



The Greville Primary School – Year 2 Curriculum Map 2026-2027

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English  & Reading Bridge to Destination Reader	- Apply phonics knowledge to read accurately - Oral rehearsal and repeated reading - Develop reading stamina and confidence - Introduction to reading fluency through modelled reading	- Develop reading fluency through repeated reading - Read with increasing accuracy and automaticity - Begin to read with expression and phrasing - Retrieve key information from a text - Discuss vocabulary and clarify word meanings <i>Read Write groups as required</i>	- Improve fluency, pace and prosody - Use vocabulary knowledge to support understanding - Explain the meaning of unfamiliar words in context - Make and justify simple predictions - Build confidence reading aloud <i>Read Write groups as required</i>	- Read fluently with appropriate expression - Develop inference skills using clues from the text - Justify answers using evidence - Monitor understanding and self-correct when meaning is lost - Discuss characters' thoughts and feelings <i>Read Write groups as required</i>	- Develop sustained fluent reading across longer texts - Summarise key events and information - Compare characters, settings and themes - Make links within and across texts - Read independently with increased confidence and stamina <i>Read Write groups as required</i>	- Demonstrate fluent and expressive reading - Apply retrieval, inference and prediction independently - Summarise and discuss texts confidently - Explain preferences and personal responses to reading - Read a range of texts independently in preparation for Year 3 <i>Read Write groups as required</i>
English Writing	<i>Sentence Work</i> - Capital letters - Punctuation (. , ! ?) - Letter formation <i>Be More Bernard: Simon Phillip</i> - Sentence structure (colourful semantics) - Noun phrases with adjectives - Commas (,)	<i>La Luna: Pixar Short</i> <u><i>Narrative retelling</i></u> - Conjunctions for joining (And/But/Or) - Story mapping - Oral sequencing <u><i>Setting description</i></u> - Descriptive language (similes and adjectives) <i>Moon Bear: Claire Helen Walsh</i> <i>Diary Entry</i>	<i>Vlad and the Great Fire of London</i> <i>Diary entry</i> - Adverbs and Verbs - Sub-ordinating Conjunctions <u><i>Non-chronological report</i></u> - Information writing - Sentence structure/writing layout - Setting description	<i>Prince Cinders</i> <i>Narrative retelling and Re-writing traditional fairy tales</i> - Story mapping - Adjectives - Adverbs - Questions and exclamations <u><i>Character description</i></u> - Commas in a list with adjectives - Prefixes: un, re	<i>Beatrix Potter</i> <i>The Beatrix Potter stories</i> <u><i>Narrative/ retelling</i></u> - Suffixes: ing, ed, less, ful - Retelling and inventing own narrative - Story mapping <u><i>Character comparison</i></u> - Apostrophes <u><i>Letter writing</i></u> - Formatting a letter	<i>The Day the Crayons Quit</i> <u><i>Letters writing</i></u> - Diary entry - Suffixes: ment, ness - 2A sentences <i>Paddington (A Bear Called Paddington + film clips)</i> <u><i>Instruction writing</i></u> - Imperative verbs - Recount writing

	- Oral sequencing narrative <i>The Barnabus Project : The Fan Brothers</i> <u>Character description</u> - 2 Adjective sentences <u>Wanted/Lost posters</u> - Questions and exclamations - Simple narrative structure	- Past tense - Descriptive language (Similes and adjectives) - First person	<i>Mustard, Custard, Grumble belly and Gravy</i> <u>Writing Poetry</u> - Rhyming couplets - Performance poetry	<i>Alternative Fairy tales</i> <u>Setting description</u> - Descriptive language: personification, adjectives and similes. - Conjunctions (when/ because)		- Time connectives - Narrative writing
Maths The Oak Academy	Place Value - Composition of multiples of 10 - Counting and representing numbers to 99 - Comparing, ordering and partitioning 2-digit numbers Addition and Subtraction - Fluency of addition and subtraction facts to 10	Addition and Subtraction - Calculating within 20 - Adding and subtracting ones and tens from a 2-digit number	Multiplication and division - Grouping objects in different ways, relating to multiplication - Representing counting in 2s, 5s and 10s as the 2, 5 and 10 times tables (including statistics) - Representing counting in 5s as the 5 times table and link to the 10 times table	Multiplication and division - Multiplying by 2, doubling and halving (factors and products) - Introduction to division Properties of shape - Discuss and compare 2D and 3D shape	Addition and Subtraction - Addition and subtraction of 2 digit numbers Measurement – Money - Money: recognise and use £ and p symbols Fractions - Fractions: identify equal parts and be familiar with halves, thirds and quarters	Measurement – Time - Write and tell the time to 5 minutes Multiplication and division - Doubling, halving, quotative and partitive division Measurement - Measure: capacity, volume and mass (including temperature and length) Geometry - Position and Direction - Position and direction including fractions of turns
Science	Living things and their habitat - Explore and compare between living, dead and never 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		Materials - Identify and compare the suitability of everyday materials for particular uses. Find out how the shapes of solid objects can be manipulated by squashing, bending, twisting and stretching.		Plants - Observe and describe how seeds and bulbs grow into mature plants. - Find out and describe how plants need water, light and a suitable	Animals including humans - Notice that animals, including humans have offspring that grow into adults.

	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 micro-habitats. - 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.				temperature to grow and stay healthy.	- 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.
PSHE Jigsaw	Being Me - Hopes and fears for the year - Rights and responsibilities - Rewards and consequences - Our learning Charter - Owing our learning charter	Celebrating Differences - Boys and girls - Who does bullying happen - Standing you for myself and others - Gender Diversity - Celebrating differences and still being friends	Dreams and Goals - Goals to success - My learning strengths - Learning and others - A group Challenge (having a positive attitude) - Continuing group challenge (help others to achieve goals) - Celebrating our Achievement	Healthy Me - Being Healthy - Being relaxed - Medicine Safety - Healthy Eating - Happy, Healthy Me!	Relationships - Families (relationships) - Keeping safe - exploring physical contact - Friends and Conflict - Secrets - Trust and Appreciation - Celebrating My Special Relationships	Changing Me - Life Cycles in Nature - Growing from young to old - The Changing Me (baby to now) - Boy's and Girls' Bodies (RSE - non statutory resources and vocabulary) - Assertiveness (touch) - Looking ahead
History Kapow	How do we learn to fly? - Identify the important events surrounding the history of flight. - Explain how a significant event has changed the lives of others. - Ask questions about people and events in the past.			What is the monarch? - Recall that a monarch is a king or queen - Explain that recent monarchs in the UK do not have the power to make decisions alone - Identify some of the monarch's roles - Explain that a king or queen is crowned	How was school different in the past? - Correctly order and date photographs on a timeline and add some dates - Ask a question about schools in the past - Make one comparison between schools in the past and present	

	- Use primary sources to find out about people and events in the past. - Correctly order five events on a timeline.			in a special ceremony called a coronation - Name some of the main steps and special objects in the coronation ceremony - Use sources to explain how William the Conqueror became King of England - Know that monarchs in the past had all the power to make decisions - Explain how William the Conqueror kept order and conquered England - Identify the two different types of castle built by the Normans - Compare the features, similarities and differences between Norman castles - Explain how castles have changed over time - Sequence castles on a timeline. - Identify that the monarchy has changed over time	- Use sources to research and develop an understanding of what schools were like 100 years ago - Identify features of a classroom now and a classroom 100 years ago, identifying some similarities and differences - Recognise similarities and differences between schools now and schools in the past - State whether they would have preferred to go to school in the past or not and explain why	
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				- Make comparisons between past and present monarchy		
Geography Kapow		Would you prefer to live in a hot or cold place? - Name and locate the seven continents on a world map. - Locate the North and the South Poles on a world map. - Locate the Equator on a world map. - Describe some similarities and differences between the UK and Kenya. - Investigate the weather, writing about it using key vocabulary and explaining whether they live in a hot or cold place. - Recognise the features of hot and cold places. - Locate some countries with hot or cold climates on a world map.	Why is our world wonderful? - Identify and locate characteristics of the UK on a map. - Identify human and physical features. - Locate human and physical features on a world map. - Explain the difference between oceans and seas. - Name and locate the five oceans on a world map. - Use an aerial photograph to draw a simple sketch map. - Collect data by sketching findings on a map and completing a tally chart. - Present their findings in a bar chart.		-	What is it like to live by the coast? - Name and locate the seas and oceans surrounding the UK in an atlas. - Label these on a map of the UK. - Describe the location of the seas and oceans surrounding the UK using compass points. - Define what the coast is. - Locate coasts in the UK. - Name some of the physical features of coasts. - Explain the location of UK coasts using the four compass directions. - Name features of coasts and label these on a photograph. - Identify human features in a coastal town. - Describe how people use the coast.

						- Follow a prepared route on a map. - Identify human features on the local coast. - Record data using a tally chart. - Represent data in a pictogram. - Describe how the local coast has been used.
Computing iLearn2 & ProjectEVOLE	Recognise uses of IT (3-4 lessons) - Understand what makes a computer a computer. - Understand computers store and follow instructions. - Spot digital technology in school. - Understand how different technology helps us. - Typing (beginning of each lesson) Online safety (1 Lesson)	Digital art (3-4 lessons) - Use lines and fill tools to make interesting patterns. - Add a variety of shapes (outlines and fill) and label them with text. - Re-create graphics using pixels with different colours. - Typing (beginning of each lesson) Online safety (1 Lesson)	Introduction to animation (2-4 lessons) - Add a background and objects to a frame (including text). - Copy/clone a frame and move objects to create an animation, including flipping objects. - Create an animation with multiple objects moving simultaneously. - Create screen-recording animation (<i>optional, requires iPad</i>). - Create stop-motion animation with photos (<i>optional, requires iPad</i>). - Create animated drawings of characters by	Introduction to data handling (2-3 lessons) - Understand what data is and collect it as a tally. - Use software to label a pictogram and add data to each column. - Edit a table with correct titles and numbers. - Use software to create a bar chart/pie chart/line chart suitable for the data. - Interpret a pictogram/bar chart/line chart. - E-book creation (2-3 lessons) - Add a book cover with title, author, colour and image. - Add multiple pages based on a theme.	Developing programming (3-4 lessons) - Create and debug simple programs by selecting code blocks, placing them in the correct sequence and executing a program. - Use logical reasoning to predict the behaviour of simple programs. - Simplify a program by using a loop. Programming with Scratch (3 lessons) - Program movements. - Program outputs for audio or text. - Find errors in a program. - Program inputs. - Program selection/conditions	Internet research (4-5 lessons) - Understand how a web-page displays information in different ways; text, images, videos and interactive elements. - Use a web-page to answer questions. Online safety (1 Lesson) Touch Typing - Recognise and use the correct hand placement on the keyboard. - Keep fingers on the home keys while typing. - different ways; text, images, videos and interactive elements.

			cropping photos and adjusting points of movement. Online safety (1 Lesson)	- Add text on different pages. - Add images on different pages to match the theme/text. - Add voice recordings to match the text and theme. Online safety (1 Lesson)	(if one sprite hits another). Online safety (1 Lesson)	- Type individual letters accurately using the correct finger spaces.
RE	Judaism What is the Torah and why is it so important to Jewish families? - What it means to treat something with respect. - The Torah is the Jewish holy book and contains rules to help Jewish people to live good lives. These rules make life fair for everyone and help them to worship God. - God's name is holy for Jewish people. - The Torah is a scroll and is written in Hebrew. - The way that the Torah is treated is linked with the Jewish belief that it contains the holy words of God. The synagogue is the place where the Torah is kept and where Jewish people go to pray.	Christianity Why is giving important to Christians? - Giving is important within all communities as a way of helping others and building relationships. - Most Christians believe that God's nature is to give and that he gave Jesus as a gift to the world. - Worship is a way of giving to God. - Giving takes many different forms, including prayer & volunteering. - When most Christians give, they are showing that they are a part of God's Kingdom. - The Church is both a building and the community that meet there. - When Christians give to others at Christmas, it	Islam Who is Allah and why do Muslims worship Him? - Some of the 99 names and how these link to what Muslims believe about Allah. - Muslims think it is better to represent Allah in words rather than pictures. - Muslims worship Allah through prayer. - Muslims believe it is important to be ritually clean before they pray. - Muslims should face Makkah when they pray and have different physical positions in prayer to help them focus on Allah.	Christianity Why do Christians call Jesus 'Saviour'? - Christians often call Jesus 'Saviour'. - The Bible contains stories about people Jesus met and 'rescued/saved'. - These people were often the poor, the sick and the friendless. - 'Salvation' is an important idea for most Christians. - The elements in an Easter garden are symbols of Jesus' death and resurrection. - That most Christians believe that: - people's lives were changed by meeting Jesus, including Zacchaeus. - Jesus 'saves' them too. - Jesus' offer of forgiveness is a part of	Christianity What is God like for Christians? - That people use pictures and words to convey meaning. - There are many different images of God contained in the Bible. - These words and images help us answer the question 'what is God like?'. - Christian beliefs about God are connected with these words and images. - Most Christians believe God loves them and all people. - How to listen to others and express their thoughts and ideas about what God might be like.	Thematic Is it better to give or receive? - Giving and receiving are shared human values that help build strong communities. - There are links between what people believe and what they do to help others. - Many religious and non-religious people give to their community (e.g. money, service and time). - How and what people give shows what's important to them. - Giving your time and effort can be more costly than giving lots of money.

		is a reminder of how God gave Jesus, and also of the gifts of the wise men, who worshipped him.		the rescue at the heart of Easter.		
Art and Design Access Art	Explore & Draw Introducing the idea that artists can be collectors & explorers as they develop drawing and composition skills. - Understand that we can combine a range of mediums to capture the nature of what we find. - Understand we can hold our art tools in a range of different ways to affect line weight. - Explore local environment, collect natural objects; arranging, sorting and representing to explore composition. - Explore observational drawing and mark making.			Expressive Painting Explore how painters sometimes use paint in an expressive and gestural way. Explore colour mixing and experimental mark making to create abstract still life. - Understand that some painters use expressive, gestural mark making- resulting in abstract and expressionist painting. - Understand that the properties of paint and how its applied will affect mark making. - Mixing primary colours to make secondary colours to create a range of hues. - Explore the concept of still life. - Combine colour mixing and gestural mark making. - From an arrangement of objects paint an abstract still life using skills learnt.	Music & Art Explore how we can make art inspired by the sounds we hear. - Understand how artists get inspiration by observing, collecting and transforming. - Understand in art we can experiment and discover for ourselves. - Learning to dissect the work of a printmaker, architect and artists to reflect on how experience feeds into and artists work. - Explore how we my all have different responses- thoughts and art works we make- celebrating similarities or differences.	

Design Technology Projects on a Page		Wheels and Axles - use a range of tools and equipment to perform practical tasks such as cutting and joining to allow movement and finishing. - Select from and use a range of materials and components such as paper, card, plastic and wood according to their characteristics. - Explore and evaluate a range of products with wheels and axles. - Explore and use wheels, axles and axle holders. - Distinguish between fixed and freely moving axles.	Preparing fruit and vegetables (Veggie snacks with dips) - Generate initial ideas and design criteria through investigating a variety of fruit and vegetables. - Use simple utensils and equipment to e.g. cut, slice, squeeze, grate and chop safely. - Select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product. - Taste and evaluate a range of fruit and vegetables to determine the intended user's preferences. - Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of The eatwell plate.			Templates and Joining - Select from and use a range of tools and equipment to perform practical tasks such as marking out, cutting, joining and finishing. - Select from and use textiles according to their characteristics. - Explore and evaluate a range of existing textile products relevant to the project being undertaken. - Understand how simple 3-D textile products are made, using a template to create two identical shapes. - Understand how to join fabrics using different techniques e.g. running stitch, glue, over stitch, stapling. - Explore different finishing techniques e.g. using painting, fabric crayons, stitching, sequins, buttons and ribbons.
Games Get Set 4 PE	Class Rotation		Class Rotation		Class Rotation	
	Fundamentals - Explore how the body moves when running at different speeds. - Develop changing direction and dodging.	Invasion Games - Understand what being in possession means and support a teammate to do this. - Understand that scoring goals is an	Ball skills - Roll a ball towards a target. - Track and receive a rolling ball. - Send and receive a ball with your feet.	Team building - Follow instructions and work with others. - Co-operate and communicate in a small group to solve challenges.	Net and Wall games - Use the ready position to defend space on court. - Develop returning a ball with hands.	Striking and Fielding - Track a rolling ball and collect it. - Develop underarm throwing and catching to field a ball.

	- Develop balance, stability and landing safely. - Explore and develop jumping, hopping and skipping actions. - Develop co-ordination and combining jumps. - Develop combination jumping and skipping in an individual rope.	- attacking skill and to explore ways to do this. - Understand that stopping goals is a defending skill and explore ways to do this. - Explore how to gain possession. - Mark an opponent and understand that this is a defending skill. - Apply simple tactics for attacking and defending.	- Develop catching skills. - Develop throwing and catching skills. - Develop throwing and catching. - Develop dribbling a ball with your hands.	- Create a plan with a group to solve the challenges. - Communicate effectively and develop trust. - Use teamwork skills to work as a group to solve problems. - Work with a group to copy and create a basic map.	- Play against a partner. - Develop racket skills and use them to return a ball. - Develop returning a ball using a racket. - Play against an opponent using a racket.	- Develop overarm throwing to limit a batter's score. - Develop hitting for distance to score more points. - Understand how to get a batter out. - Understand the rules of the game and use these to play fairly.
PE Get Set 4 PE	Gymnastics - March, skip and hop correctly. - Remember a simple sequence. - Perform gymnastics balances including learning a proper bridge. - Perform bunny hops and cartwheels. - Learn a forward roll using correct technique. - Use small gymnastics apparatus such as balls, hoops and ropes correctly.	Dance - Explore different levels and speeds of movement. - Develop a range of dance movements and improve timing. - Work to music creating moves that show rhythm and control. - Compose and perform simple dance phrases. - Show contrast in simple dances with good body shape and position.	Yoga - Copy and repeat yoga poses. - Develop an awareness of strength when completing yoga poses. - Develop an awareness of flexibility when completing yoga poses. - Copy and remember actions linking them into a flow. - Create a flow, perform and teach it to a partner. - Explore poses and create a yoga flow.	Target Games - Consider how much power to apply when aiming at a target. - Understand how to score using overarm and underarm throwing. - Develop striking to a target. - Develop hitting a moving target. - Select and apply the appropriate skill to the target game. - Show an improvement in my personal best.	Athletics- Track - Run with agility and confidence. - Develop the sprinting action. - Run for distance. - Pass a baton in a relay race.	Athletics- Field - Improving catching and throwing skills. - Develop throwing for distance - Develop throwing for accuracy. - Develop jumping techniques to cover distance.

Music	Musical games - Working in small groups and with the class co-operatively and with an awareness of each other. - Think about the timing and start to use picture and then stick notation for rhythms that they can identify. - Create their own piece that focuses on a particular feature that others guess: - fast/slow - loud/quiet - low/high - going up/ coming down. - Putting ideas together as a class.	Developing pitch - Match pitch with me, and their partner, as well as with a larger group. - Focus on contrast of high and low at first with Goldilocks and the 3 Bears. - Use high and low with glockenspiels and xylophones, identifying high and low. - Read high and low graphic scores. - Listen to the pitch of different instruments (live and recorded).	Pulse, rhythm and metre - Feel and identify the beat. - Introduce the idea of rests, but still feel the beat - Identify different rhythms and reintroduce stick notation. - Follow a variety of rhythm cards. - Create own rhythm card (with 4 beats in a bar). Identify different metres (2 and 3). Develop into a colour rap.	Graphics with pitch - Identify high and low with body, then transfer to counters on whiteboards. - Add middle pitch and work with 3 sounds with graphic notation. - Introduce the scale briefly so they can understand how size and pitch interrelate with each other. - Identify graphics of different phrases in songs that are familiar to them. - Learn to play phrases of pieces.	Create music with different parts - Introduce the idea of simple echo. - Try to differentiate the echo with an answering phrase: call and response. - Develop songs where there are the same sounds but placed in different places: rounds. - If time, create pieces with different sounds in the background.	Focus on timbre, dynamics and texture - Notice how different moods are created by use of: instruments, dynamics, combinations of sounds. - Create sounds for a poem about the weather, using their choice of percussion and thinking about the effect of their sounds and the way they are playing them. - Create different sections of a “Builders Yard” piece and then put some sounds together to discuss the texture.
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