



YEAR 2 – AUTUMN TERM 2026

Cultural Capital

- Broader understanding of the world.
 - Vocabulary
 - Cultural experiences
 - Personal skills



Cultural capital is the essential knowledge that children need to prepare them for their future success. It is about giving children the best possible start to their early education. Our cultural capital helps form our understanding, knowledge, experiences, thoughts and opinions. It helps us achieve goals, be successful, try different things and share our experiences with others.

Spirituality

We work together to encourage everyone to develop the 4 concepts of spirituality: self, others, world and beauty and beyond.



Encounter - Learning about life
 Reflection - Learning from life
 Respond - Putting into action what we believe

Golden Threads

- Sustainability
 - Diversity
 - Religion
- Outdoor Learning



Substantive concepts, or golden threads of sustainability, diversity and religion will weave throughout the curriculum.

British Values

- Democracy
- Rule of Law
- Individual liberty
- Tolerance of different faiths and beliefs
- Mutual respect



We want our children to become responsible, active citizens who participate in democracy and public life with respect for diversity and a commitment to working towards greater community cohesion. Through engaging lessons, challenge and appropriate activities, we can give them a better understanding of themselves and others in the 'community of communities' in which they live. Children will develop their understanding of British values

ENGLISH

Writing

- Using different features of grammar including capital letters, full stops, noun phrases, conjunctions and sentence openers.
- Using different sentence types including statements and questions.
- Using time openers to retell a story.
- Forming letters correctly in handwriting.

Reading

- Reading as a class and in groups.
- Discussing texts and answering questions about them focussing on recall, prediction, vocabulary, sequencing and inference skills.
- Completing written comprehension questions.

Spelling

- Reviewing phase 5 phonics.
- Learning spelling rules.



Experiencing the outdoor world with a campfire experience.



Tolerance and Diversity – reading texts about people from a variety of cultures. Outdoor learning – campfire experience



Broader understanding of the world learning about the Great Fire of London and its significance to the UK

MATHS

Number

- Using a variety of concrete resources to explore place value in two digit numbers.
- Partitioning numbers in different ways.
- Estimating using a number line.
- Comparing and ordering numbers.
- Counting up and down in steps of 2, 3, 5 and 10.
- Adding one and two digit numbers using mental and written methods.
- Subtracting one and two digit numbers using mental and written method.

Measurement

- Recognising and naming 2D and 3D shapes.
- Exploring and comparing the properties of shapes.
- Exploring symmetry.
- Making patterns and sequences with shapes.



Personal skills – Using maths within real life contexts Understanding and using maths vocabulary

SCIENCE

- Describing why materials are suitable for particular purposes.
- Observing and describing changes to the shape of solid materials.
- Matching adult animals to their offspring.
- Describing what animals need to survive.
- Observing and describing the effect of exercise.
- Classifying things as living, dead or never been alive and comparing the groups.
- Matching animals to their habitats including microhabitats.
- Exploring simple food chains.
- Observing and describing the growth of seeds and bulbs.
- Listing what plants need to stay healthy.



Mutual respect in collaborative group work



*Understanding and using Scientific vocabulary
 Developing a broader understanding of the natural world*



*Diversity of the natural world
 Sustainability, outdoor learning*



*Awareness of self when exercising outside.
 Observing the natural world.*

PE

Fundamentals

- Moving, running, jumping and balancing with control.

Send and receiving

- Sending and receiving a ball using feet.
- Throwing and catching.
- Using a bat to send a ball.

Dance

- To use dynamics, pathways and levels to create movements.
- Link movements to create a dance.

Gymnastics

- To create shapes, balance and travel.



Mutual respect in team work



Many PE lessons are outside.

RE

What is the good news that Christians say Jesus brings?

- Learn about the concept of 'Gospel' and the Christian belief in Jesus' good news of forgiveness, peace and love.
- Explore the story of Matthew the Tax Collector and Christian beliefs about forgiveness.
- Learn about Jesus' teachings and instructions in the Bible and how Christians try to follow his example.
- Reflect on whether Jesus' good news is relevant only to Christians or has meaning for people with different worldviews.
- Consider how Christians follow Jesus' example to live in a Christ-like way.



Diversity Religion



Mutual respect when exploring and sharing views held by others and in collaborative group work.



Understanding and using theological vocabulary.



Exploring the concept of forgiveness in relation to ourselves. Studying artwork. Exploring the Christian view of God and our own ideas of what a divine being might be like (beyond)

HISTORY

How do we know about some of the significant events in the UK which we remember?

- Learning about the Great Fire of London and its impact on the UK.
- Learning about the Gunpowder Plot and Remembrance Day and how these events are remembered through festivals or anniversaries.



Democracy when deciding whether events are significant or not. Mutual respect when listening to the opinions of others



Religion when learning about the gunpowder plot



Exploring world events from the past. Empathy.



Appreciating nature and responding to it

ART



Outdoor learning gathering natural objects

Exploring and drawing

- Exploring and collecting objects from the environment to create artwork. Finding out about the artists Rosie James and Alex Fox.
- Observing carefully to draw using a variety of media.



Broader understanding of the world by studying the work of different artists

MUSIC

Developing rhythm and pulse through chanting call-and-response sound patterns and performing with untuned percussion instruments.



Cultural experience by listening to a variety of music. Understanding and using musical vocabulary



Appreciation of music



Mutual respect when performing in a group

COMPUTING

What is a computer?

- 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.



Understanding and using computing vocabulary
Developing personal computing skills

PSHE

My Healthy Self

- Explore ways to move, how exercise makes us feel, and why good sleep is important.
- Explain why water and healthy foods help our bodies.
- Learn why and how to brush teeth twice a day.



Diversity, as we explore our differences and show respect to each other

Self and relationships with others



Rule of law, mutual respect and individual liberty throughout



GEOGRAPHY

Is the UK the same all over?

- Naming and locating the four countries in the UK on a map.
- Naming and locating the seas surrounding the UK.
- Naming and locating the capital cities in the UK.
- Finding out characteristics of each country.



Outdoor learning making maps



Broader understanding of the world
Understanding and using geographical vocabulary

DT

Design, make and evaluate a Christmas card for my family to wish them a happy Christmas

- Exploring products with moving parts.
- Finding out different ways to create sliders and levers.
- Making a Christmas card using moving parts.
- Evaluate the final product



Sustainability using offcuts of materials



Personal skills learning how to work with different mechanisms



Individual liberty making individual choices in card design



Considering the meaning of Christmas