

YEAR 2 TOUCANS CURRICULUM MAP AUTUMN 2026

ENGLISH			
English: writing Composition	Narrative	Oliver's Vegetables	Little Red Riding Hood
	Non-Fiction	Instructions	Persuasive Writing - Being Healthy
	Poetry	Poems on a theme	
English: Writing Transcription	Spelling	Main Focus: Y2 Common Exception Words and applying taught phonics for phonetically spelt words. • segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones • learning to spell common exception words • apply spelling rules and guidance, as listed in English Appendix 1 • write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught	
	Hand Writing	• Form lower-case letters of the correct size. • Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. • Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. • Use spacing between words that reflects the size of the letters.	
English: Writing Vocabulary, Grammar And Punctuation		• Learn how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks and commas for lists. • Use sentences with different forms: statement, question, exclamation, command. • Use the present and past tenses correctly and consistently including the progressive form. • Use co-ordination (using or, and, or but).	
English Reading	Guided reading	Reading Strategies Vocabulary	Retrieval
English Reading	Word Reading	• Apply phonic knowledge and skills. • Read accurately by blending the sounds in words that contain the graphemes taught so far. • Read accurately words of two or more syllables that contain the same graphemes as above. • Read words containing common suffixes. • Read further common exception words. • Read aloud books closely matched to their improving phonic knowledge. • Re-read books to build up their fluency and confidence in word reading.	

	Comprehension • Listen to, discussing and expressing views about, a wide range of contemporary and classic poetry, stories and non-fiction. • Discuss the sequence of events in books • Become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • Be introduced to non-fiction books that are structured in different ways • Recognise simple recurring literary language in stories and poetry • Continue to build up a repertoire of poems learnt by heart • Understand both the books that they can already read accurately and fluently and those that they listen to. • Check that the text makes sense to them as they read and correct inaccurate reading.
MATHEMATICS	
Place Value • 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) • Compare and order numbers from 0 up to 100; use and = signs. • Count in steps of 2, 3 and 5 from 0, and in tens from any number, forward and backward. Addition and subtraction • 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: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers. • Show that the addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot. • 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 methods.	Fractions • Recognise, find, name and write fractions $\frac{1}{2}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity. Multiplication and Division • Recall and use multiplication and division facts for the 2, 5 and 10 times tables, including recognising odd and even numbers. • Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division ($\div$) and equals (=) sign. • Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts. • Show that the multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.
SCIENCE	
Scientific Enquiry • Ask simple questions. • Observe closely, using simple equipment. • Perform simple tests. • Use observations and ideas to suggest answers to questions. • Gather and record data	
Animals and Humans • Identify the needs of humans • Explore the importance of nutrition for humans • Understand how food groups keep us healthy	Animals and Humans • Learn the life cycle of birth, life, reproduction and death • Learn about reproduction and growth in animals • Learn how humans grow by looking at how babies grow into adults

• Know how to keep healthy through a healthy diet • Describe how animals obtain their food from other animals • Discuss the importance of exercise, healthy diet and hygiene • Know how to keep healthy through exercise	• Describe the stages of life from adulthood to old age • Know the life cycle of a frog • Describe the life cycle of a butterfly
BEHAVIOURS FOR LEARNING	Pride Working with others
HISTORY	How similar were Florence Nightingale and Mary Seacole? (Autumn 1) • What were hospitals like in the past? • How did Florence Nightingale change Scutari Hospital to try and make people better? • Why did Mary Seacole try to make British soldiers better even though she was Jamaican? • Why were Florence Nightingale and Mary Seacole remembered differently after the Crimean War? • How similar were Florence Nightingale and Mary Seacole? Who was John Cadbury? (Autumn 2) • Where does chocolate come from? • Who were the Cadbury family and how did Cadbury become so popular? • How has Bournville changed over time? • Who was John Cadbury?
ART	Autumn 1 - Artist study – Paul Cezanne <u>Drawing</u> • Draw lines of different sizes and thickness. • Show pattern and texture by adding dots and lines. <u>Painting</u> • Add white to colours to make tints and black to colours to make tones. <u>Printing</u> • Use objects to create prints. • Press, roll, rub and stamp to make prints. • Use repeating or overlapping shapes.
DT	Autumn 2 - Cooking – Vegetable Wraps/ Fruit Kebabs <u>Designing</u> • Design appealing products for a particular user based on simple design criteria. • Generate initial ideas and design criteria through investigating a variety of fruit and vegetables. • Communicate these ideas through talk and drawings.

	<u>Making</u> • Use simple utensils and equipment to e.g. peel, 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. <u>Evaluating</u> • Taste and evaluate a range of fruit and vegetables to determine the intended user's preferences. • Evaluate ideas and finished products against design criteria, including intended user and purpose. <u>Technical knowledge and understanding</u> • Understand where a range of fruit and vegetables come from e.g. farmed • Understand and use basic principles of a healthy and varied diet to prepare dishes, • Know and use technical and sensory vocabulary relevant to the project.	
MUSIC	How does music make us make friends? - Reflect on musical performance and identifying a target for improvement. - Find and try to keep a steady beat. - Very simple rhythm patterns using long and short. - Read and respond to chanted rhythm patterns. - Listen with increasing concentration to a range of high quality live and recorded music. - Create short musical patterns. - Perform with a sense of beat. - Copying simple rhythmic patterns. - Combine sounds with an awareness of pitch, tempo, dynamics and timbre (long and short, high and low, loud and quiet). - Use musical terms to describe how melodies are shaped. - Perform together as a class with an understanding of how particular parts fit into a musical piece. - Understand how sounds are made and an ability to show physical control when playing musical instruments.	
PE	Autumn 1 - Attack, Defend, Shoot and Hit Catch Run Autumn 2 - Gymnastics and Dance	
COMPUTING	Technology in our lives - Learners will develop their understanding of what information technology (IT) is and will begin to identify examples. They will discuss where they have seen IT in school and beyond, in settings such as shops, hospitals, and libraries. Learners will then investigate how IT improves our world, and they will learn about the importance of using IT responsibly. Programming - This unit develops learners' understanding of instructions in sequences and the use of logical reasoning to predict outcomes. Learners will use given commands in different orders to investigate how the order affects the outcome. They will also learn about design in programming. They will develop artwork and test it for use in a program. They will design algorithms and then test those algorithms as programs and debug them.	
PSHE	Values: Sept – Responsibility Oct – Respect • Being Me in My World • Hopes and fears for the year	Values: Nov – Peace Dec – Appreciation • Celebrating Differences • Stereotypes

	• Rights and responsibilities • Rewards and consequences • Our learning Charter	• Why does bullying happen? • Diversity • Celebrating differences and still being friends.
RE	Christianity • Enquiry: Is it possible to be kind to everyone all of the time? • Theme: Jesus's example as the Son of God.	
FRENCH	French songs, greetings, numbers, colours and family members	

Phonics Shed

Year Two: Medium Term Plan

(based on 6 week half-terms)

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Whole Scheme Recap (1 week)	Chapter 4c Vowel Digraphs/Trigraphs <i>/oi/, /ow/, /ar/, /or/, /ur/, /air/, /ear/, schwa endings and /ure/, HFWs: water, thought, more, door, small, where, really (3 weeks)</i>	Whole Scheme Assessment Week			
Chapter 4c Short Vowels <i>/a/, /o/, /e/, /i/ and hard and soft /u/ [regional], HFWs: because, friends, many, any, other, another, mother, coming (2 weeks)</i>		Whole Scheme Consolidation and Targeted Interventions			
Chapter 4c Long Vowels <i>/ai/, /ee/, /igh/, /oa/, /you/(/y//oo/) and /oo/, HFWs: great, eyes, two, through (3 weeks)</i>	Assessment Week				
	Chapter 4c Consolidation and Interventions (2 weeks)				