

English



Year 2

Term: Autumn 1 —2025



“Our community, growing
and learning together with Christ”

Maths

Little Red Reading Hood by Lucy Rowland

Fiction Unit: Twisted Traditional Tales

Little Red Reading Hood loves reading books and making up stories of her own. When she meets a cunning wolf while on her way to the library, he convinces her to stray from the path and read for a little while. But hasn't she read this in a story before? Perhaps it's time she came up with a new ending . . .

This inspirational book will guide the children in writing their own traditional tale.



Big Cats

Non-Fiction Unit: Non-chronological report

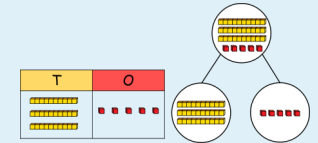
Using a model report on Terrifying Tigers, the children will learn to craft their own report on a Big Cat of their choice. They will learn to use the key features of a non-chronological report for the purpose of information sharing. This will surely be a roarsome report!

Skills: Consistent use of capital letters and full stops, Phonetically plausible spelling, Use of and/but, Use of -ing/-ed words and begin to use prefix -un.

Spelling Focus: /n/ words spelt with 'kn'/'gn', 'wr' words, sound /s/ spelt 'c' before e/i/y, f/ words spelt with -dge and -ge, f/ words spelt with 'g'.

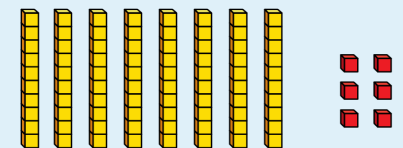
Place Value

- Counting, reading and writing numbers up to 20 and 100
- Recognising **tens** and **ones** and using a place value chart
- Partitioning numbers up to 100 in different ways (including in words and expanded form)
- Using number lines up to 100, including **estimating** and **placing numbers accurately**
- Comparing and ordering numbers, using the symbols > (greater than), < (less than), = (equal to)



- Counting in 2s, 5s, 10s and 3s

$$25 + 61 = 86$$



+ - Addition and Subtraction

- Learning and using **number bonds** (to 10, to 20, and to 100 in tens)
- Recognising **fact families** (how numbers link together in addition and subtraction)
- Adding and subtracting **1s** and **10s**
- Adding by making 10 and adding **three 1-digit numbers**
- Using efficient methods for addition and subtraction, including reasoning about the best method to use
- Adding and subtracting **two 2-digit numbers**, both when **not crossing** and when **crossing a ten**

Art

Craft & Design: Map it out!

Children to explore and create maps through various art forms, including drawing, felt making, printmaking, and designing stained glass.

Developing skills in sorting, designing, and evaluating art,



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Computing

What is a computer?

Learning how inputs and outputs work and understanding how computers are used in the wider world.

D.T.

Consolidation of previous learning

Next Half Term:

Structures: Baby Bear's Chair

Geography

Consolidation of previous learning

Next Half Term:

Continents and Oceans

History

The Gunpowder Plot:

Exploring the life of : Guy Fawkes the Plotter. Understanding the discovery of the plot and the treason. Asking: why do we remember?

Music

West African Music: Animals

Use tempo, dynamics and timbre in their piece. Play in time with their group. Use instruments appropriately. Successfully sing back the melody line in time and at the correct pitch. Play either a call and/or response role in time with another pupil. Perform their composition.

P.E.

Locomotion: Dodging

Gymnastics: Linking

R.S.E.

Let the Children Come:

Religious Understanding introduces children to the story from the Gospel of Matthew, when Jesus welcomed all of the little children to come to Him. The five-story sessions encourage children to understand that they are created by God out of love and for love. Children will revisit this Gospel story at the end of this Module.

Religion

Old Testament Stories & Prayers:

Stories and the characters of the Old Testament. Also introduce them to important images of God found in the scriptures. **Sharing in the Life of Jesus:** The life of Mary and Jesus and the call of the disciples. They will also learn about some saints who have responded to the call of Jesus.

Science

Living thing and their Habitats:

Exploring if things are living, dead or have never been alive. Children will then look at microhabitats and larger habitats identifying some animals that may live there. Conduct an investigation to see which type of conditions woodlice prefer in their habitat. After that they will look at how living things are adapted to their environment. Finally they will look at food chains within habitats.