

In Maths we will... • Develop secure place value to 100: tens and ones, partitioning, comparing and ordering numbers, number lines and counting in 2s, 3s, 5s and 10s. • Build fluency in addition and subtraction: facts to 20, related facts to 100, mental strategies, concrete/pictorial representations and problem solving. • Recognise, describe, compare and sort 2-D and 3-D shapes using sides, vertices, faces and edges.	Year 2 Autumn Term Curriculum Learning Overview Autumn Term 2026	In English we will... • Explore Rapunzel and other traditional tales: sequence events, describe settings and characters, retell and innovate familiar stories. • Read and respond to Beegu, developing prediction, inference, vocabulary and discussion. • Write for different purposes using capital letters, full stops, question/exclamation marks, expanded noun phrases, conjunctions and accurate past/present tense. • Develop handwriting, spelling, phonics, reading fluency and comprehension.
As thinkers in PSHE we will... • Look at families and relationships: recognise different families, positive friendships, respectful behaviour and how to ask for help. • Online safety: understand safe choices, privacy, trusted adults and kind behaviour online. • Health and wellbeing: explore healthy routines, emotions, resilience, rest, exercise and ways to look after ourselves.		As thinkers in RE we will... • Judaism – Teshuvah: explore “Why do Jewish families talk about repentance at New Year?” Learn about Rosh Hashanah, saying sorry, forgiveness, making better choices and new beginnings. • Christianity – Saviour: explore “Why was Jesus given the name ‘Saviour’?” Consider the meaning of saviour, Bible accounts about Jesus and why Christians believe Jesus came to save and bring hope.
As scientists we will... • Study living things and their habitats: living, dead and never alive; habitats and microhabitats; how habitats meet basic needs. • Identify plants and animals in local and global habitats and compare how living things are suited to different environments. • Explore simple food chains and sources of food, using observations, questions and simple scientific enquiry.	As geographers and historians we will... • History – How was school different in the past? Compare school life within living memory and beyond, using photographs, objects and accounts as historical sources; identify similarities, differences and change. • Geography – Would you prefer to live in a hot or cold place? Name and locate the seven continents, locate the Equator and poles, compare hot and cold places and consider how people, plants and animals live there.	As computer scientists we will... • Look at computing systems and networks – What is a computer? Identify computer parts and their purposes, recognise inputs, find technology in the world around us and understand that computers are used for different jobs. • Apply online-safety expectations when using devices and digital content.
As sportspeople we will... • Explore locomotion: develop running, jumping, hopping, skipping, balancing and changing direction with control, coordination and spatial awareness. • Get ready for gymnastics: create and link shapes, balances, rolls, jumps and travelling actions; perform short sequences safely and with control.	As artists and technologists we will... • Explore & Draw: discover how artists can be collectors and explorers; observe natural forms closely and collect visual inspiration. • Develop drawing and composition through sketchbooks, line, shape, pattern, experimental mark-making, wax resist, watercolour and collage. • Look at artists including Rosie James and Alice Fox and talk about choices, successes and next steps.	As musicians we will... • Perform and respond to Tony Chestnut, developing pulse, rhythm, coordination and ensemble skills. • Listen and respond to The Carnival of the Animals, identifying how music can represent different animals through tempo, dynamics, pitch and timbre. • Compose music inspired by birdsong, experimenting with vocal and instrumental sounds, patterns and simple musical structures.

As linguists we will... • Learn Spanish exploring the Fancy Dress Party topic: learn and use simple vocabulary and phrases linked to clothes, colours and dressing up; listen, repeat and join in with songs/games. • Let's Go to the Park: learn vocabulary for the park and simple action/location phrases; build confidence in speaking and listening.	Career links to our learning this term... • Author, illustrator, editor and librarian – linked to English and storytelling. • Mathematician, accountant, architect and engineer – using number, calculation, shape and problem solving. • Ecologist, zoologist, conservationist and environmental scientist – studying habitats and living things. • Historian, museum curator and archivist – investigating evidence about schools in the past. • Geographer, meteorologist and climate scientist – studying places, climate and environments. • Software engineer, IT technician and computer designer – understanding computer systems. • Artist, illustrator, musician, composer, PE teacher/coach and linguist/translator.	Wider curriculum opportunities this term include... • Local habitat and microhabitat hunt; create a class habitat map and simple food chains. • Compare old and modern school photographs, equipment, rules and timetables; interview an older family member about school. Go back in time - Victorian Day. • Use globes/atlas to locate continents, Equator and poles; compare weather, clothing, homes and animals in contrasting places. • Traditional-tale drama, role play, story mapping and alternative endings; Beegu empathy/friendship activities. • Outdoor natural-object collecting and observational drawing; birdsong listening walk followed by musical composition. • Practical maths using base-ten resources, number lines, shape hunts and real-life problem solving.
Texts you can read to support your understanding... • Rapunzel – a child-friendly traditional tale (compare different versions). • Beegu by Alexis Deacon. • Traditional tales such as Cinderella, Little Red Riding Hood and The Three Little Pigs. • Meerkat Mail by Emily Gravett – habitats and contrasting places. • The Emperor's Egg by Martin Jenkins – polar habitats. • The Great Kapok Tree by Lynne Cherry – rainforest habitats. • Starting School by Janet and Allan Ahlberg – compare school experiences. • Children's atlases and non-fiction books about deserts, rainforests, polar regions, animals and habitats.	Websites to support learning at home... • Topmarks Maths – KS1 games • Oxford Owl – free reading and maths activities • National Geographic Kids – animals and places • RSPB – children and families • Childnet – online safety for young children • Spanish Games – beginner vocabulary practice	Suggested places for family visits... • Natural History Museum, London – animals, habitats, biodiversity and the natural world. • ZSL London Zoo or Whipsnade Zoo – compare animals and habitats from around the world. • Kew Gardens – explore plants from contrasting climates and habitats. • British Museum – Jewish history and culture collections; useful for wider RE context. • A local synagogue open day/education visit, where available and arranged respectfully. • Museum of the Home, London – explore how everyday life has changed over time. • Local museum/heritage centre – look for photographs and objects showing school or childhood in the past. • Cassiobury Park or a local woodland/nature reserve – habitat hunt, seasonal observation, sketching and birdsong listening. • Science Museum, London – computers, technology, engineering and how inventions work.