhabitats• 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.	<p><u>Animals (including humans)</u></p> <ul style="list-style-type: none">• 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	<p><u>Plants</u></p> <ul style="list-style-type: none">-observe and describe how seeds and bulbs grow into mature plants- find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.
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Maths	Number recognition and Place Value	Addition and subtraction	Measurement (length and height)	Multiplication & Division	Measurement: Time	Statistics
	<ul style="list-style-type: none"> count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward recognise the place value of each digit in a two-digit number (tens, ones) identify, represent and estimate numbers using different representations, including the number line 	<p>Formal methods</p> <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> choose and use appropriate standard units to estimate and measure length/height in any direction using rulers, compare and order lengths, <p>2D and 3D shape</p> <ul style="list-style-type: none"> identify and describe the properties of 2-D 3-D shapes, including the number of sides and line symmetry in a vertical line compare and 	<ul style="list-style-type: none"> recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers calculate mathematical statements for multiplication and division within the multiplication tables and write 	<ul style="list-style-type: none"> compare and sequence intervals of time 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 times know the number of minutes in an hour and the number of hours in a day <p>Measurement (Mass, capacity and temperature)</p> <ul style="list-style-type: none"> choose and use appropriate standard units to estimate and measure mass (kg/g); temperature (°C); 	<ul style="list-style-type: none"> 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. <p>Position and Direction</p> <ul style="list-style-type: none"> order and



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	<ul style="list-style-type: none"> compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs read and write numbers to at least 100 in numerals and in words use place value and number facts to solve problems <p>Addition and Subtraction</p> <p>Fact families</p> <p>Number related facts</p>	<p>methods</p> <ul style="list-style-type: none"> recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 add and subtract numbers using concrete objects, pictorial representations, and mentally, including: <ul style="list-style-type: none"> a two-digit number and ones a two-digit number and tens two two- 	<p>sort common 2-D and 3-D shapes and everyday objects</p> <ul style="list-style-type: none"> identify 2-D shapes on the surface of 3-D shapes <p>Money</p> <ul style="list-style-type: none"> recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value find different combinations of coins that equal the same amounts of money 	<p>them using the multiplication (\times), division (\div) and equals ($=$) signs</p> <p>show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot</p> <ul style="list-style-type: none"> solve problems involving multiplication and division, using materials, 	<p>capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels</p> <ul style="list-style-type: none"> compare and order mass, volume/capacity and record the results using $>$, $<$ and $=$ <p>Fractions</p> <ul style="list-style-type: none"> recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity write simple fractions for example, $\frac{2}{6} = \frac{1}{3}$ and recognise the equivalence of 	<p>arrange combinations of mathematical objects in patterns and sequences</p> <ul style="list-style-type: none"> use mathematical vocabulary to describe position, direction and movement, including 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 anticlockwise).
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		<p>digit numbers</p> <ul style="list-style-type: none">• adding three one-digit numbers• show that addition of two numbers can be done in any order (commutative)• recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.	<ul style="list-style-type: none">• solve simple problems in a practical context involving giving change	<p>arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.</p> <p>2D & 3D shapes</p> <ul style="list-style-type: none">• identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces	<p>4 2 and 2 1 .</p>	<p>Four operations consolidation</p>
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				<ul style="list-style-type: none">compare and sort common 2-D and 3-D shapes and everyday objects <p>SATS Arithmetic Practice papers</p>		
History	Castles (Local Area- Windsor) World War One <p>Pupils should be taught about:</p> <ul style="list-style-type: none">changes within living memory. Where appropriate, these should be used to reveal aspects of change in national lifesignificant historical events, people and places in their own locality (Windsor).	Rosa Parks <p>Pupils should be taught about:</p> <ul style="list-style-type: none">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	The Great Fire of London <p>Pupils should be taught about:</p> <ul style="list-style-type: none">events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]			



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Geography	UK 7 continents and 5 oceans How to use an Atlas Geographical awareness – map work in our local area Pupils should be taught about: <ul style="list-style-type: none">• The United Kingdom and their locality.• name and locate the world's seven continents and five oceans<ul style="list-style-type: none">• name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas• 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.• 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	Frozen Planet How to use an Atlas Weather diaries <ul style="list-style-type: none">• identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles• 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• They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their knowledge.	Kenya Consolidate map work and directions- maths link (Beebots) <ul style="list-style-type: none">• 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.• 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 simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
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DT	Food Technology/Crafts (Sandwich making, Reindeer food, boat making/fruit salad) <ul style="list-style-type: none">select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristicsexplore and evaluate a range of existing productsevaluate their ideas and products against design criteria	Clay Owls (TBC) <ul style="list-style-type: none">design purposeful, functional, appealing products for themselves and other users based on design criteriagenerate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology	Levers, Wheels & Axles <ul style="list-style-type: none">build structures, exploring how they can be made stronger, stiffer and more stableexplore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristicsevaluate their ideas and products against design criteria
Art	Kandinsky - abstract art & colour mixing <ul style="list-style-type: none">to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	Landscapes Artists - Monet, Van Gogh, Matisse <ul style="list-style-type: none">Learn 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.	Georgia O'Keeffe - Plants <ul style="list-style-type: none">to use a range of materials creatively to design and make productsto use drawing, painting and sculpture to develop and share their ideas, experiences and imagination



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<p>RE Discovery RE SoW</p>	<p>Christianity- <u>Jesus's example as the Son of God.</u> <u>Christmas - Jesus as a gift from God (incarnation).</u></p> <p>(The Christmas Story, The Story of Zaccheaus, The Story of the Paralysed Man)</p> <p>Enquiry Question: Is it possible to be kind to everyone all of the time?</p> <p>Enquiry Question: Why do Christians believe God gave Jesus to the world?</p> <ul style="list-style-type: none"> Pupils should develop understanding of concepts and mastery of skills to make sense of religion and belief, at an appropriate level of challenge for their age. 		<p>Judaism-</p> <p>Enquiry Question: Who is God to the Jews? (Passover, the Sedar plate, what does it mean to be respectful?)</p> <ul style="list-style-type: none"> Pupils should be taught religious traditions and world views, across the key stages as a whole, making appropriate links with other parts of the curriculum and its cross-curricular dimensions. 		<p>Christianity- <u>Salvation - Resurrection of Jesus at Easter.</u></p> <p>(The Easter Story, Resurrection)</p> <p>Enquiry Question: How important is it to Christians that Jesus came back to life after his crucifixion?</p>	
<p>PSHE Jigsaw SoW</p>	<p>Being Me in My World Enquiry Question/Content: Who am I and how do I fit?</p>	<p>Celebrating Difference Enquiry Question/Content: Respect for similarity and</p>	<p>Dreams and Goals Enquiry Question/Content: Aspirations, how to achieve goals and understanding the</p>	<p>Healthy Me Enquiry Question/Content: Being and keeping safe and healthy.</p>	<p>Relationships Enquiry Question/Content: Building positive, healthy relationships.</p>	<p>Changing Me Enquiry Question/Content: Coping positively with change.</p>



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		difference, anti-bullying and being unique	emotions that g with this.		
<p>Computing Teach Computing SoW - 3 units minimum</p>	<p>Computing Systems and Networks - Information Technology Around Us & Pictograms (link with maths statistics) Becoming computer literate (understanding features of a computer, how to log on and off, become familiar with the keypad)</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> recognise common uses of information technology beyond school 		<p>Creating Media - Making Music</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> use technology purposefully to create, organise, store, manipulate and retrieve digital content 		<p>Programming - Robot Algorithms</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> create and debug simple programs use logical reasoning to predict the behaviour of simple programs
<p>Music Charanga SoW - 3 units minimum</p>	<p>Hands, Feet, Heart Ho, Ho, Ho Songs for Christmas Play</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned 		<p>I Wanna Play in a Band Zoo Time</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments 		<p>Reflect, Rewind and Replay Friendship Song</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically



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	<p>instruments musically</p> <ul style="list-style-type: none">listen with concentration and understanding to a range of high-quality live and recorded musicexperiment with, create, select and combine sounds using the inter-related dimensions of music.	<p>musically</p> <ul style="list-style-type: none">listen with concentration and understanding to a range of high-quality live and recorded musicexperiment with, create, select and combine sounds using the inter-related dimensions of music.	<ul style="list-style-type: none">listen with concentration and understanding to a range of high-quality live and recorded musicexperiment with, create, select and combine sounds using the inter-related dimensions of music.
<p>PE Complete PE SoW + own units</p>	<p>Hands 1 Feet 1 Dodging Team building skills</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none">participate in team games, developing simple tactics for attacking and defendingmaster 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	<p>Dance - Explorers Linking Gymnastics - Pathways</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none">perform dances using simple movement patterns.	<p>Rackets, Bats and Balls Athletics- Sports Day Preparation</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none">participate in team games, developing simple tactics for attacking and defending



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Trips/Visits	Windsor Castle (History - Castles/Local Area)	Pantomime - Beauty and the Beast (English- Recount Writing)	Author Visit Poetry Focus- Kennings (English)	KS1- Orienteering (PE)		GFoL Workshop Day Y1&2 (History)
Learning Opportunities	Beekeeper Visit (Science - lifecycles)	Aaron Phipps- Athlete Visit (PE)	Polar Express afternoon (English, Drama)			
Website Links						