

Year 2 Curriculum Overview Autumn Term 2026

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8		Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week15
MATHEMATICS	On-going application of mental, communication, problem solving and reasoning skills. <u>Place Value</u> • To recall numbers to 20 • To count objects to 100 by making 10s • To recognise tens and ones • To use a place value chart • To partition numbers to 100 • To write numbers to 100 in words • To flexibly partition numbers to 100 • To write numbers to 100 in expanded form • To know 10s on the number line to 100 • To know 10s and 1s on the number line to 100 • To estimate numbers on a number line • To compare objects • To compare numbers • To order objects and numbers • To count in 2s,5s and 10s • To count in 3s.				On-going application of mental, communication, problem solving and reasoning skills. <u>Addition and Subtraction</u> • To recall number bonds to 10 • To know fact families – addition and subtraction bonds within 20 • To know related facts • To know bonds to 100 (tens) • To add and subtract 1s • To add by making 10 • To add three 1-digit numbers • To add to the next 10 • To add across a 10 • To subtract across a 10. • To subtract from a ten • To subtract a 1-digit number from a 2-digit number (across a ten)				On-going application of mental, communication, problem solving and reasoning skills. <u>Addition and Subtraction</u> • To know 10 more, 10 less • To add and subtract 10s • To add two 2-digit numbers (not across a 10) • To add two 2-digit numbers (across a 10) • To subtract two 2-digit numbers (not across a 10) • To subtract two 2-digit numbers (across a 10) • To work out mixed addition and subtraction sums • To compare number sentences • To work out missing number problems.			On-going application of mental, communication, problem solving and reasoning skills. <u>Shape</u> • To recognise 2D and 3D shapes • To count sides on 2D shapes • To count vertices on 2D shapes • To draw 2D shapes • To know lines of symmetry on shapes • To use lines of symmetry to complete shapes • To sort 2D shapes • To count faces on 3D shapes • To count edges on 3D shapes • To count vertices on 3D shapes • To sort 3D shapes • To make patterns with 2D and 3D shapes			Consolidation and Assessment	
ENGLISH	<u>Lila and the Secret of Rain by David Conway</u> • To analyse a character • To write a setting description • To plan an alternative ending • To write an alternative ending <u>Writing Outcomes</u> • Recount • Diary Entry • Instructions • Non-Chronological Report • Letter Writing. <u>Oracy</u> • Hot seating • Role play • Discussion- What if it never rained? • Soundscapes: Create the Rain • Persuasive Speaking: Convince the Sky to Rain • Would you rather? • Compare and Contrast Discussion								<u>Vlad and the Great Fire of London</u> • To develop skills of inference and character feelings • To explore non –fiction texts • To write a recount/diary entry • To create a set of instructions • To write a non-chronological report • To gather and present information • To write a letter in role and respond. <u>Writing Outcomes</u> • Recount • Diary Entry • Instructions • Non-Chronological Report • Letter Writing. <u>Oracy</u> • Book discussions • Hot seating • Debate • Retelling the story • Comparison • Role play							
SCIENCE	<u>Uses of Everyday Materials</u> • To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses Star scientist – Charles Macintosh.								<u>Forces</u> • To find out how shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching Star scientist – Albert Einstein							

HISTORY									Should we still celebrate Bonfire Night/Did the Great Fire make London a better or worse place? - To understand what the Gunpowder Plot was - To understand why Guy Fawkes took the action he did in 1605 - To understand how Bonfire Night has changed over the years, and why it is still celebrated - To know what happened during the Great Fire of London - To understand why the Great Fire of London spread so quickly - To understand the importance of the range of evidence available about the fire, and that there were a number of consequences of the fire.
GEOGRAPHY	Would you prefer to live in a cold place or a hot place? - Name and locate the 7 continents. - Locate North and South poles. - Locate the equator on a world map. - Compare life in a hot country compared to a colder country – UK/Kenya. - Investigate our local weather conditions. - Identify key features of a hot and cold place. - To know that different parts of the world experience different weather conditions and that these are often caused by the location of the place.								
ART	Light Up the Sky: Link to PSHE – Appreciating other cultures and religions, focus Diwali - Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint, watercolour and Brusho - Revise colour wheel – primary, secondary, tertiary and colour mixing skills. - Plan out ideas for drawings - Experiment with the visual elements; line, shape, pattern and colour - Try different activities and choose how to develop their work and techniques - Create different Rangoli designs using varied resources and effects - Use the skills appropriate for their year group and choose techniques deliberately for a purpose - Express clear preferences about their artwork and work of others. Giving reasons, e.g. I like this because... Artists: Rangoli Patterns, rice art								
DT									Fire Engines: Link to History ‘The Great Fire of London’ - Start to generate ideas by drawing on their own and other people's experiences - Begin to develop their design ideas through discussion, observation, drawing and modelling - Identify a purpose for what they intend to design and make - Develop their ideas through talk and drawings and label parts - Make templates and mock ups of their ideas in card and paper or using ICT - Begin to select tools and materials; use correct vocabulary to name and describe them e.g axels, cogs - Build structures, exploring how they can be made stronger, stiffer and more stable - Learn to use hand tools safely and appropriately - Start to assemble, join and combine materials in order to make a product - Start to choose and use appropriate finishing techniques - Evaluate their work against their design criteria - With confidence talk about their ideas, saying what they like and dislike about their vehicles. Designers: Look at various car manufacturers and the different vehicles they make Spreadsheets - To understand what a spreadsheet is and how to navigate one using 2Calculate. - To edit and improve a spreadsheet so that information is organised clearly and displayed correctly. - To explore how spreadsheets can complete calculations automatically. - To explore the range of tools available in 2Calculate and understand how they can change the way data is used. - To create and interpret block diagrams from data.
COMPUTING	Route Explorers - To use the direction keys in 2Go to move the turtle along a route. - To use units of distance along with the direction keys in 2Go to move along a route. - To write instructions to complete more than one step of a route at once.				Creating Pictures - To create a digital art piece in an Impressionist style. - To create a digital art piece in a Pointillism style. - To create a digital art piece that is in the style of Piet Mondrian's work.				

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	To build up instructions for a longer route.	- To create digital art patterns in the style of the Arts and Crafts movement. - To create a portfolio of digital art.		To use our learning about spreadsheets to help us complete a project.
PE	Fundamentals: - To explore how the body moves when running at different speeds. - To develop changing direction and dodging. - To develop balance, stability and landing safely. - To explore and develop jumping, hopping and skipping actions. - To develop co-ordination and combining jumps. - To develop combination jumping and skipping in an individual rope.			Dance: THEME: The Rainforest - To copy, repeat and create actions in response to a stimulus. - To copy, create and perform actions considering dynamics. - To create a short dance phrase with a partner showing clear changes of speed. THEME: Jack Frost - To copy, repeat and create movement patterns in response to the theme. - To create and perform using unison, mirroring and matching with a partner. - To remember and repeat actions and dance as a group.
MUSIC	Unit: Call and Response Song Theme: Animals - To use dynamics when creating sound. - To play in time with a group. - To experiment with different sounds on the same instrument. - To clap the animal sound patterns mostly accurately. - To clap the sound patterns in time with the pulse of the backing track. - To demonstrate both a call and response. - To copy a sound pattern using an instrument. - To perform a composition.			Unit: Orchestral Instruments Theme: Musical storytelling - To identify sections of the music where the tempo changes. - To correctly describe sections of music as fast or slow. - To point out moments in the music where the dynamics change. - To accurately describe dynamic changes as soft or loud. - To give specific examples of how the music corresponds to actions in the story. - To provide clear and specific examples of how music supports the story. - To justify tempo and dynamic choices made to represent a character, event or feeling. - To suggest appropriate musical dynamics and tempo changes for different scenes of the story. - To work as part of a group to rehearse a performance. - To perform confidently using appropriate instrumental sounds. - To play their part at appropriate tempo and dynamics.
SRE/ PSHE	<u>Induction Week / Settling back to school</u> - To set themselves simple goals for the year ahead - To share their views and opinions <u>Cross-Curricular with PE (ongoing)</u> - To feel the effect of exercise on their bodies - To explain why physical activity is healthy, what physical activity they do and explain what choices they make that are healthy <u>British Values</u> - Democracy assembly plus follow-up work <u>Mental Health</u> - To demonstrate that they can manage some feelings in a positive and effective way. They should learn ways to calm themselves down or to change their mood when they don't feel so good - To recognise how their behaviour affects other people and how not everyone feels the same thing at the same time			<u>Cross-Curricular with English – Diary Writing</u> - To demonstrate that they can manage some feelings in a positive and effective way - To continue to share views and opinions. <u>Road Safety Week</u> - To understand the Stop, Look, Listen and Think sequence. - To understand why they travel in a car wearing a seatbelt and a car seat if under 135cms tall. - To understand how walking and cycling can keep them healthy. - To understand why it's important to be bright and be seen. <u>Anti-Bullying Week</u> - To feel positive about sharing concerns and worries with others - To recognise how their behaviour affects other people - To identify and respect the differences and similarities between people

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	• To appreciate that not everyone communicates or shows their emotions in the same way • To feel positive about sharing concerns and worries with others. Children recognise when they need help to deal with their feelings and how to ask for it • Children know about how it feels when there is change or loss. <u>NSPCC -Speak Out, Stay Safe</u> • To identify common features of family life and know that families should give love, security, and stability • To know that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried <u>Awareness Days</u> Jeans for Genes Week – 14th – 20th September 2026 Black History Month World Mental Health Day – 10th October	• To learn that there are different types of teasing and bullying and that these are wrong and unacceptable • Children understand the consequences of such anti-social behaviour • To learn how to resist teasing and bullying if they experience or witness it, whom to go to and how to get help. <u>Cross-Curricular with English – Grace and Family</u> • To learn about different types of families including those that may be different to their own • To identify common features of family life and know that families should give love, security and stability. <u>Cross-Curricular with Science</u> • To know how to look after the local environment including recycling in the classroom. <u>Awareness Days</u> Remembrance Day Anti-Bullying Week – 16th – 20th November		
MENTAL HEALTH AND WELLBEING	Module 1 Meet your Brain Children will learn: - More about what their brain looks like and that it is fully grown by age 6. - That our brain helps us to make good decisions and remember what we have learnt. - That the Amygdala causes them to Fight, Flight or Freeze. - Children will be asked to reflect and think of examples of how they use each part of Team H-A-P. - That when we learn something new, our brain remembers it and grows. - They'll learn about Neuroplasticity and think of examples of how they can use it to help them. - How they can use Happy Breathing to help Team H-A-P work as a team, but also how Happy Breathing can help with Neuroplasticity	Module 2 Celebrate Children will learn: - About the same 5 Character Strengths as Year 1, but they will be asked to think about what each strength means and of some examples of the strengths in action. - That when we use our Character Strengths, we can be our very best selves, that we all have our own unique set of strengths, and we are all different. - What Neuroplasticity is and how we can grow our Character Strengths if we practise using them. - About how to recognise the Character Strengths in themselves. - How to think about which Character Strengths they would like to grow or use more of.		
FRENCH	Les Petites Betes (Minibeasts) • To recognise, recall and remember up to 7 different minibeasts in French with the correct article/determiner and accurate pronunciation • To recognise, recall and remember how to say ‘hello’ and ‘goodbye’ in French • To learn to listen attentively to a story in French • To follow simple instructions in French.	<table><tr><td> Les Petites Betes (Minibeasts) • To recognise, recall and remember up to 7 different minibeasts in French with the correct article/determiner and accurate pronunciation • To recognise, recall and remember how to say ‘hello’ and ‘goodbye’ in French • To learn to listen attentively to a story in French • To follow simple instructions in French. </td><td> Les super-héros (Superheroes) • To recognise, recall, and remember the 6 colours presented in French • To recognise and remember the high frequency verbs: ‘I am called’, ‘I have’, ‘I live’, ‘I am’ and ‘I am able’ • To present and describe themselves as a superhero. </td></tr></table>	Les Petites Betes (Minibeasts) • To recognise, recall and remember up to 7 different minibeasts in French with the correct article/determiner and accurate pronunciation • To recognise, recall and remember how to say ‘hello’ and ‘goodbye’ in French • To learn to listen attentively to a story in French • To follow simple instructions in French.	Les super-héros (Superheroes) • To recognise, recall, and remember the 6 colours presented in French • To recognise and remember the high frequency verbs: ‘I am called’, ‘I have’, ‘I live’, ‘I am’ and ‘I am able’ • To present and describe themselves as a superhero.
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JS	Chagim: Rosh Hashanah • To know why we blow the Shofar • To know the name and sounds of the Shofar notes • To link the shofar with the Akeida • To know what Teshuva is, how we do it and its link to Rosh Hashanah • To make pop up Shana Tova cards • To know when and how we say Tashlich • To do Tashlich • To know the simanim linked to Rosh Hashanah and the reasons behind them • To make honey biscuits. Chagim: Yom Kippur	Chagim: Chanukah • To understand the story of Chanukah in more detail • To act out, sequence and rewrite the story from the perspective of a Maccabee/Greek • To design and make your own kosher chanukiah • To know what makes a chanukiah kosher • To understand the reasons behind the Chanukah customs • To play dreidel games • To bake for Chanukah. Jewish General Knowledge • To understand the first Jewish Family Tree (from Avraham to the Shevatim)		

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- To act out, sequence and rewrite the story of Yonah - To know the various customs linked to Yom Kippur - To know the names of the Yom Kippur services. Chagim: Succot/Shmini Atzeret/Simchat Torah - To know what each part of the Arba Minim symbolises - To shake the Arba Minim with a bracha - To understand what makes a Succah kosher - To eat in a succah, with a bracha - To know why we pray for rain in Israel on Shemini Atzeret - To understand the significance of Simchat Torah and make a 3D flag. Jewish General Knowledge - To know the Jewish months of the year Hebrew Reading - To complete a baseline assessment - To review all the letters, with a focus on final letters. Hebrew Writing - To complete a baseline assessment - To understand there are two ways to write and read in Hebrew – block and script - To be able to write and read alef, Bet, Vet and Gimmel in script. Parasha - Bereshit – keeping Shabbat is a mitzvah - Noach – perseverance - Lech Lecha- Valuing and using ones Jewish name	Hebrew Reading - To review the vowels, focussing on the chataf vowels - To learn the sound of shva at the start of a word Hebrew Writing - To be able to read and write Daled, Hey, vav, zayin, chet, tet, yud, caf and chaf in script - To complete an end of term script assessment. Parasha - Chayei Sarah – tefillah - Toldot – kibud av v’em - Vayetze – sharing - Vayishlach – caring - Vayeshev – sensitivity to other people’s feelings - Vayigash- forgiveness
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