



YEAR 2 CURRICULUM PLAN

Autumn Term 2025

This term Year 2 children will be learning about:

	AUTUMN 1 – We Love Stories	AUTUMN 2 – Titanic
ENGLISH	<ul style="list-style-type: none"> • Texts: Jack and the Baked Beanstalk • Poetry linked to Harvest • Writing outcomes include: <ul style="list-style-type: none"> ○ Shared Writing ○ Character description ○ Writing in role ○ Explanatory writing ○ Bookmaking ○ Using adjectives to describe ○ Correctly punctuating sentences and using a variety of punctuation including exclamation marks, speech marks, commas and question marks ○ Spelling all Year 1 Common Exception words correctly in writing ○ Forming all lower and upper case letters correctly 	<ul style="list-style-type: none"> • Texts: My Best Friend on the Titanic • Writing outcomes include: <ul style="list-style-type: none"> ○ Diary entries ○ Letter writing ○ Sequence sentences from short narratives ○ Comparing UK and non-European city/village ○ Correctly punctuating sentences and using a variety of punctuation including exclamation marks, speech marks, commas and question marks. ○ Use a range of conjunctions like 'and' 'or' and 'but' ○ Spelling some Year 2 Common Exception Words ○ Poetry – Christmas poems
MATHS	<ul style="list-style-type: none"> • Place Value including: <ul style="list-style-type: none"> ○ Counting to 100 ○ Recognising tens and ones ○ Using a place value chart ○ Partitioning numbers to 100 ○ Counting in 10s ○ Using the 100 chart • Addition and Subtraction including: <ul style="list-style-type: none"> ○ Number bonds and fact families 	<ul style="list-style-type: none"> • Addition and Subtraction <ul style="list-style-type: none"> ○ Adding two 2-digit numbers (not crossing, then crossing 10s) ○ Subtracting two 2-digit numbers (not crossing, then crossing 10s) ○ Problem solving • Shape <ul style="list-style-type: none"> ○ Recognising 2D and 3D shapes ○ Count sides and vertices of 2D shapes ○ Identify lines of symmetry in 2D shapes



YEAR 2 CURRICULUM PLAN

Autumn Term 2025

	<ul style="list-style-type: none"> ○ Adding and subtracting 1 or 10 to/ from any number ○ Adding three 1-digit numbers ○ Add and subtract to the next 10 and crossing 10s ○ Adding and subtracting a 1-digit number to a 2-digit number 	<ul style="list-style-type: none"> ○ Count faces, edges and vertices of 3D shapes ○ Sort 3D shapes ○ Make patterns with shapes
SCIENCE	<ul style="list-style-type: none"> ● Understand that animals, including humans, have offspring which grow into adults and use the vocabulary reproduce ● Describe the basic needs of animals, including humans, for survival (water, food and air) ● Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene 	<ul style="list-style-type: none"> ● Properties Of Materials <ul style="list-style-type: none"> ○ identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses, including making Titanic models. ○ describe how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching ○ know that squashing, bending, twisting and stretching are examples of forces ● Test and evaluate materials <ul style="list-style-type: none"> ○ perform simple tests ○ use observations and ideas to suggest answers to questions ○ gather and record data to help in answering questions
GEOGRAPHY	<ul style="list-style-type: none"> ● Recap on the UK (countries, capital cities and surrounding names of seas) and the countries where members of the class come from. ● Using aerial maps and photos 	<ul style="list-style-type: none"> ● Devise a simple map; and use and construct basic symbols in a key when studying their school and surrounding areas. ● Use simple fieldwork in the local area/close proximity to the school e.g. the road, park, river and shops.



YEAR 2 CURRICULUM PLAN

Autumn Term 2025

		<ul style="list-style-type: none"> Identify human and physical features
HISTORY		<p>Guy Fawkes & Remembrance Day</p> <ul style="list-style-type: none"> Know about the lives of significant individuals in the past who have contributed to national and international achievements. <p>Titanic</p> <ul style="list-style-type: none"> Knowing years and dates related to titanic Sequencing the events of the titanic Where was titanic built? Where did it travel to and from?
COMPUTING	<p>Technology around us</p> <ul style="list-style-type: none"> List different uses of information technology Recognise how to use information technology responsibly Say how those rules/guides can help me Open files, edit documents/ images and save them <p>Scratch</p> <ul style="list-style-type: none"> Using the programming software Scratch Jnr https://scratch.mit.edu/ (website) Being able to understand the difference between an algorithm and programming. Programming a sequence of events using coding language (motion, sounds, events, control) 	<p>Robot Algorithms</p> <ul style="list-style-type: none"> Follow instructions given by someone else Give clear and unambiguous instructions Use an algorithm to program a sequence Compare my prediction to the program outcome Follow a sequence and predict the outcome of a sequence Test and debug each part of the program Plan algorithms for different parts of a task
ART	<p>Drawing and Painting: colour mixing/water colours</p> <ul style="list-style-type: none"> Cubism – Pablo Picasso 	<p>Drawing and Painting: watercolour</p> <ul style="list-style-type: none"> Use drawing and painting to develop and share their ideas, experiences and imagination Use line and tone to represent objects



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Autumn Term 2025

	<ul style="list-style-type: none"> • Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • Use line and tone to represent objects • Control the range of marks and lines made when drawing and representing shape • Represent things observed, remembered or imagined using colour 	<ul style="list-style-type: none"> • Use colour to express moods and feelings • Control the range of marks and lines made when drawing and representing shape • Making clay decorations
DESIGN TECHNOLOGY	<p>Making Beanstalks</p> <ul style="list-style-type: none"> • Talking about how objects are made • Begin to develop their design ideas through discussion, observation, drawing and modelling • Select from a range of tools, materials and components according to their characteristics and explain their choices • Begin to accurately assemble, join and combine materials and components • Understand how freestanding structures can be made stronger, stiffer and more stable • Use the correct technical vocabulary for projects 	<p>Design and make instruments / titanic models</p> <ul style="list-style-type: none"> • Use knowledge of existing products to help come up with ideas. • Begin to develop their design ideas through discussion, observation, drawing and modelling. • Say what products they design and make. • Plan by suggesting what to do next. • Select from a range of tools, materials and components according to their characteristics and explain their choices. • Begin to accurately measure, mark out, cut and shape a range of materials and components. • Begin to accurately assemble, join and combine materials and components. • Understand the working characteristics of materials and components.
MUSIC	<p>Listening</p> <ul style="list-style-type: none"> • Listen to a piece of music and move in time to its steady beat • Recognise and respond through movement/dance to the different musical characteristics and identify and name them 	<p>Using their voices</p> <ul style="list-style-type: none"> • Christmas Performance <p>Composing</p> <ul style="list-style-type: none"> • Add sound effects to a story • Choose musical sound effects to follow a story line or match a picture



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Autumn Term 2025

	<p>Appraising</p> <ul style="list-style-type: none"> • Begin to use musical terms (louder/quieter, faster/slower, higher/lower) • Begin to articulate how changes in speed, pitch and dynamics effect the mood <p>Using Instruments</p>	<ul style="list-style-type: none"> • Use graphics/symbols to portray the sounds they have made • Sequence these symbols to make a simple structure (<i>score</i>) • Compose own sequence of sounds without help and perform <p>Respond to music through dance</p>
PE	<p>Multi Skills</p> <ul style="list-style-type: none"> • move in a variety of ways in and out of cones and obstacles • sprint and run in different directions • skip without a rope • jump for height • throw a bean bag into a given target • dribble a ball in and out of set of obstacles • balance on one foot • be able to balance on a piece of apparatus • side roll, line walk and bench walk 	<p>Gymnastics</p> <ul style="list-style-type: none"> • perform an individual and paired counter balance and counter tension balance and hold for 5 seconds <p>Dance</p> <ul style="list-style-type: none"> • move to a selection of beats • link a short series of dance sequences together • understand dance language
PSHE	<p>Families and friendships</p> <ul style="list-style-type: none"> • Making friends, feeling lonely and getting help <p>Safe relationships</p> <ul style="list-style-type: none"> • Managing secrets; resisting pressure and getting help. 	<p>Safe Relationships</p> <ul style="list-style-type: none"> • Recognising hurtful behaviour <p>Respecting ourselves and others</p> <ul style="list-style-type: none"> • Recognising things in common and differences; playing and working cooperatively; sharing opinions
RE	<p>Christianity & New Testament Stories</p> <ul style="list-style-type: none"> • Who made the world? (creation stories & secular/worldviews) 	<ul style="list-style-type: none"> • Why is Christmas important to Christians? • How is Christmas celebrated in the UK including non-Christians?



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Other	<ul style="list-style-type: none">• Reading café• Harvest Festival	<ul style="list-style-type: none">• Remembrance Day• Anti Bullying Week (10th-14th November)• Christmas Concert