












Tickhill Estfeld Primary School Curriculum Map Year 2 2025-2026 	Autumn Term		Spring Term		Summer Term	
	Secrets of the Castle	Under the Starry Sky	Living in a Material World	Fire! Fire!	Where the Wild Things Are	The Carnival of Animals
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>PSHCE and Well-being</b>	<b>Being Me in My World</b> <i>'Who am I and where do I fit?'</i>	<b>Celebrating Difference</b> <i>Respect for similarities and differences.</i> <i>Anti-bullying and being unique</i>	<b>Dreams and Goals</b> <i>Aspirations, how to achieve goals and understanding the emotions that go with this</i>	<b>Healthy Me</b> <i>Being and keeping safe and healthy</i>	<b>Relationships</b> <i>Building positive, healthy relationships</i>	<b>Changing Me</b> <i>Coping positively with change</i>
<b>Visits and Special Events</b>	Visit to Gainsborough Old Hall	Christmas Production	Multi-skills Festival Sir Thomas Wharton	Visit of Sir William Petty (eyewitness to The Great Fire of London)	Visit from Hedgehog Rescue Centre	Visit to The Butterfly House and Conservation Centre <b>Local History Walk in Tickhill</b>
<b>Careers</b>	Working in conservation	Local jobs and services	Working with materials as scientists, artists, architects and designers	The Fire Service	Caring for animals: Visit from Hedgehog Hollow staff	Caring for animals RSPCA
<b>Book Focus</b>						
<b>English – Contexts for Reading and Writing</b>	Writing narratives about personal experiences and those of others (real and fictional) Writing for different purposes: Captions for photos of the feast for King Henry VIII and Queen Catherine at Gainsborough Old Hall. 'Wanted' posters and letters to 'Robin Hood', invitations to 'George' (from <i>George and the Dragon</i> by Chris Wormall) Dragon descriptions – based on <i>Tell me a Dragon</i> by Jackie Morris Instructions for making 'Knight's Toast', a craft blackbird (Sing a Song of Sixpence/Castle Times food) and a Tussie Nussie (to disguise smells of unwashed people in Castle Times!)	Writing narratives about personal experiences and those of others (real and fictional) Story based on Jill Tomlinson's <i>The Owl Who Was Afraid of the Dark</i> Poetry – Patterns on the Page Creating and performing poems based on owls, fireworks and things that go bump in the night.	Re-telling traditional tales, writing a new version with a twist. Looking at stories from other points of view. Simple play script – 'When Red Riding Hood met the Wolf' Non-chronological reports - wolves. Discussion – Do wolves deserve to be the baddies in traditional tales? Explanations – Science investigations.	Recount based on a historical event/story of escaping from the Great Fire of London. Letter to King Charles – how to make all places safer from fires.	<i>Where the Wild Things Are</i> by Maurice Sendak – postcard from a character <i>The Hedgehog</i> by Dick King-Smith – character description Information – Save our Hedgehogs! <i>Fantastic Mr Fox</i> by Roald Dahl – character description	Poetry – based on our visit to the Butterfly House Adventure Story – The Way to the Butterfly House (based on <i>The Way to the Zoo</i> by John Burningham)  Recount of History Walk around Tickhill
<b>Reading Skills Focus (on-going throughout the year)</b>	Key Strategies; Making connections – activating recall of relevant prior knowledge and experiences from long term memory to help extract meaning from text Questioning – self questioning, generating questions and answering questions Searching (Retrieval) – selecting appropriate information in order to answer questions, define words, solve problems and gather information Summarising/sequencing – re-stating the meaning of the text in own words. Inferring - bringing together what is spoken, unspoken and what is already known to the reader, Monitoring – use 'book talk/thinking aloud' to fix misunderstandings Visualising – seeing 'in your mind's eye', building a picture of characters, settings and events. Introduce 'Pawsome Reading Gang' – Rex Retriever, Inference Iggy, Sequencing Suki, Vocabulary Victor, Predicting Pip					
<b>Phonics and Spelling</b>	Introduction of <i>Floppy's Phonics</i> teaching and learning routines in Y2 Week 1: Revision of Y1 CEW Week 2/3: Book 25 ai, ay, a-e, eigh, a	Week 1: Book 27 ce Week 2: Book 27 ce cy ci Week 3: Book 27 sc st Week 4: adding suffix ing/ed	Week 1: Book 24 ea as in bread Week 2: Book 28 gi ge gy Week 3: Book 28 ge dge Week 4: Book 28 le el	Week 1: Book 29 u -ue Week 2: ew u-e eu Week 3 -oo u-e -o-ou Week 4 -ue -ew -ui -u	Week 1: Book 32 zh wh Week 2: plurals plus Book 33 wa/o Week 3: Book 34 ture Week 4: Book 34 ti ci (tion)	Adding suffixes ness/ment/ful/less tion Rare graphemes revision Possessive apostrophe

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	Week 4/5: Book 25 ee, ea, ey, y, e, e-e Week 6: Book 26 igh and alternatives Week 7: Book 26 oa and alternatives Week 8: consolidation/CEW	Week 5: adding suffixes er/est Week 6: CEW Week 7: Compound words/syllables revision of CEW	Week 5: Book 28 il al Week 6: CEW	Week 5 CEW Week 6 Book 31 ear/wor as in earth and world	Week 5: Book 35 silent letters kn gn Week 6: Book 35 silent letter wr Adding suffixes ness/ment/ful/less tion <u>Rare graphemes revision</u>	Revision of homophones Final consolidation of CEW
<b>Grammar and Punctuation</b>	Revision of sentence demarcation – use of capitals and full stops Sentences with different forms – statement, question, exclamation, command Introduce commas in lists Verb, noun, adjective Present and past tenses, including the present progressive form/present continuous Recognise verbs with suffixes ‘ed’ and ‘ing’ and how to use them in a sentence Identify imperative verb and use these in commands Write questions starting with what/where/when/who/how and a capital letter and finishing with a full stop Time connectives in instructions and recounts Conjunctions – for subordination and co-ordination	Present and past tenses, including the present progressive form/present continuous Recognise verbs with suffixes ‘ed’ and ‘ing’ and how to use them in a sentence Consolidate commas in lists Continue to embed question words and punctuation of question sentences. Verb, noun, adjective Creating expanded noun phrases Develop similes using ‘like’ or ‘as’	Consolidate sentence types and punctuation. Consolidate past and present tenses. Consolidate co-ordinating and subordinating conjunctions. Consolidate commas in lists Introduce apostrophes for contraction Verb, noun, adjective, noun phrase, adverb Consolidate expanded noun phrases	Comparative suffixes ‘er’ and ‘est’	Introduce: Suffixes to form new words (ful, ness, ment, less) Consolidate apostrophes for contraction Introduce apostrophes for singular possession Alternative word order in sentences (Greater depth writing)	Consolidate suffixes and apostrophes Punctuation of direct speech introduced in Y3 but Y2 will explore putting spoken words from speech bubbles into inverted commas starting with a capital letter. Chn are advised to start a new line when a character speaks as preparation for Y3.  Alliteration (verb and noun)  Using prepositional phrases
<b>Handwriting</b>	Re-visit formation of letters and numbers from Year 1 Use of lined paper	Consolidation of letter formation with focus on letters consistently incorrectly formed.			<b>Use of line guides</b>	
<b>Mathematics</b>	<u>Number and place value</u> Count, read and write numbers to 100 in numerals and words. Identify, represent and estimate numbers to 20, 50 and then 100 using different representations, including the number line. Recognise place value of each digit in a 2-digit number. Compare and order numbers from 0-100, use signs < > and =. <u>Geometry</u> Recognise 2D and 3D shapes Count sides and vertices on 2D shapes Recognise lines of symmetry	<u>Addition and Subtraction</u> Recall and use addition and subtraction facts to 20 and derive related facts up to 100. Adding and subtracting 1s. Finding 10 more and 10 less. Adding and subtracting 10s. Adding a 2-digit and 1-digit number. Subtracting a 1-digit number from a 2-digit number. Adding 2 2-digit numbers. Subtracting 2-digit numbers. Adding 3 1-digit numbers. Solving word problems. Count in steps of 2, 3 and 5 from 0 and in 10s from any number forwards and back. <u>Geometry</u> Recognise 2D and 3D shapes Count faces, vertices and edges on 3D shapes Pattern making and sorting	<u>Money</u> Count money – pence and pounds Make/compare amounts <u>Multiplication</u> Recognising equal groups Making equal groups Multiplication as equal groups Adding equal groups Using arrays. <u>Division</u> Make equal groups – sharing Make equal groups – grouping Odd and even numbers Divide by 2, 5 and 10 <u>Multiplication</u> Times tables for 2, 5 and 10 Solving word problems.  <u>Measuring Length</u> Measuring in centimetres and metres Comparing and ordering lengths	<u>Cont. multiplication and division</u>  <u>Fractions</u> Making equal parts, recognising and finding a half, quarter and third. Unit fractions Counting in fractions Link thirds to dividing by 3  <u>Mass, Capacity and Temperature</u> Comparing mass Measure in grams Measure in kilograms	<u>Consolidate addition and subtraction</u> 2-digit addition/subtraction and written methods  <u>Money</u> Find totals/difference/change – link to written methods to calculate  <u>Re-visit multiplication and division</u> Strategies for calculation  <u>Mass, Capacity and Temperature</u> Compare volume/capacity Measure in millilitres Measure in litres Temperature	<u>Time</u> Telling the time to the hour, half hour, o'clock and half past, quarter to and quarter past, telling the time to 5 minutes Finding and comparing durations of time  <u>Statistics</u> Tally charts, pictograms and block diagrams <u>Describing position, movement and direction</u> Half, quarter and whole turns, left, right, clockwise and anti-clockwise, introduction of right angle turn.
<b>Science</b>	<u>Animals, including humans</u> What do humans need to stay healthy? <ul style="list-style-type: none"> <li>Healthy, happy me – how can you keep small humans healthy?</li> <li>The eat well plate</li> <li>Design and make a healthy pizza face (2 sessions)</li> </ul>		<u>Uses of everyday materials</u> <ul style="list-style-type: none"> <li>Properties of materials</li> <li>Comparing the same object made from two different materials</li> <li>Suitability of materials for the job</li> <li>Cinderella's silly shoes and the shoelaces investigation</li> </ul>	<u>Uses of everyday materials</u> <ul style="list-style-type: none"> <li>Zaha Hadid – architect that uses materials in innovative ways</li> <li>The Litter Queen/ The landfill story</li> <li>Class 2 Save the Planet -Recycling story</li> <li>Creative uses of materials</li> </ul>	<u>Plants</u> <ul style="list-style-type: none"> <li>Charles Darwin and the Great Plant Hunt – conduct our own plant hunt around the school grounds and record in our own Darwin's Doodle Book</li> <li>Identify and name a variety of plants and animals in their</li> </ul>	<u>Animals, including humans</u> <u>Living things and their habitats</u> <ul style="list-style-type: none"> <li>Explore and compare the differences between things that are living, dead, and things that have never been alive (MRS NERG)</li> </ul>



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	<ul style="list-style-type: none"> <li>The importance of rest and relaxation</li> <li>The importance of good hygiene</li> <li>The importance of exercise</li> </ul>		<ul style="list-style-type: none"> <li>How forces change the shape of materials</li> <li>Discover the inventor of a new material (Tarmac)</li> <li>Science Sam investigation - magnets</li> </ul>	<ul style="list-style-type: none"> <li>Science Sam investigation – How forces change the shape of materials – squash, stretch</li> <li>Shortbread Cookies baking activity</li> </ul>	<ul style="list-style-type: none"> <li>habitats (including micro-habitats)</li> <li>Dandelion Day – investigate the life cycle of a dandelion and how the plant grows from seed.</li> <li>How do plants grow from seeds (pumpkins).</li> <li>Comparing seeds and bulbs</li> <li>Science Sam – What do seeds need to grow into healthy plants?</li> <li>Plants that grow in challenging environments.</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>Identify and name a variety of plants and animals in their habitats, including microhabitats</li> <li>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.</li> <li>The work of Maria Sibylla Merian – one of the first scientists to make the link between caterpillars and butterflies</li> <li>Basic needs of animals (RSPCA 5 Freedoms)</li> <li>The work of conservationist David Attenborough</li> </ul>
<b>Computing</b> <i>Teach Computing Scheme</i>	Computing systems and networks – IT around us	Creating media – digital photography	Programming A – Robot algorithms	Data and information – pictograms	Creating media – digital music	Programming B – programming quizzes
<b>Design and Technology</b>	Healthy Pizza Face <u>Look at existing products</u> Discuss Class 2's favourite pizzas. Consider the ingredients. Are these foods good for us? Why? Why not? How could we make changes to make the pizzas healthier? <u>Plan</u> Draw and label design. List materials, equipment and skills needed. <u>Make</u> Measure, mark, cut technique. Importance of 'finish'. <u>Evaluate product.</u> What went well? What could be better? What would you change next time?	Wind-up toy <u>Look at existing products</u> Look at different ways of making axles and choose method for own design. <u>Plan</u> Draw and label design. List materials, equipment and skills needed. <u>Make</u> Measure, mark, cut technique. Importance of 'finish'. <u>Evaluate product.</u> What went well? What could be better? What would you change next time?			Hand Puppet <u>Look at existing products</u> Look at different ways of making axles and choose method for own design. <u>Plan</u> Draw and label design. List materials, equipment and skills needed. <u>Make</u> Importance of 'finish'. Learning to stitch effectively to join fabrics together. Other ways to join materials.	<u>Evaluate product.</u> What went well? What could be better? What would you change next time?
<b>RE</b>	Who is Jewish and what do they believe? Abraham and Isaac Shabbat Jewish Family Life Rosh Hashanah (26/9) Jonah and the Whale Yom Kippur (5/10) Sukkot (10/10) Synagogue	How and why do we celebrate special and sacred times? (Christians and Jewish) Torah Scroll Esau and Jacob/Joseph Kindness Week – The Good Samaritan First Sunday in Advent (27/11) Christingle (4/12) Christmas Story Hanukkah (18-26 Dec)	What can we learn from sacred books?	How and why do we celebrate special and sacred times? (Christians)	Who is a Muslim and what do they believe?	How should we care for others and the world, and why does it matter? (Muslims)
<b>Music</b>	<b>Hands, Feet, Heart</b>  Instrumental, improvisation. composition 	<b>Ho Ho Ho</b>	<b>I Want to Play in a Band</b>	<b>Friendship Song (swapped Summer 1)</b>	<b>Zootime</b>	<b>Reflect, Rewind, Replay</b>

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<b>History</b>	<p><u>Chronological understanding</u> Use common words and phrases related to the passage of time. How people and events we study fit into a chronological timeline (family timeline) <u>Knowledge and understanding of events, people and places in the past</u> Identify similarities and differences between ways of life in different time periods. How do the lives of people in castle times compare to our lives today? Consider food, clothes, daily life, toys. The Battle of Hastings and William the Conqueror (significant national events). Consider <b>why</b> people did things, why events happened and what happened as a result. Robin Hood (local history) real life hero or legend? Visit to Gainsborough Old Hall to look for evidence of the everyday lives of people 500 years ago and prepare to re-enact the feast for Henry VIII and Catherine Howard in 1541 What do we know about Henry VIII. What can we learn by looking at his portraits? <u>Historical Enquiry</u> Ask and answer questions, choosing and using parts of stories and other sources to show that they understand key features and events. Discover some ways we find out about the past and ways in which it is presented. What can we learn about the everyday lives of the people who lived in castle times from visiting a historical site and enacting events eg a castle feast? What do we know about Henry VIII. What can we learn by looking at his portraits? Visit Gainsborough Old Hall in role as the people who prepared the feast for the king. looking for ideas for building own castle. Use a source to ask and answer questions (artefacts at Gainsborough 'Prepare for the Feast' workshop.</p>	<p><u>Knowledge and understanding of events, people and places in the past</u> Guy Fawkes and the Gunpowder Plot</p>		<p><u>Historical Enquiry</u> How can we find out about life in the past beyond living memory through eyewitness accounts? <u>Interpretations of History</u> Compare different versions of the same event. How reliable are accounts, images and stories? <u>Knowledge and understanding of events, people and places in the past</u> What was the Great Fire of London? How do we know about it? How do eye-witness accounts help us? Find out about Samuel Pepys and how we know about events beyond living memory. <u>Organisation and communication</u> Communicate knowledge through: Discussion Art Drama and role play Making models Writing Using ICT (in all History work)</p>			<p><u>Historical Enquiry</u> Tickhill – local study Changes within living memory – what can we see on our walk around Tickhill? What clues are there about how buildings have changed and about life in Tickhill in the past? Discover memories of growing up in Tickhill 70 years ago. Compare to own childhood eg school, bedtime routines. <u>Chronological understanding</u> Time line of buildings in Tickhill – sequence from the oldest to the newest. Sequence photographs from different periods of their life in Tickhill (or photos of older generations). Describe memories of key events in their lives.</p>
<b>Geography</b>		<p><u>Locational knowledge</u> Name, locate and identify the characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p>				<p><u>Locational knowledge</u> Locate and name the seven continents and five oceans on world maps, globes and digital mapping (Google Earth) and</p>	

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			<p><u>Place knowledge</u> Identify the key features of a location in order to say if it is a city, town, village, coastal or rural area.</p> <p><u>Human and Physical Geography</u> Use geographical vocabulary such as beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation, season, weather, city, town, village, factory, farm, house, office, shop, port and harbour to refer to the physical and human features of places studied.</p> <p><u>Geographical skills and fieldwork</u> Early map work – plan views – use plan perspectives to recognise landmarks and basic physical features. Use locational and directional language (near, far, left, right) to describe the location of features on a map. Aerial photographs compared to maps of local area. Use aerial photographs to recognise landmarks and physical features in the local area. Follow a route of a local walk on a simple map. Use fieldwork to observe, measure and record the human and physical features in the local area.</p>				<p>also to locate specific places eg the rainforests of the world. Talk about the continents in relation to the equator and the poles.</p> <p><u>Place knowledge</u> Compare the physical and human geography of Tickhill and a small area of a contrasting non-European country (Perth in Western Australia) <u>Human and Physical Geography</u> Ask geographical questions: <i>What is this place like? What will I see here? What do people do here?</i> Compare daily life of school child in Tickhill with the life of Alex and William MacInnes growing up in Perth. Simple maps showing key physical and human features – coast, mountain, river, harbour, town (based on early maps of Australia when first European explorers arrived in unknown land) <u>Geographical skills and fieldwork</u> Devise a simple map and use and construct basic symbols in a key. Use simple compass directions and locational and directional language to describe the location of features and routes on a map. Use simple grid references.</p>
<b>PE:</b> Get set for PE		Games – Football focus	Dance	Gymnastics	Gymnastics	Games	Games - Athletics
<b>Art</b>	<b>Drawing</b> <i>Draw lines of varying thickness. Use dots and lines to demonstrate pattern and texture</i> <i>Use different materials to draw with – pastels, chalk, felt tips,</i> <i>Use different surfaces to draw on</i>	Close up dragon's eye and scaly skin – wax crayons Observational drawing Action drawings in the style of Keith Haring – link to exercise focus in Science Christmas card designs	Owls – observational drawings	Wolves – using sketching pencils for shading and texture Starry, Starry Night wax crayon drawing based on Van Gogh painting Starry Night 1889	Portrait of Sir William Petty	Observational drawings -plants/animals – use of pencil for shade and texture Drawings/doodles – Charles Darwin Dandelion pen drawings	Butterfly art based on botanical drawings of Maria Sibylla Merian
	<b>Painting</b> <i>Name primary colours and mix secondary colours</i> <i>Experiment with different brushes and other tools</i> <i>Add white and black to create tints and shades</i>	Robin Hood – using watercolours		Colour wheel based on work of Sonya Delauney Colour mixing blues based on Nocturne by James McNeil Whistler Mixing greens and browns – 'Coming Home from the Mill' LS Lowry Mixing browns - hedgehogs	Colour mixing – fire colours	Mixing browns - hedgehogs	
	<b>Printmaking</b> <i>Use a variety of materials – sponges, blocks</i> <i>Use rolling, pressing, stamping and rubbing</i>						Butterfly block prints Sponge printing background Lizard dot paintings – First Nation style Australian dot paintings lizards based on First Nation art
	<b>Collage</b> <i>Use a combination of materials that have been cut, torn and glued</i> <i>Sort and arrange materials</i>	Kandinsky circles and spirals link to autumn tree collage – Robin Hood theme 'under the greenwood tree.' Fruit collages - Arcimboldo	Owl torn newspaper collages		Silhouette collage of the Great Fire -using different media to create flames		

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<i>Add texture by mixing materials</i>						
<b>Textiles</b> <i>Show pattern by weaving</i> <i>Use a dyeing technique to change colour or detail</i> <i>Decorate textiles with glue or stitching to add colour and detail</i>	Appliqué/sewing – barn owl 		Weaving – different materials -which are best for weaving and why?	Applique Sewing for Mother’s Day – different stitches to join fabrics	Making hand puppets/ joining materials 	
<b>Sculpture/3D</b> <i>Use natural, manufactured and recycled materials</i> <i>Use techniques such as rolling and cutting</i>		Wind-up toy – link to DT	Zaha Hadid – architect and designer	Creative use of materials – artists who use recycled manufactured materials Create own ‘junk’ 3D sculpture	Roots and shoots challenge (Access Art)	
<b>Artists</b>	Paolo Uccello – George and the Dragon Hans Holbein – portraits of Henry VIII and his court Bayeux Tapestry Pieter Bruegel – Children’s Games LS Lowry (compare to Bruegel –History) Guiseppe Arcimboldo – creating collage portraits from images of fruit (link to healthy eating in Science) Keith Haring (link to exercise in Science)		Vincent Van Gogh – Starry, Starry Night LS Lowry – Coming home from the Mill Sonya Delauney – various works		Quentin Blake Maurice Sendak	Maria Sibylla Merian - botanical artist Emily Kame Kngwarreye – Australian First Nation artist