



English Curriculum Map 2025-26

Year Two and Mixed Year One/Two



Year 2	Term 1 and Term 2	Term 3 and Term 4	Term 5 and Term 6
Topic	Movers and Shakers	Towers, Tunnels and Turrets	Beachcombers
Texts	Malala's magic Pencil - Malala Yousofza Stone Girl/Bone Girl - Laurence Anholt Man on the Moon - Simon Bartram	Rapunzel - Sarah Gibb The tunnel - Anthony Browne The three Billy Goats Gruff - Mara Aplerin The three Little Pigs - Mara Aplerin	The Little Mermaid - Ladybird The storm whale - Benji Davies The Lighthouse keepers lunch - David Armitage
NC Links – Writing - Composition	Draft and write by noting ideas, key phrases and vocabulary, and composing and rehearsing sentences orally. Sequence sentences to form short narratives. Write for different purposes including about fictional personal experiences, poetry, non-fiction and real events. Reread and evaluate writing to check it makes sense and make simple revisions. Read writing aloud with appropriate intonation to make the meaning clear use new and familiar punctuation correctly use sentences in different forms. Expand noun phrases to describe and specify. Use past and present tense correctly and consistently. Use simple conjunctions to link subordinate and co-ordinating clauses.		
NC links – Reading - Comprehension	Listen to, discuss and express views about books and poems at a level beyond that which they can read independently. Discuss the significance of the title and events. Link what they hear or read to own experiences. Explain understanding of what is read. Discuss the sequence of events in books and how items of information are related. Discuss favourite words and phrases. Answer and ask questions. Predict what might happen on the basis of what has been read. Draw inferences on the basis of what is being said and done. Participate in discussion about what is read, taking turns and listening to others. Express views about reading. Recognise and join in with predictable phrases in poems and to recite some by heart; to recognise simple recurring literary language in poetry; discuss and clarify word meanings, linked to those already known; discuss favourite words and phrases; continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear; make inferences on the basis of what is said and done; answer and ask questions; explain and discuss understanding of poems; those they listen to and those read independently.		
NC- Links Speaking and Listening	Listen and respond appropriately to adults and peers. Ask relevant questions to extend knowledge and understanding. Consider and evaluate viewpoints, attending to and building on the contributions of others. Participate in discussions, performances, role-play, improvisations and debate about what has been read. Use spoken language to develop understanding through imagining and exploring ideas.		
Fiction	Narrative	Character and setting Descriptions Narratives	Narrative
Non- Fiction	Biography	Information Texts	Letters
Poetry	Acrostic Poems	Rhymes	Riddles - Who am I poems Tongue-twisters
Other possible additional writing outcomes	Timelines Writing to persuade Fact files Non chronological report Presentation Speech	Questions Interviews Captions and labels Letters Posters	Non-fiction texts Fact file Chronological report Presentation Posters

Our All Saints family shall arise and shine for the light of The Lord is upon us. Through faith, love, kindness and respect our St John's family will flourish and grow