



Year 2 Curriculum Information Autumn Term 2026

Subject	Learning at School	Learning at Home/Homework
English	In English, we will be developing the following key skills: • To develop speaking and listening skills through interactions such as group discussions; • To read a range of high-quality texts; • To develop sentence structure such as through the use of a range of punctuation; • To use drama to convey ideas about characters and situations; • To revise phase 3 and 5 phonics; • To continue to develop a cursive handwriting style. Books we will study: • The Colour Monster; • Marshmallow.	• Please ensure your child reads for at least twenty minutes each night. Below are some ways to support your child as you listen to them read: • Encourage children to use the phonic knowledge they have learnt in class when reading; • Encourage your child to use expression; • Focus on the punctuation on each page, for example, exclamation marks. Ask: what are these for? What should you do when you see an exclamation mark when reading? • Discuss and ask questions about the different aspects of the story such as the plot, setting or how a character is feeling and why; • We will change their reading books on Mondays if they have finished the book and an adult has signed their diary. They will read their book in school 3 times a week with an adult and then the children will bring their reading book home on Fridays to read at home; • Handwriting practice

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Maths	In Maths, we will be developing the following key skills: • Securing fluency to 20; • Place Value – Making Tens and Some More; • Place Value and Regrouping Two-Digit Numbers; • Counting On and Back in Ones, Twos, Fives and Tens from any number; • Representing, Ordering and Comparing Numbers to 100; • Estimation and Magnitude; • Numbers to 20 – Mental Addition and Subtraction; • Finding Complements of 10 and 100 Including Measures; • Add and Subtract Numbers Mentally Using 1 & 2-Digit Numbers; • Finding Part or Whole Unknown; • Money – Making Combinations; • Comparison (difference, more, less, fewer); • Measures – Estimation and Measure Using Different Scales; • Time – O'clock, half past, quarter past.	• Regular practise of times table facts using TT Rock stars; • Ongoing recall of number bonds; • Know which numbers are odd and which are even; • Learn multiplication facts for 2s, 5s and 10s times tables; • Make regular reference to time and money
RE	Our RE units for this term will be: • Creation and Covenant; • Judaism; • Prophecy and Promise.	• Please see attached sheet for further curriculum information about what your child will be learning about in RE.
R.S.E	Our RSE unit for this term is <i>Created and Loved by God</i>, which explores the individual. • Rooted in the teaching that we are created by God out of love and for love; this unit helps children to develop an understanding of the importance of valuing themselves as the basis for personal relationships.	• Discuss how people in our family unique and how people in our family are similar; • Discuss how we are created by God and the traits we have to make us unique and individual; • Discuss personal relationships with the family.

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Science	Our topic in Science this term are <i>All Living Things and their Habitats</i>. All Living Things and their Habitats: In this unit, we will be developing the following key skills: • To explore and compare the differences between things that are dead, living and things never been alive; • Identify that most living things have a habitat and describe those habitats; • Name the basic needs of different kinds of animals and plants. • Describe simple food chains; • Identify and name a variety of animals and plants and their habitats.	• Explore any outside habitats in the garden or local park; • Research animals and their habitats around the world; • Explore plants, flowers and trees in an outside area.
History	Our topic in History is <i>How was school different in the past?</i> In this unit we will be learning to: • Correctly order and date four photographs on a timeline and add some dates; • Ask one question about schools in the past; • Make one comparison between schools in the past and present; • Use sources to research and develop an understanding of what schools were like 100 years ago; • Identify three features of a classroom now and a classroom 100 years ago, identifying some similarities and differences; • Recognise two similarities and two differences between schools now and schools in the past; • State whether they would have preferred to go to school in the past or not and explain why.	• Talk about your school experience; • Visit the library to look at books based on topic. Work to celebrate Black History will take place throughout the month of October, culminating in a special presentation assembly on 23rd October.

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Geography	Our topic in Geography is <i>Would you prefer to live in a hot or cold place?</i> In this unit we will be learning how to: • Name and locate the seven continents on a world map; • Locate the North and the South Poles on a world map; • Locate the Equator on a world map; • Describe some similarities and differences between the UK and Kenya; • Investigate the weather, writing about it using key vocabulary and explaining whether they live in a hot or cold place; • Recognise the features of hot and cold places; • Locate some countries with hot or cold climates on a world map.	• Discuss hot or cold places you may have visited; Visit the library to look at books based on topic and magazine subscription of 'National Geographic for Kids'.
Computing	Our topic in Computing this term is <i>What is a computer?</i> In this unit we will be learning to: • Name some computer peripherals and their functions; • Recognise that buttons cause effects; • Explain that technology follows instructions; • Recognise different forms of technology; • Design an invention which includes inputs and outputs; • Explain the role of computers in the world around them.	• Practise using a mouse and a keyboard; • Look at a range of different computers at home and out in society (mobile phones, self-service tills etc.); • Understand how to be safe when using the internet.

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PE	Our PE units for this term will be taught by both the class teacher and the sport coaches. Our PE units for this term will be: • Throwing and catching; • Dance; • Football.	PE lessons will be on a Wednesday and Friday. • Please ensure your child wears the correct PE kit to school on PE days; please note that this should include tracksuit bottoms in case of cold weather; • Encourage children to take part in regular sports and exercise activities.
Music	Our music topic this term is <i>Hands, Feet, Heart!</i> In this unit we will be learning: • That music has a steady pulse, like a heartbeat; • How to create rhythms from words, our names, favourite food, colours and animals; • That rhythms are different from the steady pulse; • To add high and low sounds, pitch, when we sing and play our instruments.	• Listen to the beat of other songs; • Listen to various different rhymes.
Art	Our art topic <i>Drawing: understanding tone and texture.</i> In this unit we will be learning: • Generating ideas • Beginning to generate ideas from a wider range of stimuli, exploring different media and techniques. • Using sketchbooks • Experimenting in sketchbooks, using drawing to record ideas. • Using sketchbooks to help make decisions about what to try out next. • Making skills • Demonstrating increased control with a greater range of media. • Making choices about which materials and techniques to use to create an effect. • Developing observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.	• Use different materials to draw. • Copy illustrations from story books and create their own.

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DT	Our design technology topic <i>Pouches</i>. In this unit we will be learning: • Sew a running stitch with regular-sized stitches and understand that both ends must be knotted; • Prepare and cut fabric to make a pouch from a template; • Use a running stitch to join the two pieces of fabric together; • Decorate their pouch using the materials provided.	• Look at different textiles in the environment; • Look at how different objects are sewn together.
Wellbeing	In our Wellbeing classes, we will be covering the following key objectives: • To demonstrate motivation and confidence to engage in daily physical activity; • To move for at least one hour a day (moderate to vigorous activity); • To feel knowledgeable about our body; • To learn about ways of improving our health through daily habits such as sleep, hydration, breathing techniques and dental health; • To show an awareness of our feelings, and have strategies to deal with emotional difficulties; • To demonstrate a positive body image; • To show an awareness of mindfulness and endeavour to be mindful in our daily lives; • To exude positivity and motivation; • To develop resilient attitudes and are tolerant of others.	• To speak with your child about the four key areas of health and wellbeing: Healthy Movement, Healthy Eating, Healthy Habits and Healthy Thoughts.

HOMEWORK IN KEY STAGE 1

In Key Stage 1, children will be expected to:

- Read daily (this can be a mixture of reading their reading book, library book or sharing a book together);
- Practise times table facts using Times Table Rockstars (Year 2 only).

Reading is a huge focus in Key Stage 1 as this is the foundation for all future learning. To enhance reading skills, we are moving towards Key Stage 1 having less written homework and are asking parents to take the opportunity to use any spare time at home to focus on reading, spellings and phonics.

To help instil a love of learning, we will be setting a project-based home learning activity every half term that we hope you enjoy doing together.

Additionally, due to the rising costs of living and being a sustainable school, we are unable to print **any** homework. Therefore, every measure is being taken to ensure that the activities provided will not need to be printed and can be completed on paper at home before being photographed/scanned and uploaded onto Google Classroom.