



Curriculum Planner

Term: Autumn 1 2026

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.'

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
- Vocabulary focus for the term: History, Science, Religion and World View - Class reader and reading for pleasure - Artist of the month/Music of the month - Music from around the world - Influential scientists/inspirational careers - School council nominations - Weekly homework: Spelling and mathematics - Picture News: Collective worship - British value of the term	- Church school value of the term - Class collective worship book - Daily act of worship and range of visitors - Class reflection area - Visits to the Peace Garden - Litter picking on the playground - Class reflection area - Collective worship council nominations - Caring for our outdoor area	- Classroom routines and behaviour - Class charter - Daily fruit at snack time - Hot school meals – healthy choices and eating as a community - PE: Attack, defend, shoot - PSHE focus: Online safety - Rights Respecting Rules - Fire Safety workshop - Online Safety workshop

<u>English</u> - Daily Phonics - RWI - Get Writing - RWI <u>Reading</u> - Checking that the text makes sense to them as they read and correcting inaccurate reading. <u>Vocabulary</u> - Discussing and clarifying the meanings of words, linking new meanings to known vocabulary. <u>Inference</u> - Draw (simple) inferences from illustrations, events, characters' actions and speech. <u>Explain</u>	<u>Mathematics</u> <u>Place Value</u> - 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. <u>Addition and subtraction</u> - Number bonds to 10 and 100. - Add by making 10. - Add three 1-digit numbers. - Add and subtract 2-digit numbers.	<u>Science</u> <u>Animals Including Humans</u> - Identify and compare the different stages of a human life cycle. - Make observations and describe how an animal grows and changes in it's 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. - Influential scientist: Florence Nightingale
---	--	---

• Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. • Being introduced to non-fiction books that are structured in different ways. • Recognising simple recurring literary language in stories and poetry.		• Inspirational careers: Sports scientist – Jack Sharkey
<u>Religion and World Views</u> <u>Sacred texts, beliefs and connections</u> <u>Key Question: What are sacred texts and why do they matter?</u> • Know and understand how sacred books are different to other kinds of books. • Know and understand what revelation means • Know and understand why the Torah is important to Jewish people. • Know and understand how the Torah is used in worship to bring the Jewish community together. • Know and understand what Christians learn from the Bible. • Know and understand how the Bible is used in worship to bring Christian communities together.	<u>History</u> <u>The Great Fire of London</u> • 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.	<u>Physical Education</u> <u>Attack, Defend, Shoot</u> • To kick the ball over long and short distances. • To stop a ball by cushioning it. • To work as a team to keep the ball. • To bounce a ball with my partner. • To bounce the ball while we are moving (dribbling). • To pass the ball forward in a game.
<u>Design and Technology</u> <u>Mechanisms:</u> <u>Lever</u> • Recognising and exploring everyday objects that have mechanisms. • Exploring everyday objects that use levers. • Seesaws – To describe how seesaws are a simple lever. • Levers in action – To build and test a simple lever. • Scissors – To describe scissors as a mechanism with two levers. • Two levers together – To make mechanisms with two levers. • Everyday levers – To design levers for everyday use.	<u>Music</u> <u>Charanga: Hands, Feet, Heart</u> <u>Theme: South African music</u> • Find the pulse as they are listening to the song and understand it is the heartbeat of the music. • Know that rhythm is different to the pulse. • Create simple rhythms themselves. • Recognise that songs sometimes have a question and answer section and a chorus. • Play accurately and in time (3 notes). • Improvise in the lesson and performance. • Compose a simple melody using simple rhythms and use as part of a performance (2 notes).	<u>PSHE/RSE</u> <u>Book: Chicken Clicking</u> • I can tell you the benefits of going online. • I can tell you how to recognise the dangers of being online. • I can tell you the rules and principles for keeping safe online. • I can tell you how to report problems I have online. • I can tell you the value of the things that I buy.

<u>Computing – Purple Mash</u> <u>Online safety</u> • 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. <u>Making Music</u> • Use technology purposely to create, organise, store, manipulate and retrieve digital content.	<u>SMSC</u> Spiritual development • Show curiosity and begin to ask big questions • Reflect on their feelings and experiences • Use imagination and creativity • Show empathy and compassion • Reflect on values and beliefs • Respect different beliefs • Enjoy quiet reflection • Develop a sense of belonging Moral development • Understanding right and wrong – behaviour • Understanding consequences - behaviour • Follow rules fairly – class rules charter • Respecting differences – class diversity • Showing kindness and cooperation • British Values • Collective worship values Social development • Welcoming everyone into a new class – forming friendships • Working cooperatively • Developing communication skills • Showing empathy and consideration • Understanding classroom rules • Including others – partner/group work • Developing teamwork skills Cultural development • Language of the moment • Learning about different cultures and traditions • Respecting diversity • Explore different music and art from around the world • Recognising similarities and differences • Developing curiosity of the wider world • Right Respecting Rules • Understanding British values and community life • Appreciating stories from different cultures • Recognising and valuing their own identity • Show respect for different beliefs and viewpoints	<u>Language of the Moment</u> Daily register greeting
---	---	--

<u>Parental engagement:</u> • Morning and afternoon collection at the gate, giving opportunity for informal conversations with teaching staff. • Celebrating learning online • Homework: Mathematics and Spelling • Home/school reading book • Year ahead meeting	<u>Visits and visitors:</u> • Collective worship visitors • Fire Safety workshop – 7th September 2026 • Online Safety workshop – 10th September 2026
<u>Cultural Capital:</u> • Discussing books and stories from different cultures. • Celebrating diversity within the classroom and sharing experiences from our different cultures. • Show curiosity about different communities and traditions, linked to this term's topics. • Recognising significant people and events, linked to this term's topics. • Participating in music, art and performance activities. • Demonstrating good social behaviours: taking turns and speaking confidently to visitors or during presentations.	<u>Global Learning:</u> • Language of the month during registration. • Reading a range of books linked to different global themes. • Picture News Collective Worship – weekly. • Rights Respecting Rules.
<u>Caring for the environment and each other:</u> • Science: Healthy bodies • PSHE: Online safety • Online safety workshop • Fire safety workshop • Caring for our outdoor area • Rights Respecting Rules	<u>Artificial Intelligence</u> • Character in role – Samuel Pepys (Twinkl AI) • Create a poster/class guide focusing on positive things about being online <u>Outdoor Learning</u> <u>Maths</u> • Fine motor tweezers to retrieve and order numbered bottle caps from water tray. <u>Science</u> • Food pyramid sorting activity. • Body parts sorting activity. <u>History</u> • Construction blocks – Building a scene from 'The Great Fire of London.' <u>Reading</u> • Opportunity to look at a range of books in the quiet reading house. <u>Social communication</u> • Café role play area and café chillout zone.