



Curriculum Planner

Term: Autumn 1 2025

Year: 2

'We create a nurturing environment which both inspires and challenges our whole school family, equipping our children to have high aspirations to: 'Dream big, love God and live well.'

Church school value of the term:	British value of the term:
Koinonia	Democracy

Dream big High academic ambition High expectations Career aspirations The world is your oyster!	Love God Church School Values Christian Distinctiveness Social, Moral, Spiritual, Cultural Caring for our environment	Live well Healthy lifestyles Emotional wellbeing Staying safe Healthy Relationships
<ul style="list-style-type: none"> • Vocabulary focus linked to: The Great Fire of London; Animals including humans and Thankfulness • Class read books: The Gruffalo, Emily Brown and the Thing, Avocado baby,' Amazing Grace • Global learning/Picture News • Influential scientist: Florence Nightingale • Inspirational career: Sports Scientist • Artist of the month/Composer of the month • Café role play area • Homework: Mathematics and Spelling • School council nominations • Online Safety workshop 	<ul style="list-style-type: none"> • Koinonia – Collective worship focus • British values focus – Democracy • Picture News worship • Class collective worship book • Collective worship council nominations • Class reflection area • Outdoor relaxation zone • Class plants- link to science topic Plants • Visits to the peace garden • Collective worship visitors • Pupil led prayer in collective worship • Providing regular food and water for birds and plants outdoors • Gardening club 	<ul style="list-style-type: none"> • Classroom routines and behaviour • Class charter • Online safety • PSHE/RSE links to worries, family and we are all equal • Golden Mile • Daily fruit at snack time • Hot school meals – healthy choices and eating as a community • PSHE links to healthy lives and healthy minds • Lincolnshire Road Safety Partnership: Emotions workshop • Multisport PE club

<p><u>English</u></p> <ul style="list-style-type: none"> • Get Writing - RWI • Capital letters, full stops, exclamation marks and question marks. • Talking about the sequence of events in a story • Writing character descriptions • Writing setting descriptions 	<p><u>Mathematics</u></p> <p>Place Value:</p> <ul style="list-style-type: none"> • Read and write numbers to 100 • Partition numbers to 100 • Estimate numbers on a number line • Order objects and numbers • Count in 2s, 5s, 10s, 3s <p>Addition and subtraction:</p> <ul style="list-style-type: none"> • Number bonds to 10 and 100 • Add by making 10 • Add three 1-digit numbers • Add and subtract 2-digit numbers 	<p><u>Science</u></p> <p><u>Animals including Humans</u></p> <ul style="list-style-type: none"> • Identify and compare the different stages of a human life cycle. • Make observations and describe how an animal grows and changes in its life cycle. • Research and describe what animals need to survive. • Describe why it is important for humans to eat the right amounts of different types of food. • Understand that personal hygiene is the way that we care for our bodies. • Explain why it is important for humans to exercise. <p>Influential scientist: Florence Nightingale Inspirational careers: Sports scientist Jack Sharkey</p>
<p><u>Religious Education</u></p> <p>Thankfulness:</p> <ul style="list-style-type: none"> • Why do religious people think it is important to say thank you? • Christianity- Holy Communion and Harvest Festival 	<p><u>History</u></p> <p>The Great Fire of London:</p> <ul style="list-style-type: none"> • Find out some of the ways in which London has changed. • Find out how the Great Fire of London Spread. • Understand how we know about the Great Fire of London. • Consider and understand what it would be like to have been in London during the fire. • Use knowledge of the fire to write a diary entry from London in 1666. • Explain the impact the fire had and how it was stopped. 	<p><u>Physical Education</u></p> <p>Send and Return:</p> <ul style="list-style-type: none"> • Be able to track the path of a ball over a net and move towards it. • Begin to hit and return a ball using a variety of hand and racquet with some consistency. • Play modified net/wall games throwing, catching and sending over a net.

<p style="text-align: center;"><u>D & T</u></p> <p>Mechanisms: Sliders and levers – making a moving picture</p> <ul style="list-style-type: none"> • Recognise different types of movement within simple moving objects • Measure and mark out accurately • Use tools for cutting safely and effectively • Experiment using temporary fixings • To test out their design ideas before proceeding • Test the mechanisms and make adjustments where necessary • Evaluate the product and seek evaluation from others 	<p style="text-align: center;"><u>Music</u></p> <p>Charanga: Hands, Feet, Heart</p> <ul style="list-style-type: none"> • Dimensions of music (pulse, rhythm, pitch) • Singing • Playing instruments • Improvise and compose 	<p style="text-align: center;"><u>PSHE/RSE</u></p> <ul style="list-style-type: none"> • Introduction of British Value-Democracy • Exploring Feelings • Keeping Healthy (Physically and Mental Wellbeing) • Community • Keeping Safe • Our Class Family • Ourselves growing and changing
<p style="text-align: center;"><u>Computing – Purple Mash</u></p> <p>Online safety</p> <ul style="list-style-type: none"> • Use technology safely and respectfully, keeping personal information private. • Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies, this should include the discussion of radicalisation. <p style="text-align: center;">Making Music</p> <ul style="list-style-type: none"> • Use technology purposely to create, organise, store, manipulate and retrieve digital content. 	<p style="text-align: center;"><u>SMSC</u></p> <p>Spiritual development:</p> <ul style="list-style-type: none"> • Exploring different religions and why we give thanks • Peace Garden • Daily Collective worship • Pupil prayers • Looking after our outdoor area • Class collective worship area • Pupil Bibles <p style="text-align: center;">Moral development:</p> <ul style="list-style-type: none"> • Speaking and listening opportunities • British Value: Democracy • Koinonia: Collective worship <p style="text-align: center;">Social development:</p> <ul style="list-style-type: none"> • Welcoming everyone into a new class • Classroom rules • Role-play area • Group work and partner work <p style="text-align: center;">Cultural development:</p>	<p style="text-align: center;"><u>Language of the Moment</u></p> <ul style="list-style-type: none"> • Daily register greeting • Celebrating the diversity of language in the classroom • Classroom map showing each pupils nationality

- Democracy: Collective worship and school council nominations
- Celebrating diversity within the school
- Opportunity to express own beliefs and opinions
- Global learning: Where does our water come from?
- Picture News used for class worship
- Artist and composer of the month

Parental engagement:

- Encourage children and parents to send books in home languages into school to share with the rest of the class – this links to our focus on reading.
- Posting images online with Facebook and school website relating to current learning
- Homework: Mathematics and Spelling
- Home/school reading book
- Year Ahead Meetings
- Morning and afternoon collection at the gate, giving opportunity for informal conversations with teaching staff

Visits and visitors:

- Online safety workshop
- Collective worship visitors

Cultural Capital:

- Daily class reader and books linked to diversity
- Cool down station/reflection area in the outdoor classroom
- Culturally diverse class readers
- Healthy choices: school meals, fruit snack
- Gardening- caring for the plants/wildlife in the outdoor area
- Multisport PE club
- Gardening club
- Café role play
- Online safety workshop

Global Learning:

Where is water?

- To know where our water comes from
- To know about the different uses of water
- To know some ways that we can save water

Caring for the environment and each other:

- Global learning: Where is water?
- Science: Healthy bodies
- PSHE: Exploring feelings, Keeping healthy (physically and mentally)
- Online safety workshop
- Computing: Online safety

- Outdoor area: Looking after our plants and wildlife

Use of artificial intelligence:

- Character in role – Samuel Pepys (Twinkl AI)
- Create images linked to online safety

Outdoor area:

Maths

- Water tray balls to 100 with string maze, retrieving numbers – say the number (extend 1 more/1 less)
- Fine motor tweezers to retrieve and order numbered bottle caps from water tray
- Net the ducks (1-9) and place on lily pads (multiples of 10) – say the number
- Skip counting and sorting numbers into 2s, 5s, 10s

Science

- Create your own exercise activity
- Food pyramid sorting activity
- Body parts sorting activity

History

- Silhouette collage of the fire

Reading

- Opportunity to look at a range of books in the quiet reading house

Social communication

- Café role-play area and café chillout zone (maths link - coin recognition)