

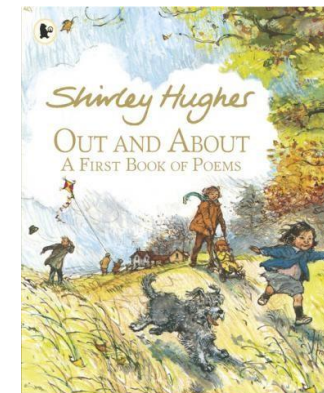
Year 2 - Autumn 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
English	<p style="text-align: center;">Stories in Familiar Settings</p> <p>Children read a variety of books and answer comprehension questions about Not Now Bernard. They create an imaginary creature that visits them and describe this to a parent or carer. Then they choose their favourite book and write a review.</p> <p>Grammar focus: Learn how to use punctuation correctly, including capital letters, full stops, question or exclamation marks.</p>	<p style="text-align: center;">Stories in Familiar Settings</p> <p>Children read & answer comprehension questions on these two stories. They sequence the stories and then use this to create their version of Whatever Next? producing this as an oral story.</p> <p>Grammar focus: Learn how to use sentences with different forms: statement, question, exclamation, command.</p>	<p style="text-align: center;">Information Texts</p> <p>Children discuss pets in general and dogs and cats in particular. Using Matilda's cat, they sort true, factual from fictional statements about cats. They compare dogs and then note features of information texts.</p> <p>Grammar focus: Use expanded noun phrases to describe and specify, e.g. adjectives to describe nouns.</p>	<p style="text-align: center;">Information Texts</p> <p>Using information books, and rehearsing their features, children read different forms of sentence. They revise end-of-sentence punctuation and work as copy-editors to correct punctuation in information texts.</p> <p>Grammar focus: Learn how to use sentences with different forms: statement, question, exclamation, command.</p>	<p style="text-align: center;">Traditional poems for young children</p> <p>Read, enjoy and learn by heart, Edward Lear's wonderful nonsense poem The Owl and the Pussycat. Find out about Edward Lear and explore some of his limericks. Read limericks written by other people. Have fun writing a limerick with support.</p> <p>Grammar focus: Use and understand grammar terminology.</p>	<p style="text-align: center;">Traditional poems for young children</p> <p>Read, enjoy and learn by heart, Edward Lear's wonderful nonsense poem The Owl and the Pussycat. Find out about Edward Lear and explore some of his limericks. Read limericks written by other people. Have fun writing a limerick with support.</p> <p>Grammar focus: Use expanded noun phrases to describe and specify, e.g. adjectives to describe nouns.</p>
Maths	<p style="text-align: center;">Addition and Subtraction</p> <p>Children subtract a 1-digit number from any</p>	<p style="text-align: center;">Addition and Subtraction</p> <p>Children use their knowledge of place value and addition and</p>	<p style="text-align: center;">Addition and Subtraction</p> <p>Children use their knowledge of place</p>	<p style="text-align: center;">Shape</p> <p>Children begin this block by recapping their understanding of shape from Year 1 Before</p>	<p style="text-align: center;">Shape</p> <p>In this small step, children use their knowledge of vertical lines of symmetry to complete</p>	<p style="text-align: center;">Shape</p> <p>In this step, children sort 3-D shapes in a variety of ways, including using the</p>

	<p>multiple of 10 within 100. Their knowledge of fact families for number bonds is particularly helpful here. For example, if they are calculating $50 - 6$, they can use the fact that $6 + 4 = 10$, so $10 - 6 = 4$, and so $50 - 6 = 44$</p>	<p>subtraction in order to find missing numbers in calculations.</p>	<p>value and addition and subtraction in order to find missing numbers in calculations.</p>	<p>learning about the properties of shapes, children need to recognise and name both 2-D and 3-D shapes and differentiate between them</p>	<p>shapes. Children start by completing rectangles. Explore different methods, such as using mirrors and counting squares away from the mirror line. They then move on to more complicated rectilinear shapes</p>	<p>properties they learnt earlier in the block. Children explore sorting shapes into a range of different groups and thinking about how some shapes have been sorted.</p>
Science	Why should I exercise?		Do snails have noses?		Where do worms like to live ?	
	<p>Children learn about the heart and heart rate then complete physical activities that allow them to see the effect exercise has on our body. Investigation Children start by learning about their heart, including what it looks like, what it does and where it is in their body. They listen to their own heartbeat using a real or homemade stethoscope and learn how to find and feel their pulse manually. They then measure their resting heart rate using a digital device. Children find a partner and do different physical activities, measuring their heart rates immediately after to see the effect of the exercise. They also record any other ways that exercise affects their body, thinking about why it is important for our health.</p>		<p>Children observe snails to find out if they have a sense of smell that helps them find food. Investigation Children place a snail in an aquarium with one real and one plastic vegetable or piece of fruit. The two versions must be the same fruit or vegetable. Children observe where the snail moves and record its position throughout the investigation. The snail will move around the aquarium and often visit the real piece of fruit. Conclusion Snails do have a 'nose' and smell is an essential sense for finding food.</p>		<p>Children observe how earthworms react when presented with four different materials. They relate their results to which habitats earthworm's prefer. Investigation Children work outdoors to find and collect earthworms then put them into a prepared earthworm habitat. They put four different materials in the corners of a container, separated by a space. Materials might include soil, sand, gravel, leaves, rubber chip, glass nuggets, wood chip or grass clippings. The children place the earthworms in the centre of the container, between the materials. They cover the container and leave it overnight for the earthworms to move around and burrow into the materials. The next day, children carefully dig through each material, collect the earthworms and record their location using a tally chart.</p>	

Guided Reading
Winter Sleep


In this project, children explore the changing seasons and how animals adapt to winter through *Winter Sleep*. They develop their comprehension skills by discussing key themes such as hibernation, seasonal changes, and the natural world. The book's gentle narrative and descriptive language provide opportunities for children to build vocabulary and explore how imagery is used to create a sense of place and atmosphere. Writing activities might include diary entries from the perspective of a hibernating animal, poetry inspired by the winter landscape, or informational texts about seasonal adaptations.

Out and About


In this project, children explore the beauty of nature and the changing seasons through the poetry collection *Out and About*. The book's rich and engaging poems encourage children to develop their understanding of poetic structure, rhythm, and descriptive language. Through discussion and performance, they learn how poetry can capture emotions, experiences, and the details of the natural world. Writing activities include creating their own seasonal poems, using sensory language to describe outdoor experiences, and experimenting with different poetic forms.

Topic
Street Detectives

When the Mayor writes to ask for our help in making our street a better place, it's time to put on our thinking caps and take action! As responsible citizens, we must explore ways to improve our local area, thinking about what makes a community

Armed with clipboards, cameras, and curious minds, we'll set off on a mission to investigate the streets around us. We'll observe buildings, roads, green spaces, and public facilities, considering what works well and what could be improved. Using our findings, we'll come up

	<p>safe, welcoming, and enjoyable for everyone. From spotting areas in need of a refresh to identifying ways to brighten up our surroundings, there's plenty of detective work to do.</p>	<p>with creative ideas to make positive changes—whether it's designing colourful murals, planting flowers, or creating posters to encourage recycling and community spirit. Ready to roll, Street Detectives? Let's make our neighbourhood a better place for everyone!</p>
Art & DT	Still Life	
	<p>This project introduces children to the world of still life art, focusing on the techniques and styles of significant still life artists throughout history. They begin by exploring a wide variety of still life paintings and drawings, analysing how artists use composition, colour, light, and shadow to create depth and realism. Through discussions and visual studies, children gain an understanding of different artistic approaches, from classical still life works to more modern and abstract interpretations.</p>	<p>As they progress, children experiment with their own still life arrangements, carefully considering object placement, perspective, and balance. They explore a range of media, such as pencil, pastels, paint, and collage, to develop their skills in shading, blending, and colour mixing. By studying how artists use colour to evoke mood and contrast, children learn to make thoughtful artistic choices in their own work. The project culminates in the creation of individual or collaborative still life artworks, allowing children to apply their new knowledge and techniques to produce expressive and visually engaging pieces.</p>
PSHE	What is Bullying?	
	<p>This unit explores the impact of words and actions on people's feelings, helping children understand the importance of kindness, empathy, and respect in their interactions. It teaches them how to communicate personal boundaries by asking for and giving—or not giving—permission regarding physical contact, as well as how to respond if they ever feel uncomfortable or unsafe. Children will also learn why behaviours such as name-calling, hurtful teasing, bullying, and deliberately excluding others are unacceptable and how these actions can negatively affect individuals and the wider community.</p>	<p>The unit equips them with strategies to respond appropriately in different situations, whether they witness or experience unkind behaviour. Additionally, children will develop an understanding of how to report bullying and other forms of harmful behaviour, including online incidents, to a trusted adult, reinforcing the importance of seeking help and supporting others in need.</p>
PE	Ball Skills	

In this unit, children learn to roll and stop a ball, bounce it with control while moving, and throw and catch with balance. They practise working with a partner, maintaining their balance while passing and receiving a ball. They develop skills in bouncing a ball to a partner, pitching a quoit sideways, and using a simple underarm throw. Children also begin to understand the importance of warming up before exercise and explore moving forwards and backwards through walking and running.