Year 2 Autumn Term 2026 – Curriculum Overview

SUBJECT	1st Half Term	2nd Half Term
English	**Narrative** ***'Frog and the Stranger'*** *by Max Velthuijs* Children will write to entertain, learning that stories have a main character and events should be told in order so the reader can follow. **Compositional choices:** Writers keep to one tense, usually past, to avoid confusion. **Sentence level:** Sentences can be joined with conjunctions such as *and, or, but* to show different connections. Most sentences are statements, telling the reader something. **Word level & punctuation:** Sentences need a capital letter at the start and a full stop at the end so ideas are clear. Capital letters for names show proper nouns. **Instructions** ***'How to make Friends with a Ghost'*** *by Rebecca Green* Children will learn to write to inform, using simple steps or sentences in the right order so the reader can follow. **Compositional choices:** Instructions and information must be in the correct order. Writers may speak directly to the reader using *you*. **Sentences:** Command sentences (starting with a verb) tell the reader what to do. Sentences can be joined with words like *and, or, but* or with *when, if, that, because* to show how ideas connect. **List Poems** *'**The Puffin Book of Fantastic First Poems'** selected by June Crebbin* Children will write to entertain by creating list poems, learning which words or phrases best fit a topic. **Compositional choices:** Writers keep to one tense (past or present) so the poem is clear. **Punctuation and words:** Commas separate items in a list. A question mark shows when someone is asking a question.	**Narrative** ***'Last Stop on Market Street'*** *by Matt De La Peña & Christian Robinson* Children will write to entertain, learning that stories have a main character and events should be told in order so the reader can follow. **Compositional choices:** Use a consistent tense (often past) to avoid confusion. Use senses (sound, sight, etc.) to create mood and a clear picture. **Sentence level:** Join ideas with *when, if, that, because*. Avoid overusing *and* - use full stops for clarity. Add adjectives (expanded noun phrases) for detail. **Word level & punctuation:** Start sentences with capitals and end with full stops. Use capitals for names to show proper nouns. **Letters** ***'Dragon Post'*** *by Emma Yarlett* Children will learn to write to inform by setting out a letter correctly: sender's address (top right), date below, recipient's address (left), starting with *Dear…* or *To whom it may concern…*, and ending with *From…* or *Love from….* **Compositional choices:** Put information in the right order (e.g. steps or past events). Use *you* to speak directly to the reader. **Sentence level:** Most sentences are statements (giving information). Commands start with a verb (telling the reader to do something). Use *and, or, but* to connect ideas. Use *when, if, that, because* to add detail or link ideas. **Word level & punctuation:** Start with capitals and end with full stops. Use capitals for names (proper nouns). Use *?* for questions and *!* for strong feelings. Use commas to separate items in a list

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<table>
<tr><td></td><td colspan="2"><u>Reading</u>
The children will be encouraged to read as widely as possible at home and at school with an emphasis on reading for pleasure. During Guided Reading lessons, using fiction and non-fiction texts, the children will practise to read a text with fluency, expression and comprehension. They will learn new vocabulary and discuss questions about the text.
<u>Phonics</u>
The synthetic phonics programme ‘Little Wandle Letters and Sounds Revised’ will be used for teaching phonics. During the daily phonics lesson, the children will continue to work on Phase 5, practising the skills of blending and segmenting words. They will also apply their knowledge in sentences dictated to them.
<u>Handwriting</u>
Handwriting is taught explicitly and regularly, with a focus on letter formation, size, orientation, spacing and consistency to develop legibility and fluency.</td></tr>
<tr><td>Maths</td><td>Place Value
Numbers to 20
Count objects to 100 by making 10s
Recognise tens and ones
Use a place value chart
Partition numbers to 100
Write numbers to 100 in words
Flexibly partition numbers to 100
Write numbers to 100 in expanded form
10s on the number line to 100
10s and 1s on the number line to 100
Estimate numbers to 100 on a number line
Compare objects
Compare numbers
Order objects and numbers
Count in 2s, 5s and 10s
Count in 3s
Addition and Subtraction
Bonds to 10
Fact families – addition and subtraction bonds within 20
Related facts
Bonds to 100 (tens)
Add and subtract 1s
Add by making 10
Add three 1-digit numbers</td><td>Addition and Subtraction (continued)
Subtract across 10
Subtract from a 10
Subtract a 1-digit number from a 2-digit number (across a 10)
10 more, 10 less
Add and subtract 10s
Add two 2-digit numbers (not across a 10)
Add two 2-digit numbers (across a 10)
Subtract two 2-digit numbers (not across a 10)
Subtract two 2-digit numbers (across a 10)
Mixed addition and subtraction
Compare number sentences
Missing number problems
Shape
Recognise 2-D and 3-D shapes
Count sides on 2-D shapes
Count vertices on 2-D shapes
Draw 2-D shapes
Lines of symmetry on shapes
Use lines of symmetry to complete shapes
Sort 2-D shapes
Count faces on 3-D shapes
Count edges on 3-D shapes
Count vertices on 3-D shapes</td></tr>
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	• Add to the next 10 • Add across a 10	• Sort 3-D shapes • Make patterns with 2-D and 3-D shapes
	The children will be given opportunities to make rich connections across mathematical ideas to develop **fluency**, **mathematical reasoning** and competence in **solving problems**. They will also apply their mathematical knowledge to science and other subjects.	
Science	**Animals including humans** Children will learn about animals, including humans. They will explore how animals grow from offspring into adults and understand the basic needs of living things for survival. They will also learn about the importance of exercise, a balanced diet and good hygiene in keeping our bodies healthy.	**The Apprentice Gardener** The children will observe and describe how seeds and bulbs grow into mature plants. They will also find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.
	Pupils will work scientifically by: observing closely, using simple equipment; asking simple questions and recognising that they can be answered in different ways; identifying and classifying; using their observations and ideas to suggest answers to questions; gathering and recording data to help in answering questions; performing simple tests.	
SUBJECT	**1st Half Term**	**2nd Half Term**
Art & Design	**Drawing and Painting** The children will use viewfinders to select and frame images in different ways. They will learn how to crop pictures and discover the importance of capturing important features. They will record their observations using drawing and painting. They will develop their skills in commenting on the work of artists and illustrators.	
Computing	**Computer Science: Route Explorers** Children will learn to code and build simple algorithms. They will learn to consider directions and distance and creating commands.	**The Internet** Children will learn about the fundamentals of the Internet, how we access it and how we use it safely and effectively.
	Digital Literacy: Online Safety Children will learn about online bullying and relationships and how to stay safe when communicating online. They will explore how to ask for help, seek permission and understand the importance of saying no when something online makes them feel uncomfortable or unsafe.	

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Geography **History**	**Continents and Oceans** The children will learn that the world is made up of many countries and that countries can be grouped into continents. They will learn that large amounts of water between each continent are called oceans and that some of the continents are joined by land. They also will learn that human features are made by people and that physical features are created by nature.	**How was school different in the past?** The children will investigate how schools were different in the past and how they changed within living memory. They will use a timeline and sequence photos, practise asking historical questions, interpret historical sources, look for change and continuity and similarities and differences. As part of this study, the children will visit The British School Museum in Hitchin.
Music	**Ourselves: Exploring sounds** Children discover ways to use their voices to describe feelings and moods. They explore, create and perform vocal sounds and notate pitch and duration, building to a performance. **Our Land: Exploring sounds** Children explore timbre and texture as they listen to and explore descriptive sounds and perform music inspired by myths.	**Musical Focus: Perform** The children learn to sing Christmas carols and perform them in the Nativity.
PE	**Locomotion** The children will start by working on their locomotion skills, focusing on dodging. They will develop, explore and apply dodging skills in games. **Dance** The children will also participate in 6 weeks of Dance through the theme of 'Explorers'. The children will focus on the skills of responding to stimuli, developing a motif with expression and emotion, applying choreography in a motif, extending a motif sequence and relationships and performance.	**Ball skills Hands & Feet** After half-term, the children will move on to ball skills. They will start with hand skills, learning the correct techniques for throwing, catching, bouncing, dribbling, passing and aiming. They will then move on to ball skills focusing on their feet. They will develop dribbling using their feet in order to keep control and possession of the ball. In competitions, they will focus on each of these skills and develop their understanding of how to win a point or keep possession of the ball.
PSHE	**My Healthy Self** How can we look after our bodies? Children will learn how everyday choices support health and wellbeing by exploring the effects of movement, sleep, food and drink on the body.	**Connecting with Others** How can I build safe, kind and caring relationships with others. Children will learn to recognise how families and communities can be similar and different. Pupils will learn about kindness, respect and positive relationships.
RE	**Signs and Symbols** The children will be looking at signs and symbols used by religious groups with a focus on Christianity and Islam.	**Christmas** The children will reflect on the deeper meaning of Christmas i.e. the giving of gifts.

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