

Year 2 Curriculum Overview Autumn Term 2025

	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.				On-going application of mental, communication, problem solving and reasoning skills.				HALF TERM	On-going application of mental, communication, problem solving and reasoning skills.			On-going application of mental, communication, problem solving and reasoning skills.			Assessment Week	
	Place Value <ul style="list-style-type: none">To recall numbers to 20To count objects to 100 by making 10sTo recognise tens and onesTo use a place value chartTo partition numbers to 100To write numbers to 100 in wordsTo flexibly partition numbers to 100To write numbers to 100 in expanded formTo know 10s on the number line to 100To know 10s and 1s on the number line to 100To estimate numbers on a number lineTo compare objectsTo compare numbersTo order objects and numbersTo count in 2s,5s and 10sTo count in 3s.				Addition and Subtraction <ul style="list-style-type: none">To recall number bonds to 10To know fact families – addition and subtraction bonds within 20To know related factsTo know bonds to 100 (tens)To add and subtract 1sTo add by making 10To add three 1-digit numbersTo add to the next 10To add across a 10To subtract across a 10.					Addition and Subtraction <ul style="list-style-type: none">To subtract from a tenTo subtract a 1-digit number from a 2-digit number (across a ten)To know 10 more, 10 lessTo add and subtract 10sTo 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 sumsTo compare number sentencesTo work out missing number problems.			Shape <ul style="list-style-type: none">To recognise 2D and 3D shapesTo count sides on 2D shapesTo count vertices on 2D shapesTo draw 2D shapesTo know lines of symmetry on shapesTo use lines of symmetry to complete shapesTo sort 2D shapesTo count faces on 3D shapesTo count edges on 3D shapesTo count vertices on 3D shapesTo sort 3D shapesTo make patterns with 2D and 3D shapes				
ENGLISH	<u>Lila and the Secret of Rain by David Conway</u> <ul style="list-style-type: none">To analyse a characterTo write a setting descriptionTo plan an alternative endingTo write an alternative ending Writing outcomes <ul style="list-style-type: none">RecountDiary EntryInstructionsNon-Chronological ReportLetter Writing. <u>Oracy</u> <ul style="list-style-type: none">Hot seatingRole playDiscussion- What if it never rained?Soundscapes: Create the RainPersuasive Speaking: Convince the Sky to RainWould you Rather?Compare and Contrast Discussion								HALF TERM	Poetry Bonfire Night / Fireworks <ul style="list-style-type: none">To explore formation of adjectives using suffixes such as –ful, –less, er, –est in adjectivesTo use expanded noun phrases for description and specification. Writing Outcomes <ul style="list-style-type: none">PoetryDescriptive writing.			Vlad and the Great Fire of London <ul style="list-style-type: none">To develop skills of inference and character feelingsTo explore non –fiction textsTo write a recount/diary entryTo create a set of instructionsTo write a non-chronological reportTo gather and present informationTo write a letter in role and respond. Writing Outcomes <ul style="list-style-type: none">RecountDiary EntryInstructionsNon-Chronological ReportLetter Writing. Oracy <ul style="list-style-type: none">Book discussionsHot seatingDebateRetelling the storyComparisonRole play				

SCIENCE	Uses of Everyday Materials <ul style="list-style-type: none">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.							
HISTORY								
GEOGRAPHY	<u>Would you prefer to live in a cold place or a hot place?</u> <ul style="list-style-type: none">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	<u>Light Up the Sky: Link to PSHE – Appreciating other cultures and religions, focus Diwali</u> <ul style="list-style-type: none">Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint, watercolour and BrushoRevise colour wheel – primary, secondary, tertiary and colour mixing skills.Plan out ideas for drawingsExperiment with the visual elements; line, shape, pattern and colourTry different activities and choose how to develop their work and techniquesCreate different Rangoli designs using varied resources and effectsUse the skills appropriate for their year group and choose techniques deliberately for a purposeExpress clear preferences about their artwork and work of others. Giving reasons, e.g. I like this because... Artists: Rangoli Patterns							
DT								

Forces <ul style="list-style-type: none">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						
<u>Should we still celebrate Bonfire Night/Did the Great Fire make London a better or worse place?</u> <ul style="list-style-type: none">To understand what the Gunpowder Plot wasTo understand why Guy Fawkes took the action he did in 1605To understand how Bonfire Night has changed over the years, and why it is still celebratedTo know what happened during the Great Fire of LondonTo understand why the Great Fire of London spread so quicklyTo understand the importance of the range of evidence available about the fire, and that there were a number of consequences of the fire.						
<u>Fire Engines: Link to History ‘The Great Fire of London’</u> <ul style="list-style-type: none">Start to generate ideas by drawing on their own and other people's experiencesBegin to develop their design ideas through discussion, observation, drawing and modellingIdentify a purpose for what they intend to design and makeDevelop their ideas through talk and drawings and label partsMake templates and mock ups of their ideas in card and paper or using ICTBegin to select tools and materials; use correct vocabulary to name and describe them e.g axels, cogsBuild structures, exploring how they can be made stronger, stiffer and more stableLearn to use hand tools safely and appropriatelyStart to assemble, join and combine materials in order to make a productStart to choose and use appropriate finishing techniquesEvaluate their work against their design criteria						

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COMPUTING	<div>COMPUTING STRAND: Computer Science</div> <div>Unit 2.1 Coding – Program; 2Code</div> <div><ul style="list-style-type: none">To understand what an algorithm isTo create a computer program using simple algorithmsTo compare the Turtle and Character objectsTo use the button objectTo understand how use the Repeat commandTo understand how to use the Timer commandTo know what debugging mean.To understand the need to test and debug a program repeatedly.To debug simple programsTo create programs using different kinds of objects whose behaviours are limited to specific actionsTo predict what the objects will do in other programs, based on their knowledge of what the object is capable ofTo discuss how logic helped them understand that they could only predict specific actions, as that is what the objects were limited toTo use all the coding knowledge, they have learned throughout their programming lessons to create a more complex program that tells a story.</div>									<div><ul style="list-style-type: none">With confidence talk about their ideas, saying what they like and dislike about their vehicles.</div> <div>Designers: Look at various car manufacturers and the different vehicles they make</div>
	<div>COMPUTING STRAND: Digital Literacy</div> <div>Unit 2.2 Online Safety – Program; Writing Templates, Display boards, 2Respond (2Email)</div> <div><ul style="list-style-type: none">To know how to refine searches using the Search toolTo know how to share work electronically using the display boardsTo use digital technology to share work on Purple Mash to communicate and connect with others locallyTo have some knowledge and understanding about sharing more globally on the InternetTo introduce Email as a communication tool using 2Respond simulationsTo understand how we talk to others when they aren’t there in front of usTo open and send simple online communications in the form of email.To understand that information put online leaves a digital footprint or trail.To begin to think critically about the information they leave online.To identify the steps that can be taken to keep personal data and hardware secure.</div>									<div>COMPUTING STRAND: Information Technology</div> <div>Unit 2.7 Making Music - Programs; 2Sequence</div> <div><ul style="list-style-type: none">To be introduced to making music digitally using 2SequenceTo explore, edit and combine sounds using 2SequenceTo add sounds to a tune they’ve already created to change itTo think about how music can be used to express feelings and create tunes which depict feelingsTo upload a sound from a bank of sounds into the Sounds sectionTo record their own sound and upload it into the Sounds sectionTo create their own tune using the sounds which they have added to the Sounds section.</div>
PE	<div>Fundamentals:</div> <div><ul style="list-style-type: none">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.</div>									<div>Dance:</div> <div>THEME: The Rainforest</div> <div><ul style="list-style-type: none">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.</div> <div>THEME: Jack Frost</div> <div><ul style="list-style-type: none">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.</div>
MUSIC	<div>Unit: Call and Response Song</div> <div>Theme: Animals</div> <div><ul style="list-style-type: none">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.</div>									<div>Unit: Orchestral Instruments</div> <div>Theme: Musical storytelling</div> <div><ul style="list-style-type: none">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.</div>

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	<ul style="list-style-type: none">To copy a sound pattern using an instrument.To perform a composition.	<ul style="list-style-type: none">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> <ul style="list-style-type: none">To set themselves simple goals for the year aheadTo share their views and opinions <u>Cross-Curricular with PE (ongoing)</u> <ul style="list-style-type: none">To feel the effect of exercise on their bodiesTo explain why physical activity is healthy, what physical activity they do and explain what choices they make that are healthy <u>British Values</u> <ul style="list-style-type: none">Democracy assembly plus follow-up work <u>Mental Health</u> <ul style="list-style-type: none">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 goodTo recognise how their behaviour affects other people and how not everyone feels the same thing at the same timeTo appreciate that not everyone communicates or shows their emotions in the same wayTo 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 itChildren know about how it feels when there is change or loss. <u>NSPCC -Speak Out, Stay Safe</u> <ul style="list-style-type: none">To identify common features of family life and know that families should give love, security, and stabilityTo 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/Weeks</u> Black History Month Jeans for Genes Week – 15 th – 21st September 10 th October – World Mental Health Day NSPCC -Speak Out, Stay Safe assemblies and follow-up work	<u>Cross-Curricular with English – Diary Writing</u> <ul style="list-style-type: none">To demonstrate that they can manage some feelings in a positive and effective wayTo continue to share views and opinions. <u>Road Safety Week</u> <ul style="list-style-type: none">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> <ul style="list-style-type: none">To feel positive about sharing concerns and worries with othersTo recognise how their behaviour affects other peopleTo identify and respect the differences and similarities between peopleTo learn that there are different types of teasing and bullying and that these are wrong and unacceptableChildren understand the consequences of such anti-social behaviourTo 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> <ul style="list-style-type: none">To learn about different types of families including those that may be different to their ownTo identify common features of family life and know that families should give love, security and stability. <u>Cross-Curricular with Science</u> <ul style="list-style-type: none">To know how to look after the local environment including recycling in the classroom. Remembrance Day Anti-Bullying Week – 10 th – 14th November Road Safety Week Christmas Appreciation
	Module 1 Meet your Brain Children will learn: - More about what their brain looks like and that it is fully grown by age 6.	Module 2 Celebrate Children will learn:

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	<ul style="list-style-type: none">- 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		<ul style="list-style-type: none">- 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 Bêtes (Minibeasts) <ul style="list-style-type: none">• 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) <ul style="list-style-type: none">• 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.
JS	Chagim: Rosh Hashanah <ul style="list-style-type: none">• 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 <ul style="list-style-type: none">• 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 <ul style="list-style-type: none">• 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. Hebrew Reading <ul style="list-style-type: none">• To complete a baseline assessment• To review all the letters, with a focus on final letters. Hebrew Writing <ul style="list-style-type: none">• 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 in script. Parasha <ul style="list-style-type: none">• Bereshit – keeping Shabbat is a mitzvah• Noach – perseverance.		Chagim: Chanukah <ul style="list-style-type: none">• 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. Hebrew Reading <ul style="list-style-type: none">• To review the vowels, focussing on the chataf vowels• To learn the sound of shva at the start of a word Hebrew Writing <ul style="list-style-type: none">• To be able to read and write dalet, hey, vav, zayin, chet, tet in script• To complete an end of term script assessment. Parasha <ul style="list-style-type: none">• Vayera – bikur cholim• Chayei Sarah – tefillah• Toldot – kibud av v’em• Vayetze – sharing• Vayishlach – caring• Vayeshev – sensitivity to other people’s feelings.