Gordon Primary School Curriculum Map – *Year 2, Autumn 2026*

	Autumn 1	**Autumn 2**
TOPIC	*Make Your Mark!*	
KEY TEXTS	*The Dot* by Peter H. Reynolds	*The Wonder* by Faye Hanson
ENGLISH *Convention on the Rights of the Child (CRC)* *Articles* *12, 13, 19, 5, 37, 29*	**<u>Philosophical thinking</u>** • What motivates us? • How do we achieve our goals? • Why do people not like something? • Why is it important to make mistakes? • How can we encourage each other? • How do you express yourself? • Who influences you? What input do they make? • How can your mind set affect your mood? To begin their learning journey the children will engage with the characters in *The Dot. T*hey will take part in a variety of writing tasks designed to deepen their connection with the story. They will write internal monologues to explore character emotions and perspectives, as well as craft invitations that relate to the story. These activities will support them to build empathy, while enhancing the children's comprehension of the text. Drama-based sessions will support the children with their vocabulary development and boost their confidence in expression. With this enriched language and understanding, the children will be well-prepared to write their very own motivational speech.	**<u>Philosophical Thinking</u>** • What does wonder mean? • What is imagination? • Do you think everyone sees the world in the same way? • Is day dreaming a good thing? • Is it ever ok to not pay attention? • What/who influences your thinking? How? • How does being told off for what you think affect you? • Where can your imagination take you? • Is being curious a good thing? Why/ why not? • What does creativity mean? The learning journey will begin with an exploration of the idea of "wonder," using all five senses to spark curiosity and imagination. The children will observe their surroundings, listen to ambient sounds, touch natural materials, try new flavours, and notice different smells in their environment. This multisensory experience will help them better understand what it means to be a "wonderer." By encouraging them to see the world from varied viewpoints, we aim to nurture creative thinking and inquisitiveness. Through class discussions, debates, and writing, they will produce a persuasive piece answering the question, "Should children be told off for daydreaming?"
MATHS *CRC Articles* *12, 29*	***Numbers to 100:*** Counting, place value, comparing numbers, number bonds and number patterns ***Addition and Subtraction****:* Simple adding and subtracting, adding and subtracting with renaming and adding three numbers ***Multiplication of 2, 5 and 10:*** Times tables, multiplying by each group and solving word problems ***Division of 2, 5 and 10:*** Dividing by each group, solving word problems and linking knowledge to odd and even numbers	

Gordon Primary School Curriculum Map – *Year 2, Autumn 2026*

	Autumn 1	Autumn 2
TOPIC	*Make Your Mark!*	
	Length: Measuring and comparing length in metres and centimetres and solving word problems ***Time:*** Telling the time O clock, Half Past, Quarter to, Quarter Past and to the nearest 15 minutes	
SCIENCE *CRC Articles 12, 13, 29*	**Uses of Everyday Materials** This term in science, the children will investigate different materials and their properties. They will investigate common materials such as wood, plastic, glass, metal, brick, rock, cardboard, and paper, comparing their uses and suitability. They will also explore how materials respond to forces—learning how bending, twisting, squashing, and stretching can change a material's shape. Through hands-on experiments, they will collect and record data, using tables and scientific language to explain their findings. As part of a design challenge, they will create kites, testing and discussing the best materials for performance and durability.	
COMPUTING *CRC Articles 16, 29*	**Online Safety** To support their understanding of the internet, the children will learn how to stay safe online. They will be introduced to the importance of safe browsing, the dangers of speaking to strangers online and the value of protecting personal information.	**Computer Science - Coding** In computing, the children will build on their understanding of digital safety before moving into programming skills. They will progress to writing simple algorithms using coding software on laptops. The children will also learn how to identify and fix errors, or "debug" their code, reinforcing logical thinking and collaboration.
HISTORY *CRC Articles 12, 13, 17, 29*		**British History - Notable Victorians** The children will learn about inspiring individuals from different parts of the world, in particular, Florence Nightingale. By studying the lives and accomplishments of global role models, they will take part in projects that mirror the contributions of the various changemakers. These explorations will help children reflect on their own strengths and dreams, encouraging them to think about how they too can make a positive impact in the future.

Gordon Primary School Curriculum Map – *Year 2, Autumn 2026*

	Autumn 1	Autumn 2
TOPIC	*Make Your Mark!*	
GEOGRAPHY *CRC Articles* *12, 13, 17, 29*	**Local Area - Our Immediate School Surroundings, South Park and Routes to School** In Geography, the children will take a closer look at their local area of Ilford. They will study their immediate environment, including the school grounds, nearby South Park, and their daily route to school. Using observational skills and mapping techniques, they will create their own maps to represent these journeys, developing a deeper sense of place and community.	
ART *CRC Articles* *12, 16, 21*	**Pablo Picasso - Cubism** As part of their art studies, the children will explore the life and work of Pablo Picasso. They will look closely at his most iconic pieces, particularly focusing on his pioneering role in the Cubist movement, which broke down objects into abstract, geometric forms. In class discussions, the children will explain what they like and dislike about Picasso's unique style. They will also experiment by recreating some of his artwork, adding their own imaginative twists while learning to express themselves through abstract visual storytelling	
DT *CRC Articles* *16, 29*		**Mechanisms - Wheels and Axles** In DT, the children will explore wheeled products, examining toys and everyday items to understand how wheels and axles function. Through questioning and close observation, they will learn why wheels are round, how they are fixed, and why different items use specific wheel configurations. After reading a book on wheeled designs, they will sketch, label, and plan their own models. They will then create a product that moves, testing axle holders and refining their ideas. Throughout, they will develop practical skills such as measuring, cutting, joining, and safely using tools.

Gordon Primary School Curriculum Map – *Year 2, Autumn 2026*

	Autumn 1	Autumn 2
TOPIC	*Make Your Mark!*	
MUSIC *CRC Articles 12*	**Notation** This term, children in Year 2 will be exploring simple patterns in rhythm and they will start to recognise their first musical notes. They will be learning the correct terminology for rhythmic notes, such as crotchets, rests and quavers, they will also be introduced to the C Major scale as well as the 4/4 Time signature. They will study songs on the Glockenspiel, learning to read them and play them from the scores.	
PE *CRC Articles 3, 6, 29, 31*	**Outdoor PE - Hit, Catch and Run** -Catching ready position -Underarm pass -Bounce pass -Overhead pass **Indoor PE - Gymnastics** -Rolling -Balancing -Points of contact	**Outdoor PE - Hit, Catch and Run** -Running -Throwing -Catching -Team Games **Indoor PE - Dance** -Body language -Movement -Different emotions linked to topic book in English
RE *CRC Articles 12, 13, 29, 14*	**How do stories of Jesus inspire Christians today?** • Talk about feelings associated with making and creating things • Respond sensitively to ideas and feelings of other children about creating • Talk about how I think the world was made • Decide upon three interesting questions to ask the creator • Retell a creation story • Recognise a Christian/Muslim belief about God • identify reasons why Christians and Muslims think it is important to look after our world • Use some religious vocabulary to explain why Muslims and Christians might look after • the earth • Recognise that some ways of behaving might spoil the Earth	**Who influences our lives?** • Ask a Christian three questions about why stories of Jesus are important to them • Recognise why stories of Jesus are important for Christians today • Retell at least one story about Jesus • Recall parts of at least one story about Jesus • Name the Christian holy book and recall parts of a story of Jesus found within it • Express some 'big questions' about the calming of the storm/feeding of the 5 000 • Give thoughtful responses to 'big questions' about the calming of the storm • Suggest meanings behind stories that Jesus told

Gordon Primary School Curriculum Map – *Year 2, Autumn 2026*

	Autumn 1	Autumn 2
TOPIC	*Make Your Mark!*	
	• Show awareness of similarities in the beliefs of Christians and Muslims	• Identify what stories of Jesus' actions might teach a Christian about how to act • Collect ideas about how the stories inspire acts of charity • Recognise values in stories of Jesus that I think are important
PSHE & RHE *CRC Articles* *16, 12, 15, 19, 29, 23, 14*	**Being Me in My World** • I can identify some of my hopes and fears for this year • I recognise when I feel worried and know who to ask for help • I understand the rights and responsibilities for being a member of my class and school • I recognise when I feel worried and know who to ask for help • I understand the rights and responsibilities for being a member of my class • I can help to make my class a safe and fair place • I can listen to other people and contribute my own ideas about rewards and consequences • I can help make my class a safe and fair place • I understand how following the Learning Charter will help me and others learn • I can work cooperatively • I can recognise the choices I make and understand the consequences • I am choosing to follow the Learning Charter	**Celebrating Differences** • I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes) • I understand some ways in which boys and girls are similar and feel good about this • I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes) • I understand that boys and girls can have similar aspirations for life and career choices • I understand that bullying is sometimes about difference • I can tell you how someone who is bullied feels • I can be kind to children who are bullied • I can recognise what is right and wrong and know how to look after myself • I know when and how to stand up for myself and others • I know how to get help if I am being bullied • I can tell you some ways I am different from my friends • I understand these differences make us all special and unique
MFL - SPANISH *CRC Articles* *2, 3, 7, 8, 10, 12, 13, 14, 16, 23, 28, 30, 31, 39, 42*	**Autumn 1- Superheroes** In this unit, the pupils will learn all about 6 superheroes via colourful and immersive lessons. The pupils will be introduced to a series of colours and high frequency verbs to help describe each superhero character (I am called, I have, I live, I am and I am able to). Each lesson will be accompanied by a song that the pupils will be encouraged to actively participate in.	***Autumn 2- In my town*** In this unit the pupils will learn the vocabulary for 7 key places in a town. The pupils will also have the opportunity to learn a key phrase for each location in the foreign language. Each lesson will be accompanied by a song that the pupils will be encouraged to actively participate in.

Gordon Primary School Curriculum Map – *Year 2, Autumn 2026*

	Autumn 1	**Autumn 2**
TOPIC	*Make Your Mark!*	
Safeguarding *CRC Articles* *16, 12, 19, 29, 14*	To reinforce personal safety, the children will revisit key ways to stay safe both online and in the physical world through guided class discussions. In art and DT lessons, they will learn how to handle materials and equipment safely. PSHE lessons will also focus on friendships, bullying and emotional wellbeing. These themes will be explored through role-plays, group discussions, and reflective activities to help children understand and apply positive behaviours in everyday life.	