Year 2 Curriculum Map 2026-27

Cuddington Community Primary School

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
ILP	**Travel and Transport**		**The United Kingdom**		**Pocahontas**	
Key Text(s)	The Bear Under the Stairs (Helen Cooper) The Bear and the Piano (David Litchfield)	Wolves (Emily Gravett) Me & You (Anthony Browne)	Dear Earth (Isabel Otter & Clara Anganuzzi) We Are Water Protectors (Carole Lindstrom)	Grandad's Camper (Harry Woodgate) If All the World Were... (Joseph Coelho)	The Dragon Machine (Helen Ward) Lizzy and the Cloud (The Fan Brothers)	Rosie Revere, Engineer (Andrea Beaty) Last Stop on Market Street (Matt de la Peña)
Science	**Lifecycles and Health** Identify stages in the life cycles of different animals, including humans. Describe the basic survival needs of animals. Explain how to take care of personal hygiene. Describe some positive effects of exercise. Identify foods in different food groups.	**Uses of Everyday Materials** Name objects with the same use that are made from different materials. Name materials that are used to make objects with different uses. Recognise that stretching, twisting, bending and squashing can cause some solid objects to change shape. Name properties that make	**Habitats** Recall some life processes, giving examples of how they apply to plants and animals. Match different plants and animals to their habitats. Give examples of how animals use their habitat for food and shelter. Recall that plants produce their own food for energy. Name living things that are producers	**Plant growth** Recall that seeds have all the necessary parts inside for plants to grow. Recall that seeds need water and warmth to germinate. Recognise that light is required for healthy plant growth. Sequence the stages of a plant's life cycle. Recognise the importance of healthy plant growth.	**Living things: Microhabitats** Identify and name a variety of plants and animals. Recall that minibeasts live in microhabitats. Describe microhabitats and their conditions. Describe how microhabitats provide for the basic needs of animals and plants. Describe the job role of a botanist.	**Making Connections Plant based Materials** Explain the terms reduce, reuse and recycle. Describe how paper is made. Select suitable materials for a plant pot. Describe good growth conditions for seeds. Make a plant pot from eco-friendly materials. Identify non-living materials to decorate a plant pot.

	Working scientifically Measure using simple equipment. Record results in a table. Use data to answer a simple question. Research using secondary sources.	materials suitable for their use. **Working scientifically** Measure using non-standard units. Recording results in a table. Use data to answer a simple question. Record results in a block graph.	and place a producer at the beginning of a food chain. Use arrows to show the order in a food chain. **Working scientifically** Classify objects into alive, never been alive and was once alive, giving reasons for their choices. Carry out research to find answers to questions.	Describe the influences humans have on plants in the environment. **Working scientifically** Set up comparative tests. Plan observations and measurements. Use rulers to measure and record stem height. Record plant growth data in a table. Compare plant growth in different test conditions. Use a magnifying glass to observe and compare plants. Draw diagrams to represent stages of a plant's life cycle.	Group minibeasts and create simple classification keys. **Working scientifically** Ask questions and recognise that they can be answered in different ways. Gather and record data and use it to answer questions. Plan what observations to make in an experiment. Order the steps of a method. Describe the appearance of flowering plants. Use an identification chart to name flowering plants.	**Working scientifically** Use an online source to find answers to questions. Identify and classify different types of material. Classify natural and human-made materials. Carry out tests to assess the properties of different materials. Use observations to answer questions. Draw conclusions about the suitability of materials
Humanities	**<u>History</u>** **Travel and Transport – Including Local History** How did the wheel begin to change lives? How much has changed? Did everyone welcome the railways? How has the car developed and did everyone benefit? How much has changed since the Wright Flyer? How has transport changed over time?		**<u>Geography</u>** **Comparing the countries of the UK** To be able to identify some human and physical features To know how to use an atlas to identify the UK and its constituent countries. To use simple compass directions (North, South, East and West) To know capital cities and write similarities and differences between them.		**<u>History</u>** **How should we remember Pocahontas?** How can we find out whether a story is real or imaginary? What makes a person historically important? Do you know the life history of Pocahontas? What was life like for Pocahontas and the Powhatan people? Why did the colonists leave England and risk their lives in North America? Why should we remember Pocahontas?	

	Local History					
Art & Design **Design & Technology**	**ART** **Craft and Design: Map it out** To know that patterns can be made using shapes. • To know that patterns can be used to add detail to an art work.	**D&T** **Baby Bear's Chair** • To know that shapes and structures with wide, flat bases or legs are the most stable. • To understand that the shape of a structure affects its strength. • To know that materials can be manipulated to improve strength and stiffness.	**ART** **Painting and Mixed Media: life in colour** • To know that different amounts of paint and water can be used to mix hues of secondary colours. • To know that colours can be mixed to 'match' real life objects or to create things from your imagination. • To know that 'composition' means how things are arranged on the page. • To know that collage materials can be shaped to	**D&T** **Mechanisms: Fairground Wheel** • To know that different materials have different properties and are therefore suitable for different uses. • To know the features of a Ferris wheel include the wheel, frame, pods, a base, an axle and an axle holder. • To know that it is important to test my design as I go along so that I can solve any problems that may occur.	**ART** **Sculpture and 3D Clay Houses** To know that pieces of clay can be joined using the 'scratch and slip' technique. • To know that a clay surface can be decorated by pressing into it or by joining pieces on. • To know that patterns can be made using shapes. • To know that lines can be used to fill shapes, to make outlines and to add detail or pattern. • To know that patterns can be used to add detail to an artwork.	**Kapow** **Mechanisms: Making a Moving Monster** • To know that mechanisms are a collection of moving parts that work together as a machine to produce movement. • To know that there is always an input and an output in a mechanism • To know that an input is the energy that is used to start something working. • To know that an output is the movement that happens as a result of the input. • To know that a lever is something that turns on a pivot. • To know that a linkage mechanism is made up of a series of levers.

			represent shapes in an image. • To know that shapes can be organic (natural) and irregular. • To know that lines can be used to fill shapes, to make outlines and to add detail or pattern. • To know that patterns can be used to add detail to an artwork. • To know that collage materials can be chosen to represent real-life textures. • To know that collage materials can be overlapped and overlaid to add texture.			
Music	**Pulse, Rhythm and Pitch** To know how to sing to soul music by expressing words with meaning. To know some of the features of jazz.	**Playing in an Orchestra** To know what an orchestra is. To listen and identify instruments within an orchestra.	**Inventing a musical story** To know that music is used to communicate stories. To know that the texture describes that layers of sound in	**Recognising different sounds** To know that harmonies are created when voices and/or instruments play different pitches together.	**Exploring Improvisation** To play a B♭ on the Glockenspiel. To know that musical notes can be sharp and flat.	**Our Big Concert** To compose alone or collaboratively using these notes: C, D, E, F, F♯, G, A, B♭, B. To introduce your songs to an audience and tell

	To know the history of jazz music, including where it originated. To know why posture is important when singing.	To know how to play at least 2 notes on a recorder. To know how to describe the timbre of a recorder.	music that work together to make it interesting. To know that a capella is an Italian word used to describe music with voices only.	To identify a harmony in a piece of music. To harmonise in a duet or ensemble.	To know that timbre describes the character or colour of an instrument. To name some features of Rock music.	them what you have learnt. To experiment with two beat rhythms.
Computing	**Computing Systems and Networks** • To recognise the parts of a computer. • To recognise how technology is controlled. • To recognise technology. • To create a design for an invention. • To understand the role of computers.	**Programming 1: Algorithms and Debugging** • To decompose a game to predict algorithms that are used. • To understand that computers can use algorithms to make predictions. • To plan algorithms that will solve problems. • To understand what abstraction is. • To understand what debugging is.	**Computing Systems and Network: Word Processing** • To begin to learn to touch type. • To understand how to use a word processor. • To understand how to add images to a text document. • To create a book using sources from the internet. • To create a digital piece of writing.	**Programming 2: Introduction to Block Coding - ScratchJr** • To explore a new application. • To create an animation. • To use characters as buttons. • To follow an algorithm. • To plan and use code to create an algorithm.	**Creating Media Stop Motion – Using Laptops** • To understand what animation is. • To take clear photographs using a digital camera. • To create a stop motion animation. • To plan my stop motion animation. • To create a stop motion animation.	**Data Handling: International Space Station** • To locate features on an interaction map. • To create a digital drawing. • To input data onto a spreadsheet. • To create algorithms for healthy plant growth. • To retrieve data from a spreadsheet.
Computing – Internet Safety	• To decide which information is safe to share online. • To practise keeping information safe and private online. • To understand when to deny permissions online. • To recognise that not everything online is true.					
PE	**Dance -** Unit 1	**Gymnastics –** Unit 1	**Dance –** Unit 2	**Gymnastics –** Unit 2	**Run, Jump, Throw –** Unit 1	**Run, Jump, Throw –** Unit 2

	Attack, Defend, Shoot – Unit 1 *(PE Hub)* • Describe and explain how performers can transition and link shapes and balances • Perform basic actions with control and consistency at different speeds and on different levels • Challenge themselves to move imaginatively responding to music • Work as part of a group to create and perform short movement • To be able to show basic control skills including sending and receiving the ball. • To be able to send the ball with some accuracy to maintain possession and	**Send and Return** – Unit 1 *(PE Hub)* • Describe and explain how performers can transition and link gymnastic elements • Perform with control and consistency basic actions at different speeds and on different levels • Challenge themselves to develop strength and flexibility • Create and perform a simple sequence that is judged using simple gymnastic scoring • Develop body management through a range of floor exercises • Use core strength to link recognised gymnastics elements, e.g. back support and half twist	**Hit, Catch, Run** – Unit 1 *(PE Hub)* • Describe and explain how performers can transition and link shapes and balances • Perform basic actions with control and consistency at different speeds and on different levels • Challenge themselves to move imaginatively responding to music • Work as part of a group to create and perform short movement sequences to music • To developing hitting skills with a variety of bats • Practice feeding/bowling skills • Hit and run to score points in games	**Attack, Defend, Shoot** – Unit 2 *(PE Hub)* • Describe and explain how performers can transition and link gymnastic elements • Perform with control and consistency basic actions at different speeds and on different levels • Challenge themselves to develop strength and flexibility • Create and perform a simple sequence that is judged using simple gymnastic scoring • Develop body management through a range of floor exercises • Use core strength to link recognised gymnastics elements, e.g. back support and half twist • Attempt to use rhythm while performing a sequence to music • To be able to show basic control skills including sending	**Hit, Catch, Run** – Unit 2 *(PE Hub)* *(PE Hub)* • Develop power, agility, coordination and balance over a variety • of activities • Can throw and handle a variety of objects including quoits, • beanbags, balls, hoops • Can negotiate obstacles showing increased control of body and • limbs • Improve running and jumping movements, work for sustained • periods of time • Reflect on activities and make connections between a healthy • active lifestyle • Experience and improve on jumping for distance and height • Work on a variety of ways to score runs in the different hit, catch, run games	*(PE Hub)* • Develop power, agility, coordination and balance over a variety • of activities • Can throw and handle a variety of objects including quoits, • beanbags, balls, hoops • Can negotiate obstacles showing increased control of body and • limbs • Improve running and jumping movements, work for sustained • periods of time • Reflect on activities and make connections between a healthy • active lifestyle • - Experience and improve on jumping for distance and height

	build attacking play. • To be able to implement the basic rules of football.	• Attempt to use rhythm while performing a sequence • Be able to track the path of a ball over a net and move towards it • Begin to hit and return a ball using a variety of hand and racquet with some consistency • Play modified net/wall games throwing, catching and sending over a net		and receiving the ball. • To be able to send the ball with some accuracy to maintain possession and build attacking play. • To be able to implement the basic rules of football.	• Work in teams to field • Begin to play the role of wicketkeeper or backstop	
RE	**CHRISTIANITY: What is God like for Christians?** I wonder what you think an 'expert' and 'guide' is? 2. What do some Christians say about God? 3. I wonder why God might be like a shepherd to his people? What difference might it make for Christians to experience God as their shepherd? 4. What do some Christians say God is like for them?	**CHRISTIANITY: Why is giving important to Christians? (Christmas)** 1.How can we 'give' to others this week? 2. Why do some Christians give? 3. &4 How do Christians [the Church] 'give' to God in worship? How does giving make a difference in your local [church] community?	**ISLAM: Who is Allah and how do Muslims worship him?** 1. Which words would you use to describe an important person for you? How do your actions show that someone or something is important to you? 2. I wonder what Muslims say Allah is like? 3. How do some Muslims get ready to talk to Allah? Why?	**CHRISTIANITY: Why do Christians call Jesus 'Saviour'?** 1. What do we mean by the word 'rescue'? 2. & 3. How did Jesus save people? I wonder if these stories might make a difference in the way Christians treat other people / live as part of a community? 4. How did Jesus rescue Zacchaeus? I	**JUDAISM: Why do Jewish families celebrate the gift of Shabbat?** 1. What do we do in the week? What do we do at the weekend? 2. Why could it be important for some Jewish families to do something different during Shabbat? 3. What do some Jewish families do during the Friday night meal which	**Is it better to give or to receive? Is giving better than receiving?** 1. How do we 'give' and 'receive'? Which do you prefer? How does giving (and receiving) make us happy? 2. What have we found out in our learning about giving and receiving for different religious and non-religious people? 3. How does supporting a charity help you to give, and what do you receive by giving?

	How do they know this? Do they all say the same? 5. What *is* God like for Christians? 6. I wonder what you think God is like?	5. What was given at the very first Christmas? Why do Christians give, especially at Christmas?	4. How do Muslims talk to Allah? Do you think it might feel lonely praying on your own? 5. Why it might be important for some Muslims to meet at the mosque to pray together on a Friday? 6. Who is Allah, and why do Muslims worship Him? Let's show what we've learned!	wonder if meeting Jesus changed Zacchaeus' community? How might they have shown this? 5. Is there a rescue at Easter? Who did Jesus forgive? I wonder if the Easter story might help Christians to be more forgiving? 6. What do we need in our Easter Garden as symbols of 'Salvation'?	marks the beginning of Shabbat? 4. What do some Jewish families do during Shabbat and what could happen to mark the end of Shabbat? 5. What objects might we use to help us to remember a special day? How could this time be seen as a gift? 6. Why and how do Jewish families celebrate the whole of Shabbat?	4. How do Sikhs give through the langar? 5. What do stories about giving tell us? 6. Does giving or receiving make you more happy?
RSHE	**<u>Hopes and Fears for the Year (6 lessons)</u>** **Hopes and fears for the year:** I can identify some of my hopes and fears for this year. **Rights and responsibilities:** I understand the rights and responsibilities for being a member of my class and school, and the importance of making contributions. **Rewards and consequences (2 lessons):**	**<u>Hopes and Fears for the Year (6 lessons)</u>** **Hopes and fears for the year:** I can identify some of my hopes and fears for this year. **Rights and responsibilities:** I understand the rights and responsibilities for being a member of my class and school, and the importance of making contributions. **Rewards and consequences (2 lessons):**	**<u>Dreams and Goals (6 lessons)</u>** **Goals to success:** I can think of a realistic goal and think about how to achieve it. **My learning strengths**: I carry on trying (persevering) even when I find tasks difficult. **Learning with others:** I can recognise who I work well with and who it is more difficult for me to work with. **A group challenge:**	**<u>Healthy Me (6 lessons)</u>** **Being Healthy:** I know what I need to keep my body healthy. Being relaxed: I can tell or show you what relaxed means and know some things that make me feel relaxed and some that make me stressed. **Medicine safety:** I understand how medicines work in my body and how important it is to use them safely. **Healthy eating (2 lessons):** I can sort foods into the correct food groups and know which foods my	**<u>Relationships (6 lessons)</u>** **<u>Families:</u>** I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate. **Keeping safe and exploring physical contact:** I understand that there are lots of forms of physical contact within a family and some of this is acceptable and some is not. **Friends and conflict:**	**<u>Changing me (6 lessons)</u>** **Life cycles in nature**: I can recognise cycles of life in nature. **<u>G</u>rowing from young to old:** I can tell you about the natural process of growing from young to old and can understand this is not in my control. **The changing me:** I can recognise how my body has changed since I was a baby and

	I listen to other people and contribute my own ideas about rewards and consequences. **Our Learning Charter:** I understand how following the Learning Charter will help me and others learn. **Owning our Learning Charter:** I recognise the choices I make and understand the consequences.	I listen to other people and contribute my own ideas about rewards and consequences. **Our Learning Charter:** I understand how following the Learning Charter will help me and others learn. **Owning our Learning Charter:** I recognise the choices I make and understand the consequences.	I can work well in a group to create an end product. **Continuing our group challenge:** I can explain some of the ways I worked well in my group to create the end product. **Celebrating our achievement:** I know how to share success with other people.	body needs every day to keep me healthy. I can make some healthy snacks and explain why they are good for my body. **Happy, healthy me!** I understand which foods to eat to give my body energy.	I can identify some of the things that cause conflict with my friends. **Secrets:** I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret. **Trust and appreciation:** I recognise and appreciate people who can help me in my family, my school and my community. **Celebrating my special relationships:** I can express my appreciation for the people in my special relationships.	where I am on the continuum from young to old. **Boys' and Girls' bodies:** I can recognise the physical differences between boys and girls, use the correct name for parts of the body (penis, testicles, vulva, vagina, anus) and appreciate that some of my body parts are private. **Assertiveness:** I understand there are different types of touch and can tell you which ones I don't like. **Looking ahead:** I can identify what I am looking forward to when I move to my next class.
Educational Opportunities		Christmas Journey at Worcester Park	Story Telling workshop		Class Trip	