



Newington Green and Rotherfield Primary School Curriculum Map 2025 - 26 - Year 2



	Autumn Term		Spring Term		Summer Term	
	Autumn 1: My Healthy Life	Autumn 2: Great Fire of London	Spring 1: Africa	Spring 2: Amazing Animals	Summer 1: Environmental Activists	Summer 2: The Blitz
Science	Animals including Humans (7 lessons)	Use of Everyday Materials (8 lessons)	Living Things and their Habitats (9 lessons + 1 trip)		Plants (7 lessons + 1 trip)	Science Week (5 lessons)
Science detail	In this unit, children use their year one learning about types of eaters and naming body parts to describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. The work scientifically to investigate how germs travel – seeing whether there is a pattern between distance from the source and the number of germs – and explore the effects of exercise on the body. In preparation for their Plants unit, children plant bulbs so they can observe them growing over time.	Having named everyday materials and grouped them based on their properties in Year 1, children now test their suitability for particular uses. Children work scientifically by using simple equipment to carry out tests – gathering and recording data to help answer questions (eg. Which is the most appropriate material for a rain hat? Which material should the dining hall staff use to clear up spillages?) before communicating their findings. Children also explore how some solid objects can be changed by squashing, bending, twisting and stretching because of the material they're made from.	Building on Year 1 understanding of naming and grouping common plants and animals, children learn the difference between living, non-living and dead; they make careful observations, like looking at a dead fish using a magnifying glass, to group things and use their observations to suggest answers to questions. Children learn that animals need water, food and air to survive and grow – understanding that animals obtain their food from plants and other animals. Through exploring familiar local habitats, and researching using secondary sources, they create simple food chains and begin to spot patterns eg. The further up the food chain, the bigger the animal.	Developing their Spring 1 understanding, children learn that animals and plants are suited to their environments. They learn that habitats provide for the basic needs of different plants and animals and identify how they depend on each other. Children explore their local environment to identify and name different habitats and micro-habitats, eg. the park and leaf litter, and use secondary sources to research less-familiar habitats. Within this unit, children conduct investigations into habitats – creating a choice chamber to draw conclusions about which habitats certain minibeasts seek out. DT link – children design a habitat for an animal – using their understanding to inform their choices.	Building on identifying and naming flowering plants and their basic parts from Year 1, children observe and describe how seeds and bulbs germinate and grow into mature plants – taking measurements and comparing similarities and differences as they do this. They understand that plants need water, light and a suitable temperature to grow and investigate what happens if they do not have these things. Children understand that although plants need sunlight to grow, seeds and bulbs do not need sunlight to germinate. Pupils now observe how the bulbs they planted in the Autumn Term have grown – making comparisons between bulbs and seeds.	Children work scientifically while exploring the theme for National Science Week.
History & Geography	Geography - Local Area Study (5 lessons- 7 week half term)	History - Significant Historical Events From Beyond Living Memory - The Great Fire of London (6 lessons) (**7 week half term**)	Geography - Contrasting Locality - Africa (6 lessons)	Geography - The Seven Continents - Oceans (6 lessons)	Kings & Queens (6 lessons) (**5 Week Half Term**)	History - WW2 (6 lessons) (**8 week half term**)
History & Geography Detail	<b>Location</b> Building on their locational knowledge from Y1, children will identify the UK, the equator and other hot and cold places on a world map. <b>Place</b> Children analyse the differences between countries and their capital cities in the UK using sources such as aerial photos, google earth and atlases. Using their place knowledge, children explore human and physical features of their local area and how some of these have changed over time. <b>Physical and Human</b> Children investigate key physical features such as rivers, hills, canals and parks and explore human features such as, houses, schools, shops and other types of buildings. <b>Fieldwork</b> Children will explore the local area, taking notes, sketching and collecting data to draw maps using basic symbols and compass directions. Children will demonstrate an understanding of their views, giving reasons as to how places, people and their local environment has developed.	Expanding on knowledge of the local area (Y1), children make comparisons between London in 1666 and now and use key sources to answer historical enquiries about The Great Fire of London. Children learn to sequence events of The Great Fire of London using a timeline and use Now Press Play to immerse themselves into what life was like during this time. To understand why the fire spread so quickly, children observe sources and record the similarities and differences between houses in London during this period and houses now.	<b>Location</b> Within this unit, children will use a world map to locate the continent of Africa and the countries within it. Children will use atlases and google earth to locate different environmental regions and topographical features within the continent. <b>Place</b> Children to compare cities and countryside areas of the UK to similar places in South Africa, analysing the differences in weather and physical features. <b>Physical and Human</b> Making links to prior learning from Y1 (SPG 2), children identify and explore the physical and human features of South Africa and how they have changed over time. <b>Fieldwork</b> Using a range of maps, children form and respond to questions based on their findings and collect data to help construct maps and labelled diagrams to communicate geographical information.	<b>Location</b> Children learn to name and locate the 7 continents and the 5 oceans on a map. <b>Place</b> Within this unit, children will investigate and discuss the differences between the 7 continents, making links to animal habitats. <b>Physical and Human</b> Through fieldwork opportunities, children consolidate their knowledge of human and physical features in their local through exploration and investigation. <b>Fieldwork</b> Building on fieldwork experiences from previous units, children make use of sketches, data collection and observational notes to design a map with increasing accuracy of their local area, making links to science learning on plants and animals.	Within this unit, children build on their knowledge of significant individuals from Y1 by comparing the reign of King Charles III and Queen Elizabeth II. Children learn to sequence their reigns on a timeline and investigate the life of Queen Elizabeth II using a range of historical sources. Additionally, children examine the life of Queen Victoria and her significance to British history by analysing her achievements and comparing her reign with Queen Elizabeth's. Children identify key historical events such as the Platinum Jubilee and discuss its significance in British history.	During this unit, children make links to prior learning from Y1 (changes within living memory), to enable them to role play and recall life as an evacuee and life in London during the Blitz. Using historical sources, children use information from stories and oral accounts to understand what evacuation is and why it was important. Additionally, children analyse images, photos and artefacts to make inferences about life during WWII and ask questions to gain an understanding of how The Blitz affected different areas of London and wider Britain.
Computing and ICT	Computing systems and networks – IT around us (7 lessons)		Programming quizzes (Using Scratch Jr) (6 lessons)		Data and information – Pictograms - Using J2E (6 lessons)	
Computing detail	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.		This unit initially recaps on learning from the Year 1 Scratch Jr unit 'Programming B - Programming animations'. Learners begin to understand that sequences of commands have an outcome, and make predictions based on their learning. They use and modify designs to create their own quiz questions in Scratch Jr, and realise these designs in Scratch Jr using blocks of code. Finally, learners evaluate their work and make improvements to their programming projects.		This unit introduces the learners to the term 'data'. Learners will begin to understand what data means and how this can be collected in the form of a tally chart. They will learn the term 'attribute' and use this to help them organise data. They will then progress onto presenting data in the form of pictograms and finally block diagrams. Learners will use the data presented to answer questions.	
Computing Digital literacy	Children revisit the acceptable use policy which outlines how they will use devices at home and school safely and responsibly. In year 2 we introduce personal information and the reasons for keeping it private from people online.					
Art and DT	Explore and Draw: Drawing and Sketchbooks (7 lessons)	Food Technology: Healthy eating- Carrot cookies (7 lessons)	Expressive Painting: Surface and Colour (6 lessons)	Structures- Habitats (5 lessons)	Be an Architect: Working in three dimensions (6 lessons)	Mechanisms and components- Pop up cards (7 lessons)
Art and DT detail	Building on their exploration of mark making in year 1 children are introduced to the idea that artists can be collectors; they go out into the world, look at new things in new ways, and bring things back to the studio to inspire their art. Children explore observational drawing and experimental mark making, and think about how they can use composition to create their artwork. Children will begin to develop hand-eye coordination through slow looking. They will be encouraged to nurture a playful exploration of the media, curiosity towards the world around them and begin to take creative risks. Children will further develop sketch book work, building on from Year 1 and the introduction of working in a sketchbook they will use a range of materials in their sketchbooks.	In year 2 students will build on their knowledge of fruits and vegetables by naming and sorting the five different food groups as well as learning where in the world different foods come from. They will learn how food might be sorted by the criterion of plant based or animal based. Students will develop and understand that some food is grown, and some food is caught. Students will build on their food preparation skills and hygiene knowledge taught in year one by learning how to safely cut, peel and grate fruits and vegetables. Children will learn how to measure and weigh ingredients, following a recipe to make a food product containing fruit or vegetables. Children will evaluate their recipe using knowledge of healthy eating and make simple suggestions on how it might be made healthier.	Children are introduced to the idea that they can use paint in an intuitive and exploratory way. The pathway starts with an introduction to artists who use point and colour to create exciting gestural and abstract work. Building on printing in blocks of colour in Year 1, children explore primary colours and secondary colours through expressive mark making, connecting colour, mark making and texture (of paint) through abstract work. Pupils then explore the brush work of two old masters when we focus in on details of paintings to understand how they built the work. Pupils then go on to draw from a colourful still life, finally making expressive and gestural paintings with acrylic paint.	In this unit students will learn about a variety of human and animal habitats. They will evaluate a range of building materials used in making different human habitats. They will experiment with a variety of materials (including clay) to make a simple structure, exploring how they could be made stronger, stiffer and more stable. Students will make changes to their original design and evaluate the success of these changes.	Building on their knowledge of exploring sculptural forms and materials through use of imagination in the Year 1 Playful Making unit, pupils are given the opportunity to explore architecture. Beginning with an exploration of architects and some of the ways they work, pupils then go on to create their own architectural model. Children will use their imaginations to make models to explore how we might design buildings relating to a particular need or stimulus. The pathway can be adapted so that the pupils make architecture which relates to their own environment, a chosen brief, or in response to another culture, country or era.	In this unit students will learn about simple mechanisms and components in the context of pop-up books and cards. Students will explore a range of products containing levers and sliders and evaluate how they work. They will expand on their knowledge of testing materials in the prior unit by investigating properties of everyday materials and how they might bend, twist, stretch and squash. Children will design a card in which they will apply what they have learned about mechanisms and materials to make a functional product. Children will present their card to the class using technical vocabulary and will evaluate their product by checking if it is functional.
PE	Ball Skills (7 lessons)	Gymnastics (7 lessons)	Dance (6 lessons)	Net and Wall Games (5 lessons)	Invasion Games (6 lessons)	Athletics (7 lessons)
	<b>Building on knowledge:</b> Leading on from Y1 pupils will continue to develop their fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball. <b>New Learning:</b> Pupils will apply a greater focus on rolling balls and the introduction of dribbling a ball with hands.	<b>Building on knowledge:</b> Following on from Year 1 pupils learn to explore and develop basic gymnastic actions on the floor and using apparatus. They develop gymnastic skills of jumping, rolling, balancing and travelling individually and in combination to create short sequences and movement phrases. <b>New Learning:</b> Pupils develop an awareness of compositional devices when creating sequences to include the use of shapes, levels, directions and apparatus.	<b>Building on knowledge:</b> Following on from Year 1 pupils will explore space and how their body can move to express and idea, mood, character or feeling. They will expand their knowledge of travelling actions and use them in relation to a stimulus. They will build on their understanding of dynamics and expression. They will use counts of 8 consistently to keep in time with the music and a partner. Pupils will also <b>New Learning:</b> Pupils will explore pathways, levels, shapes, directions, speeds and timing.	<b>Building on knowledge:</b> Following on from Y1 pupils will continue to develop the basic skills involved in net and wall games including using the ready position to defend space on a court, developing racket skills and playing against a partner. <b>New Learning:</b> Pupils will begin to develop returning a ball both with hands and using a racket.	<b>Building on knowledge:</b> Leading on from Y1 pupils will continue to build on their knowledge of basic attacking and defending principles and developing skills to keep possession of a ball. <b>New Learning:</b> Pupils will begin to use a variety of skills to score and stop goals.	<b>Building on knowledge:</b> Following on from Y1 pupils will continue to develop skills required in athletic activities such as running at different speeds, jumping and throwing. <b>New Learning:</b> Pupils will consider techniques when jumping and sprinting to improve performance.
Spanish	The Alphabet (6 lessons)	Birthdays and Numbers 21 - 31 (7 lessons)	Countries (6 lessons)	Environments and Habitats (6 lessons)	In the City (6 lessons)	Animals: Nocturnal and Diurnal (6 lessons)
Spanish Detail	Links with prior learning: In Reception and Year 1, children learnt how to learn new language from songs, active listening, competing in games and using call and response. In Reception, children learnt the names of wild animals and fairy tale animals. New Learning: Children use the different learning techniques to understand and produce the names of graphemes in the Spanish alphabet. Children recall wild and fairy tale animal nouns to describe family groups of animals and listen to and act out the story of 'Ricitos de Oro y los Tres Osos' (Goldilocks and the Three Bears)	Links with prior learning: In Reception and Year 1, children learnt to first count orally and then write numbers 1-20. In Nursery, children watched a short film, made by older students, about how the Three Kings deliver presents to Spanish speaking children at Christmas Time. New Learning: Children learn to count to 31 and work with the numbers in writing too. They learn the months of the year and identify their own and others' birthdays. They learn that Christmas for children in Spain is celebrated in part on January 6th and take part in a play about the Three Kings giving presents.	Links with prior learning: In Nursery, children learnt the names of shape nouns and in Reception and Year 1 the names of colour adjectives. New Learning: Children learn the names of most European countries and some African countries. They also learn to describe the shapes and colours on these countries' flags. At the end of the unit, they learn about the 2010 World Cup held in South Africa and won by Spain and describe the teams' nationalities, football kit colours and numbers on players' shirts.	Links with prior learning: In Reception, children learnt the names of some habitats. New Learning: Children learn the names of more habitats and learn about the Spanish city of Valencia and the environments and habitats which surround it. They also learn the main points of the compass, combining these with habitat nouns to interpret and create pirate treasure maps.	Links with prior learning: In Reception, children learnt transport nouns in spoken forms only. In Year 2, Spring 2, children learnt the main points of the compass. They learnt habitat nouns in Year 2, Spring 2 and described the city and region around Valencia. New Learning: Children start to hear a description of the weather and the season of the start of each lesson. Building on their understanding of habitat nouns, they learn the names of key places in town and recall their compass points and means of transport nouns and begin to use them in writing to create a city plan.	Links with prior learning: In Reception, children learnt to name pets and wild animals. In Year 2, Spring 2, children learnt the names of habitats. New Learning: Children match animal nouns with the adjectives 'nocturnal' and 'diurnal' identify nocturnal and diurnal animals. They count animals and record their data and match animal and habitat nouns. Finally, they visit the pet shop
Music	Percussion/Djembe (6 lessons)		Tuned percussion (6 lessons)		Tuned percussion and simple reading (6 lessons)	
Music detail	Linking with their spring class topic (Africa) and building on their skills in year one, Children are taught techniques to play simple patterns on Djembes and other west African hand percussion with increasing musicality and control. Children learn to play/recognise/compose and improvise ostinato. Children continue to build shared singing repertoire, including Christmas songs, and are given the opportunity to perform in front of their peers/families.		Children continue to develop and recognise pulse and pitch and build their shared repertoire, increasing in difficulty. Children are taught to play tuned percussion by ear, by copying and by reading simple notation, learning melodies from their shared repertoire. They are taught to play musically and explore composing and improvising. Children continue to read simple rhythms and work on increasing their musical memory. As well as listening to their own performances, children continue to listen to recorded music, focusing on world music, and learn to appraise it using their new vocab.		Children continue to build on their skills through singing, games, practicing and building their shared repertoire, accompanying on simple percussion. Children practice singing warmups, simple scales and exercises to increase tone, pitch and range. Children learn about timbre and are given opportunities to explore and create new timbres on tuned and untuned percussion. Children are taught about simple structure and repeats and learn to read, sing, play and follow simple score. Children are taught longer, complex melodies to increase their musical memory. As well as listening to their own performances, children continue to listen to recorded music, focusing on world music, and learn to appraise it using their new vocab.	
RE Unit of Work	Unit 13 What is the good news Christians believe Jesus brings? (Gospel) (x6 lessons)	Unit 14 What is the good news Christians believe Jesus brings? (Gospel) (x6 lessons)	Unit 15 (Part 1) Who is a Muslim and how do they live? (Islam) (x6 lessons)	Unit 16 Why does Easter matter to Christians? (Salvation) (x6 lessons)	Unit 17 (Part 2) Who is a Muslim and how do they live? (Islam) (x6 lessons)	Unit 18 What makes some places special to believers? (Thematic) (x6 lessons)

Each lesson = 1 hour

RE detail	<p>In this unit, pupils will learn about the concept of 'Gospel' and the good news of forgiveness, peace and love that Christians believe Jesus brings. Pupils will learn about Matthew the Tax Collector and how Christians believe that Jesus offers forgiveness, looking at their heart rather than what they have done in the past. Pupils will learn about the instructions that Jesus gives in the Bible and how Christians follow his example and these instructions in order to behave in a Christ like way. Pupils will take time to consider whether Jesus' good news is only good news for Christians or whether there are things for people from different worldviews to consider. This unit is made up of two parts and learning covering the above content will continue in part two.</p>	<p><b>This unit will not be taught, instead, during spring 2, lessons will be used to complete any unfinished RE units and then to further embed Rights Respecting objectives.</b></p> <p>In this unit, pupils will learn about the concept of 'Gospel' and the good news of forgiveness, peace and love that Christians believe Jesus brings. Pupils will learn about Matthew the Tax Collector and how Christians believe that Jesus offers forgiveness, looking at their heart rather than what they have done in the past. Pupils will learn about the instructions that Jesus gives in the Bible and how Christians follow his example and these instructions in order to behave in a Christ like way. Pupils will take time to consider whether Jesus' good news is only good news for Christians or whether there are things for people from different worldviews to consider.</p>	<p>In this unit, pupils will find out about Islam, key beliefs, and ways of living for Muslims. Pupils will learn about some of the key Muslim beliefs about God found in the Shahadah and learn about the 99 names of Allah. Pupils will encounter stories about the Prophet and find out about what these teach Muslims today about ways of living. Pupils will learn about the five pillars of Islam and how these impact upon the lives of believers. They will learn about the importance of prayer and what it means for Muslims all over the world.</p>	<p>Within this unit, pupils will recognize that the concepts of God, Incarnation, Gospel and Salvation are all part of the big story of the Bible. They will find out about the key events of Holy Week and Easter, making links with the Christian belief of salvation. Pupils will learn about how Christians show their beliefs about Jesus being their saviour within celebrations and worship in church at Easter. Pupils will learn about the instructions that Christians believe that Jesus gave his followers about how to behave. They will consider what the story of Easter means for Christians today and why they put their hope in heaven.</p>	<p>In this unit, pupils will find out about Islam, key beliefs and ways of living for Muslims. Pupils will learn about some of the key Muslim beliefs about God found in the Shahadah and learn about the 99 names of Allah. Pupils will encounter stories about the Prophet and find out about what these teach Muslims today about ways of living. Pupils will learn about the five pillars of Islam and how these impact upon the lives of believers. They will learn about the importance of prayer and what it means for Muslims all over the world.</p>	<p>Within this unit, pupils will find out about various places of worship and why they are important to many believers. They will focus on the key features of churches, mosques and synagogues learning about how these can vary within different traditions. Pupils will also spend time considering the similarities that all places of worship have and how they support their local communities in practical ways.</p>
PSHE/ RSHE unit of work	Physical Health and Wellbeing - What keeps me healthy? (4 lessons, 1 social skill, 1 debate)	Mental Health and Emotional Wellbeing - Friendships (3 lessons, 1 debate, 1 social skill)	Keeping Safe and Managing Risk - Indoors and Outdoors (4 lessons, 1 debate, 1 social skill)	Drug, Alcohol and Tobacco Education - Medicines and Me (3 lessons, 1 social skill)	Relationships and Sex Education - Boys, Girls and Families (6 lessons, 3 social skills)	
PSHE/ RSHE detail	<p><b>Prior learning</b> - children have learnt about food and drink associated with different celebrations and customs. They have also participated in playground games to discuss how this affected their bodies (raised heart rate).</p> <p><b>This topic</b> introduces children to a healthy lifestyle by looking at the Eatwell Guide and to learn the benefits of a healthy diet, the importance of physical activity and the importance of getting enough sleep.</p> <p><b>New learning</b> - basic hygiene and how to stop the spread of disease.</p>	<p><b>Prior learning</b> - Children have named different feelings and identified how different emotions look and feel on the body. They have learnt strategies to manage different feelings.</p> <p><b>This topic</b> children learn about the importance of special people in their lives. They learn about making friends and who can help with making friendships.</p> <p><b>New learning</b> - how to solve friendship problems that might arise on and offline.</p>	<p><b>Prior learning</b> - children have learnt about safety in familiar situations by recognising the difference between 'real' and 'imaginary' dangers. They have looked at which emergency services are available. Children also touched on personal safety to understand some body parts are private.</p> <p><b>This topic</b> children learn about being safe in the home, including fire. They will also be introduced to some rules for keeping safe outside (travel/shared spaces). Children will also identify hazards in relation to road safety and recognise there are rules for all road users</p> <p><b>New learning</b> - Introduction to online safety by understanding a range of rules.</p>	<p><b>Prior learning</b> - children have learnt what can be safely used in and on the body e.g., Calpol/suncream and to ask if unsure.</p> <p><b>This topic</b> children learn why medicines are taken, where medicines come from and about keeping themselves safe around medicines.</p> <p><b>New learning</b> - understand that medicines come with instructions to ensure they are used safely.</p>	<p><b>Prior to being taught, a parent workshop will be held to introduce parents to content and materials of this topic.</b></p> <p><b>This topic</b> children will learn to understand and respect the similarities and difference between people. They will learn about the biological differences between male and female animals and their role in the life cycle. They learn about the biological differences between male and female children. They will learn that everybody needs to be cared for and ways in which they care for others. They will learn about different types of family and how their home life is special.</p>	
Educational Visits/Special Events	Teacher-led tour - Tate Modern	The Monument	Homiman Museum - Around Africa Workshop + School Visit from London Fire Service	London Zoo	Teacher-led Nature Study e.g. Hampsted Heath	Museum of Docklands - Blitz Exhibition

Each lesson = 30 mins, debate 30 mins, social skill 30 mins, circle time 15 minutes