

## Year 2 Autumn Term 2025 – Curriculum Map

### *Towers, Tunnels and Turrets*

#### Golden Thread Question – What was life like in the 1600s?

<b>Spectacular Starter</b> Making Dragons	<b>Marvellous Middle</b> Tower of London/dress up day	<b>Fantastic Finale</b> Showcase
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Curriculum area	Focus	Context/Cross curricular links/content
<b>English</b>	<p><b>Reading- word reading</b></p> <ul style="list-style-type: none"> <li>• Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li> <li>• Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> <li>• Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li> </ul> <p><b>Reading- Comprehension</b> Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>• Discussing the sequence of events in books and how items of information are related</li> <li>• Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>• Discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> <li>• Discussing their favourite words and phrases</li> </ul> <p>Understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none"> <li>• Making inferences on the basis of what is being said and done</li> <li>• Predicting what might happen on the basis of what has been read so far</li> </ul> <p><b>Writing – Transcription</b> Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly Apply spelling rules and guidance</p> <p><b>Writing – Handwriting</b></p>	<p><b>Book: <u>Adventures of Egg Box Dragon by Alex T. Smith</u></b> <b>Instructions</b> - How to Make an Egg Box Dragon <b>Fictional narrative</b> – Story prediction of what happens when Egg Box Dragon goes to sleep under the moon <b>Letter writing</b> – Writing a letter to Egg Box Dragon asking for help <b>Fictional narrative</b> – Own version of the Egg Box Dragon story (one character loses something)</p> <p><b>Book: <u>Katie in London by James Mayhew</u></b> <b>Setting description</b> - Trafalgar Square <b>Wanted poster</b> – Missing lion <b>Information text</b> – About ravens <b>Non-fiction travel brochure</b> – About London</p> <p><b>Book: <u>The Tunnel by Anthony Browne</u></b> <b>Setting description</b> – As they crawl out from the tunnel <b>Fictional narrative</b> – Alternative ending</p> <p><b>Phonics:</b> Read Write Inc. Programme</p> <p>See English National Curriculum Appendix for specific spelling, vocabulary, grammar and punctuation</p>

	<p>Form lower-case letters of the correct size relative to one another Use spacing between words that reflects the size of the letters</p> <p><b>Writing – Composition</b> Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> <li>• writing narratives about personal experiences and those of others (real and fictional)</li> <li>• writing about real events</li> <li>• writing poetry</li> <li>• writing for different purposes</li> </ul> <p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> <li>• planning or saying out loud what they are going to write about</li> <li>• writing down ideas and/or key words, including new vocabulary</li> </ul> <p>Evaluating their writing with the teacher and other pupils Read aloud what they have written with appropriate intonation to make the meaning clear</p> <p><b>Writing – Vocabulary, grammar and punctuation</b> Learning how to use both familiar and new punctuation correctly Sentences with different forms: statement, question, exclamation, command</p> <p><b>Spelling</b> Read Write Inc. Spelling Programme</p>	
<p><b>Maths</b></p>	<p><b>Number and place value</b> Read and write numbers to at least 100 in numerals and in words Recognise the place value of each digit in a two-digit number (tens, ones) Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward Identify, represent and estimate numbers using different representations, including the number line Compare and order numbers from 0 up to 100; use and <math>&lt;=&gt;</math> signs Use place value and number facts to solve problems</p> <p><b>Addition and subtraction</b> Solve problems with addition and subtraction:</p> <ul style="list-style-type: none"> <li>• using concrete objects and pictorial representations, including those involving numbers, quantities and measures</li> <li>• applying their increasing knowledge of mental and written methods</li> </ul> <p>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:</p> <ul style="list-style-type: none"> <li>• a two-digit number and ones</li> <li>• a two-digit number and tens</li> <li>• two two-digit numbers</li> <li>• adding three one-digit numbers</li> </ul> <p>Show that addition of two numbers can be done in any order (commutative) and subtraction of one</p>	

	<p>number from another cannot Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</p> <p><b>Geometry – properties of shape</b> Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid] Compare and sort common 2-D and 3-D shapes and everyday objects.</p>	
<b>Computing</b>	<p>Begin to use technology to create, organise, store, manipulate and retrieve digital content Recognise common uses of information technology beyond school</p> <p><b>E-safety</b> Recognise and respond to issues of safety relating to themselves and others and how to get help Recognise and manage risk in everyday activities</p>	<p><b>Computer systems and networks – IT around us</b> Talk about and explain how information technology benefits us Recognise the uses and features of information technology Practise using a mouse independently Identify and find keys on a keyboard Type capital letters</p> <p><b>Digital photography</b> Upload images or films to an appropriate place Add and resize images Capture and edit photographs using a variety of tools</p> <p><b>E-safety</b> Use technology safely and respectfully, keeping personal information private. Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. 3D PSHE - Core Theme 2, Unit 5, Lesson 7.</p>
<b>Science</b>	<p><b>Uses of Everyday Materials</b> 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>	<p><b>Uses of Everyday Materials</b> Use scientific words to discuss the properties of different objects. Identify the everyday uses of different materials. Compare the properties of everyday objects. Discuss why objects are made from specific materials. Predict, record and discuss results. Compare the sustainability of materials for different objects.</p>

		<p>Experiment with the suitability of a variety of everyday materials for particular uses.</p> <p>Explain how the shapes of objects made from some materials can be changed.</p> <p>Explain the process of recycling.</p> <p>Demonstrate how an object can be repurposed.</p> <p>Discuss the creation of new materials.</p>
<b>Humanities</b>	<p><b>Geography</b></p> <p>To describe a place and its features verbally</p> <p>Identify the key physical and human geographical features of a familiar area</p> <p>Use simple fieldwork and observational skills</p> <p>Begin to use world maps, atlases and globes to locate different locations on a map.</p>	<p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p> <p>Devise a simple map; and use and construct basic symbols in a key. (Map of the Tower of London)</p>
	<p><b>History</b></p> <p>Select information independently from different sources to answer historical questions.</p> <p>Describe accurately similarities, differences and changes within and across time periods.</p> <p>Identify relevant causes and effects of events studied.</p> <p>Compare aspects of life in different periods.</p> <p>Begin to reason and speculate about different events.</p> <p>Understand and recognise ways in which we learn about the past.</p>	<p><b>Castles</b></p> <p>History of castles</p> <p>Compare life during the 1600s to modern life</p> <p><b>Tower of London</b></p> <p>Guy Fawkes and the Gunpowder Plot</p> <p><b>The Great Fire of London</b></p>
<b>Music</b>	<p><b>Singing</b></p> <p>Show change of dynamic (volume) through the voice.</p> <p>Begin to sing in chorus.</p> <p><b>Rhythm</b></p> <p>Compose a 4-beat rhythm phase on a tuned instrument.</p> <p>Recognise and use simple notation.</p> <p><b>Instrumental work</b></p> <p>Improvise a 4 beat rhythm phrase.</p> <p>Improvise a 4 beat rhythm phrase using paired quavers and crotchets.</p> <p>Read and play a piece of music presented on a simple musical stave.</p> <p><b>Listening and appraising</b></p> <p>Identify how music is used for a particular purpose.</p>	<p><b>Music notation</b></p> <p>Recognising and using crotchets and paired quavers.</p> <p>Recognise and understand time signature.</p> <p><b>Recorders</b></p> <p>Play simple songs using 2 or 3 notes.</p>
<b>Design Technology</b>	<p><b>Axles and wheels</b></p> <p><b>Prior learning</b></p> <p>Assembled vehicles with moving wheels using construction kits.</p> <p>Explore moving vehicles through play.</p> <p>Gained some experience of designing, making and evaluating products for a specified user and purpose.</p> <p>Developed some cutting, joining and finishing skills with card.</p> <p><b>Designing</b></p>	<p>Topic link - Creating wheels and axles – design, make and evaluate a fire engine</p>

	<p>Generate ideas based on simple design criteria through talking and using own experiences. Develop and communicate ideas through drawings and mock-ups.</p> <p><b>Making</b> Select from and 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.</p> <p><b>Evaluating</b> Explore and evaluate a range of products with wheels and axles. Evaluate ideas throughout and products against original criteria.</p> <p><b>Technical knowledge and understanding</b> Explore and use wheels, axles and axle holders. Distinguish between fixed and freely moving axles. Know and use technical vocabulary relevant to the project.</p>	
<b>Art</b>	<p>Consider size orientation and perspective. Use different mediums with some degree of control (pencil). Discuss the use of light, dark and shadows. Discuss patterns and preferences using appropriate vocabulary.</p>	<p>Sketching a silhouette - link to History topic Using a variety of pencil types eg 2B for shading</p>
<b>Religious Education</b>	<p>What does it mean to belong to a community? What does it mean to belong to a faith community? Why does Christmas matter to Christians?</p>	<p><b>Communities</b> Identify different communities Identify and discuss the communities that they are a part of</p> <p><b>Christmas</b> Identify key events in the story of the birth of Jesus Describe how Christians prepare for and celebrate Christmas Explain why Christmas is an important celebration for Christians Christmas story</p>
<b>Relationships and Health Education</b>	<p><b>Zones of Regulation</b> Key words to describe feelings and emotions. Strategies to assist children self-regulating when they are feeling certain emotions.</p> <p><b>Friendship</b> Know the importance of respecting others, even when they are very different from self (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs Learn about some similarities and differences between people from different countries and the importance of cross-cultural friendships Learn about the importance of sharing as part of friendship and kindness</p>	<p><b>3D PSHE scheme (KS1 – Year 2):</b></p> <p><b>Relationships: Unit 4 – Family and Friends</b> Lesson 3 – Hola! Bonjour! Lesson 4 – Share Alike</p> <p><b>Relationships: Unit 3 – Fairness</b> Lesson 1: Fair and Unfair</p> <p><b>Living in the Wider World Unit 2 – Communities</b></p>

	<p><b>Fairness</b>  Recognise what is fair and unfair  Learn to take part in discussions with the whole class</p> <p><b>Communities</b>  Understand our role in the class community  How to contribute to the life of the classroom  Understand that everyone belongs to various groups and communities  Develop a sense of belonging in the wider community</p> <p><b>Staying safe</b>  Know how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</p>	<p>Lesson 1: Our School (Common Goals)  Lesson 2: Belonging (I Belong)  Lesson 3: Belonging (Join Our Club)</p>
<p><b>Physical Education</b></p>	<p><b>Gymnastics</b>  Developing 'Linking'  Linking on apparatus  Jump, roll, balance sequences  Jump, roll, balance on apparatus  Creation of sequences  Completion of sequences and performance</p> <p><b>Ball Skills</b>  Develop dribbling: Keeping possession  Develop passing and receiving: Keeping possession  Combine dribbling, passing and receiving, keeping possession  Develop dribbling to score a point  Combine dribbling, passing and receiving to score a point  Apply dribbling, passing and receiving as a team to score a point</p>	<p><b>Complete PE Scheme</b>  KS1 – Indoor PE – Gymnastics  KS1 – Outdoor PE – Ball Skills</p>