

Design and Technology

Cooking and Nutrition - Dips and Dippers
 The Dips and Dippers unit will teach children about good food hygiene rules and using kitchen equipment to prepare food safely. Children will apply these skills when making and evaluating a healthy dip and dippers. The unit develops children's understanding of the eatwell plate and explains the importance of eating a healthy and varied diet.

Art and Design

Art History and Artists: Carl Warner/Claude Monet
 Take inspiration from Art, History and Artists.
Drawing/Collage/Painting/Digital Media
 to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. To use repeating and overlapping shapes. Use pastels and charcoal to make marks and blend.

Music

New Charanga Scheme
Unit 1 – Pulse, rhythm and pitch
 Music has a pulse, a steady beat. Music is also made up of long and short and high and low sounds, called 'rhythm' and 'pitch'. These elements combine when we sing and play.
Unit 2 – Playing in an Orchestra
 Playing together is a very important part of learning music. There are many ensembles, bands and groups you can play in. One of these groups is an orchestra. This unit features the orchestra - what can you learn about the orchestra?

Computing

Digital Literacy - Computing systems and networks – IT around us
 Identifying IT and how its responsible use improves our world in school and beyond.
Information Technology - Creating Media – Digital Photography
 Capturing and changing digital photographs for different purposes.

Physical Education

Gymnastics: Describe and explain how performers can transition and link gymnastic elements. Perform with control and consistency basic actions at different speeds and on different levels. Challenge ourselves to develop strength and flexibility. Create and perform a simple sequence that is judged using simple gymnastic scoring
Attack, Defend and Shoot: Send a ball using feet and can receive a ball using feet.
 Refine ways to control bodies and a range of equipment. Recall and link combinations of skills e.g. dribble and pass.

Personal, Social, Health, Relationship Economic Values

Health and Wellbeing
Mental Health managing BIG feelings, recognising when we need help with our feelings, change and loss.
Relationships
Friendships What to do when we feel lonely, how to resolve arguments between friends positively.
Safe Relationships How to keep our relationships safe and what to do if we are unsure of what to do.
Respecting self and others How to treat ourselves and others with respect. **Values:** Respect and Peace



Year 2 - Autumn 2025
 Out of Africa

Wow moments
 Spectacular start – Whipsnade Zoo

Science

Working scientifically
 What do animals need for survival and what do humans need to stay healthy?
Animals including humans
 Describe that animals, including humans, have offspring which grow into adults. Find out about and 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.

Geography

Locational knowledge: Name and locate the world's seven continents and five oceans using globes, maps and atlases. Understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country Kenya). To locate Africa on a world map and identify the country of Kenya.
Human and Physical Geography: Use basic geographical vocabulary. Identify the location of hot areas of the world (Kenya,) in relation to the Equator
Geographical skills and fieldwork: Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. Follow simple routes locally.

History

Events beyond living memory that are significant nationally
 What are we remembering on Remembrance Day?
The lives of significant individuals in the past who have contributed to national and international achievements using these to compare aspects of life then and now
Significant historical events, people and places in their own locality
 Henry VIII / Captain Tom Moore

Religious Educaiton

How and why do we celebrate significant times? What makes some celebrations sacred to believers? Identify different religious festivals and their connections to a belief. Talk about features in festival stories and compare them with our own experiences. Notice simple similarities and make links between stories new and old.
What can we learn from sacred books and stories? The Nativity story.
 Recognise how different religions respect their scriptures. Ask questions about messages within sacred texts and holy books.

English

Phonics

Revising Phase 5 & 6 phonics with alternative spellings.

Vocabulary, Grammar and Punctuation:

Capital letters, full stops, question marks and exclamation marks.

Recognising common and proper nouns, commas in a list, identify nouns and adjectives

Recognising and using conjunctions.

Recognising sentence types.

Reading and VIPERS (vocabulary, infer, predict, explain, retrieve, sequence/summarise):

Through studying our class texts we will:

- develop our understanding by drawing on what we already know or on background information and vocabulary provided by the teacher

Through studying our key texts we will:

- develop pleasure in reading, motivation to read, vocabulary and understanding by becoming increasingly familiar with and retelling stories, fairy stories and traditional tales

Key texts: Dear Teacher, The African Big Five (non-fiction), Lila and the secret of rain,

Writing:

Develop positive attitudes towards and stamina for writing through planning, drafting and editing by:

- writing about real events, including a trip recount and The African big five non-chronological report.
- writing for different purposes through writing a letter to the teacher, a setting description and a non-chronological report
- writing narratives about personal experiences and those of others through letter writing

In order to support with the above we will partake in a range of speaking and listening and drama activities

Maths

Number: Place Value

Counting forwards and backwards within 20 and 50.

Tens and ones within 20 and 50.

Compare numbers within 50.

Count objects to 100 and read and write numbers in numerals and words. Represent numbers to 100. Tens and ones with a part whole model. Tens and ones using addition.

Use a place value chart. Compare objects.

Compare numbers. Order objects and numbers.

Count in 2s, 5s and 10s. Count in 3s.

Number: addition and subtraction

Addition and subtractions bonds to 20.

Compare number sentences. Bonds to 100 (tens). Add and subtract 1s.

10 more and 10 less. Add and subtract 10s.

Add a 2-digit and a 1-digit number. Subtract from a 2-digit number.

Bonds to 100. Add three 1-digit numbers.

Shape

Recognising 2-d and 3-d shapes.

Counting sides and vertices on 2-d shapes.

Draw 2-d shapes.

Understanding lines of symmetry and using lines of symmetry to complete shapes.

Sorting 2-d shapes.

Counting faces, edges and vertices on 3-d shapes.

Sort 3-d shapes.

Make patterns with 2-d and 3-d shapes.