

Curriculum Map – 2025-26 Year 2

| | Autumn 1 7 weeks and 4 days | Autumn 2 7 weeks | Spring 1 6 weeks | Spring 2 5 weeks | Summer 1 6 weeks | Summer 2 6 weeks and 3 days |
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| Class novel/ collection of stories | Sophie takes to the sky | Fairy tale twists | The owl who was afraid of the dark | The owl who was afraid of the dark | Wind in the willows | Wind in the willows |
| Unit + skills | <p><u>Animal adventure stories – Wolves. (3 weeks)</u></p> <p>Writing skills: -Secure the use of full stops, capital letters, exclamation marks and question marks -Say, write and punctuate simple and compound sentences using the joining words and, but, so and or (co-ordination). -Plan and discuss what to write about e.g. story mapping, collecting new vocabulary, key words and ideas -Use past tense for narrative</p> <p>Core text: The Way Home for Wolf by Rachel Bright, illustrated by Jim Field</p> | <p><u>Traditional Tales With A Twist – 4 weeks</u></p> <p>Writing skills: - Say, write and punctuate simple and compound sentences using the connectives <i>and, but</i> and <i>or</i>. -Select, generate and effectively use verbs. -Use past tense for narrative. -Plan and discuss what to write about e.g. <i>story mapping, collecting new vocabulary, key words and ideas</i>. -Use specific text type features to write for a range of audiences and purposes e.g. <i>to entertain</i>. -Write about fictional events. - Proofread to check for errors in spelling, grammar and punctuation.</p> <p><u>Core Texts</u></p> | <p><u>Poems on a theme - Highway rat (3 weeks)</u></p> <p><u>(Spoken language focus included) (1 week)</u></p> <p><u>Spoken language.</u> -Take turns when speaking with adults and peers, working with pairs, small groups, large groups, as a whole class, and respond appropriately to contributions from others - Identify, discuss, collect and explore new vocabulary orally, e.g. in stories, non-fiction, poetry and across the curriculum.</p> <p>Writing skills -Select, generate and effectively use nouns -Select, generate and effectively use adjectives -Identify, generate and effectively use noun phrases, e.g. the blue</p> | <p><u>Stories By The Same Author Simon Bartram (3 weeks)</u></p> <p>Writing skills: - Use apostrophes for contracted forms e.g. <i>don't, can't, wouldn't, you're, I'll</i>. -Use subordination for time, e.g. build on <i>when</i> (autumn term), and extend to other time connectives: <i>while, as, before, after</i>. -Use past tense for narrative. -Plan and discuss what to write about, e.g. <i>story mapping, collecting new vocabulary, key words and ideas</i>. -Write about fictional events. -Proofread to check for errors in spelling, grammar and punctuation. -Read aloud their</p> | <p><u>Aladdin unit of work (integrated narrative, poetry and recount) – 4 weeks</u></p> <p>Writing skills -Say, write and punctuate simple and compound sentences using the joining words 'and', 'or' (co-ordination). -Generate and effectively use noun phrases. -Write simple, coherent narratives about personal experiences and those of others (real or fictional). - -Use co-ordination (e.g. or/and) to join clauses. - -Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing -Introduce and discuss</p> | <p><u>Stories with familiar settings (4 weeks)</u></p> <p>Writing skills: - Use sentences with different forms: statement, question, command, exclamation. -Use past tense for narrative. -Select, generate and effectively use adjectives. -Add suffixes <i>-ful</i> or <i>-less</i> to create adjectives e.g. <i>playful, careful, careless, hopeless</i>. -Plan and discuss what to write about, e.g. <i>story mapping, collecting new vocabulary, key words and ideas</i>. -Write about fictional events. -Evaluate their writing with adults and peers. -Proofread to check for errors in spelling, grammar and punctuation.</p> |

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| | | <p>Snow White in NY Three Billy goats gruff Cinderella Goldilocks Elves and the shoemaker Jack and the beanstalk Rumpelstiltskin</p> | <p>butterfly with shimmering wings (for description), granulated sugar (for specification). - Write simple poems based on models. - Plan and discuss what to write about e.g. story mapping, collecting new vocabulary, key words and ideas</p> <p><u>Core texts</u> The Highway Rat by Julia Donaldson</p> <p>The Highway Rat Doesn't Share! @Gruffalo World: The Highway Rat https://www.youtube.com/watch?v=WT2oXTOZEE&list=PLrXkkzgoxs9vaQLZfAeDHLzyoOuxYIX9</p> | <p>writing with intonation to make their meaning clear.</p> <p><i>Link a space or deep sea poem into the unit – integrate poems</i></p> <p><u>Core Texts</u> Bob on the Moon Dougal The Deep Sea Diver</p> | <p>words within the context of a text, linking new meanings to known vocabulary. - Explain and discuss their understanding, giving opinions and supporting with reasons. - Use subordination for reason using because and if -Use some subordination (e.g. if/because) to join clauses Sequence and discuss the main events in stories. - Develop and demonstrate their understanding of characters and events through role-play and drama, drawing on language from the text. - Make inferences about characters and events using evidence from the text. - Use past tense for recount.</p> <p><u>Core texts</u> Disney Aladdin – Book of the Film (novel) adapted by Elizabeth Rudnick 2019 Aladdin and the Enchanted Lamp by Philip Pullman 2011</p> | <p><u>Core Texts</u> Mudpuddle Farm Farm stories</p> |
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| <p>Unit + skills</p> | <p><u>Non-fiction – Information text (3 weeks)</u></p> <p><u>Writing skills</u></p> <ul style="list-style-type: none"> - Identify how specific information is organised within a non-fiction text e.g. sub-headings, contents, bullet points, glossary, diagrams. ♣ Locate information from non-fiction texts using the contents page, index, labelled diagrams and charts. - Develop understanding of fiction and non-fiction texts by asking and answering who, what, where, when, why, how questions. - Use commas to separate items in a list - Identify, generate and effectively use noun phrases, e.g. the blue butterfly with shimmering wings (for description), granulated sugar (for specification) <p><u>Core texts</u></p> <p>Meet the Animals, Episode 6 Gray Wolf https://www.youtube.com/watch?v=bVx4vY1-OcM (Youtube: Meet the Animals 6/Gray Wolf/Wild Animals/Little Fox/Animated Stories for Kids)</p> | <p><u>Poetry (Riddles) – 1 week</u></p> <p><u>Writing skills:</u></p> <ul style="list-style-type: none"> - Say, write and punctuate simple and compound sentences using the connectives <i>and, but, or</i>. - Use subordination for time, e.g. <i>when, while, as, before, after</i>. - Use subordination for reason, e.g. <i>because, if, unless</i>. - Plan and discuss what to write about, e.g. collecting new vocabulary, key words and ideas. - Use specific text type features to write for a range of audiences and purposes. - Write simple poems based on models. - Evaluate their writing with adults and peers. - Proofread to check for errors in spelling, grammar and punctuation. <p><u>Core Texts</u></p> <p>A variety of riddles Black Dot by Libby Houston (in The Works Key Stage 2 chosen by Pie Corbett Animal Riddles from the Meddybemps website (here).</p> | <p><u>Integrated Narrative and Non-Fiction Unit (3 weeks)</u></p> <p><u>(Spoken language focus included)</u></p> <p><u>Spoken language</u></p> <ul style="list-style-type: none"> - Listen and sustain concentration in a range of situations, e.g. when listening to a story, following simple instructions, viewing a film clip etc. - Sustain concentration and listen to peers in a range of situations, e.g. in talk partners, whilst undertaking role play, in small group discussions and activities. - Ask a range of appropriate questions to clarify thinking related to who, what, where, when, why and how, and explain their thinking. <p><u>Writing skills</u></p> <ul style="list-style-type: none"> - Use subordination for time using <i>when, before and after</i>, e.g. We went out to play when we had finished our writing. When we had finished our writing, we went out to play - Use subordination for reason using <i>because and if</i>, e.g. I put my | <p><u>Classic Poetry (2 weeks) (Spoken language focus included)</u></p> <p><u>Spoken language</u></p> <ul style="list-style-type: none"> - Listen and sustain concentration in a range of situations, e.g. when listening to a story, following simple instructions, viewing a film clip etc. - Sustain concentration and listen to peers in a range of situations, e.g. in talk partners, whilst undertaking role play, in small group discussions and activities. - Ask a range of appropriate questions to clarify thinking related to who, what, where, when, why and how, and explain their thinking. <p><u>Writing skills:</u></p> <ul style="list-style-type: none"> - Use sentences with different forms: statement; question; command; exclamation. - Select, generate and effectively use adjectives. - <u>Select, generate and effectively use verbs-</u> <u>Plan and discuss what to write about, e.g. story mapping, collecting new</u> | <p><u>Non – Chronological Reports (2 weeks)</u></p> <p><u>Writing skills:</u></p> <ul style="list-style-type: none"> - Use sentences with different forms: statement, question, exclamation. - Use subordination for reason with 'because/so'. - Plan and discuss what to write about e.g. text mapping, collecting new vocabulary, key words and ideas. - Use specific text type features to write for a range of audiences and purposes e.g. <i>to inform</i>. - Proofread to check for errors in spelling, grammar and punctuation. <p><u>Core Texts</u></p> <p>A variety of Non – Chronological reports vocabulary, key words and ideas</p> <ul style="list-style-type: none"> - Say write and punctuate simple and compound sentences using the joining words <i>but, so and or</i> (co-ordination). | <p><u>Explanations (2 weeks and 3 days)</u></p> <p><u>Writing skills:</u></p> <ul style="list-style-type: none"> - Use the suffix <i>-ly</i> to turn adjectives into adverbs, - Use subordination for reason - Use subordination for time <p><u>Core Texts</u></p> <p>How does it work? by Sylvia Karavis The Complete Skeleton Book for Non-Fiction Text Types by Sue Palmer.</p> |
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| | <p>Walk with a Wolf by Janni Howker</p> | | <p>coat on because it was raining. Because it was raining, I put on my coat</p> <ul style="list-style-type: none"> -Plan and discuss what to write about, e.g. story mapping, collecting new <u>Core texts</u> <p>The highway rat – Julia Donaldson</p> | <p>vocabulary, key words and ideas.</p> <ul style="list-style-type: none"> -Write simple poems based on models. -Evaluate their writing with adults and peers. - Read aloud their writing with intonation to make the meaning clear. <p><u>Core Texts</u> Ducks' Ditty from Wind in the Willows <u>The Owl and the Pussycat</u></p> | | |
| <p>Unit + skills</p> | <p><u>Poetry linked to wolves – 1 week and 4 days</u></p> <p><u>Writing skills:</u></p> <ul style="list-style-type: none"> -Punctuate simple and compound sentences using the joining words <i>and</i>, <i>but</i>, <i>so</i> and <i>or</i> (co-ordination). - Sentences with different forms: statement, question, command, exclamation. - Secure the use of full stops, capital letters, exclamation marks and question marks. - Generate and effectively use adjectives. <p><u>Core Texts</u> A variety of animal poems</p> | <p><u>Instructions – recipes – 2 weeks</u></p> <p><u>Writing skills:</u></p> <ul style="list-style-type: none"> -Use commas to separate items in a list. -Select, generate and effectively use verbs. -Plan and discuss what to write about e.g. <i>key words and ideas</i>. -Use specific text type features to write for a range of audiences and purposes e.g. <i>to instruct</i>. -Edit and improve their own writing in relation to audience and purpose. -Evaluate their writing with adults and peers. - Proofread to check for errors in spelling, grammar and | | | | |

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| | | <p>punctuation <u>Core Texts</u> A range of instruction texts – recipes, game instructions -How to play 'What's the Time Mr Wolf?' YouTube clip (here). -Woodlands Junior School - Playground games for kids (here).</p> | | | | |
| <p>Writing opportunities and purpose/audience</p> | <ul style="list-style-type: none"> To write an animal poem – <u>create a class poem book</u> To write an information text – <u>display and share with another class</u> To write an animal story based on a model – <u>create a class book for the library</u> | <ul style="list-style-type: none"> To write a set of instructions - <u>make a class recipe book</u> To write a traditional tale with a twist – <u>share with year 4 to see if they can link to original tales</u> To write a riddle – <u>make a book of riddles</u> | <ul style="list-style-type: none"> To write a non fiction text – <u>share information with year 1</u> To write a narrative based on a text – <u>create a big book for display</u> To write a poem based on a theme – <u>orally perform for the website</u> | <ul style="list-style-type: none"> To write a story – space story – <u>share with Year 3</u> To write a classic poem – <u>orally perform for the website</u> | <ul style="list-style-type: none"> To write a narrative – <u>share stories with our class</u> To write a poem based on Aladdin – <u>make an Aladdin poetry book</u> To create a non fiction report – <u>create a book of reports</u> | <ul style="list-style-type: none"> To write an explanation text – <u>display explanation texts</u> To write a story with a familiar setting – <u>share with EYFS</u> |