

Year 2 Autumn One Curriculum Overview 2025-26

Topic: All About Me / Healthy Lifestyles

Key Text: Supertato by Sue Hendra

Additional Texts: The World Came to my Place Today by Jo Readman and Ley Honor Roberts, Coming to England by Floella Benjamin, Little Leaders: Bold Women in Black History by Vashti Harrison - Bessie Coleman (Page 24)

Key Curriculum Drivers: PSHE / Science: Healthy People & Eating. Geography / PSHE: Food around the world. Harvest.

Significant People: Real life superheroes: Marcus Rashford, Bessie Coleman, Baroness Floella Benjamin

Key Dates

<u>Monday 1st September</u> Inset Day		<u>Monday 15th October</u> KS1 Rosh Hashanah Assembly	<u>Monday 22nd September</u> Rosh Hashanah begins	<u>Monday 1st October</u> Yom kippur begins	<u>Monday 6th October</u> Sukkot begins	<u>Tuesday 14th October</u> Harvest Festival	<u>Wednesday 22nd October</u> Diwali Workshop
		<u>Wednesday 17th September</u> Year 2 Curriculum Morning		<u>Tuesday 2nd October</u> National poetry day	<u>Friday 10th October</u> World Mental Health Day		<u>Friday 24th October</u> Last Day

Homework

	Sent Out: Friday 12 th September Due: Wednesday 1st October			Sent Out: Friday 3rd October Due: Wednesday 22nd October			Due in: Thursday 24 th October <i>No homework during the holidays</i>
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Subject	Week 1 1st September – 5 th September	Week 2 8 th September – 12 th September	Week 3 15 th September – 19 th September	Week 4 22nd September – 26 th September	Week 5 29 th September – 3rd October	Week 6 6 th October -10 th October	Week 7 13 th October – 17 th October	Week 8 20th October – 24 th October
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English/ Speaking and Listening/ Writing	<p>All About Me (Assessment Piece)</p> <ul style="list-style-type: none"> To write more than one sentence about an idea To make good attempts at spelling using phonic knowledge <p><u>English Book Cover - My Favourite Story</u></p> <ul style="list-style-type: none"> To say what I want to write before I write it 	<p><u>Supertato</u></p> <ul style="list-style-type: none"> To predict what will happen on the basis of what has been read so far To write more than one sentence about an idea To create a display for Supertato, identifying key vocabulary 	<p><u>Supertato</u></p> <ul style="list-style-type: none"> To use adjectives To use capital letters and full stops To begin to leave spaces between words To use 'and' and 'because' or 'but' to join words and clauses 	<p><u>Supertato</u></p> <ul style="list-style-type: none"> To read most words quickly and accurately without overt sounding and blending To show understanding of what they have read To create my own fruit/veg superhero 	<p><u>Supertato</u></p> <ul style="list-style-type: none"> To use adjectives To use capital letters and full stops To begin to leave spaces between my words To use 'and' and 'because' or 'but' to join words and clauses To plan a short narrative To change the ending of a story using your superhero 	<p><u>Supertato</u></p> <ul style="list-style-type: none"> To write a class narrative To write sentences to form a narrative To make simple additions and revisions to my writing by rereading to check it makes sense. 	<p>DT WEEK</p>	<p>DT</p> <p>To write instructions for how to make a healthy wrap</p> <p>To evaluate their healthy wrap</p>
English / Phonics	<p>Assessments</p>	<p>Assessments</p>	<p><u>Rapid Catch Up</u> Phase 2, 3, 4, 5 (Week 1)</p>	<p><u>Rapid Catch Up</u> Phase 2, 3, 4, 5 (Week 2)</p>	<p><u>Rapid Catch Up</u> Phase 2, 3, 4, 5 (Week 3)</p>	<p><u>Rapid Catch Up</u> Phase 2, 3, 4, 5 (Week 4)</p>	<p>Assess</p>	<p><u>Rapid Catch Up</u> Phase 5 (Week 5)</p>
<p>SPaG</p>	<p>Vowels and Consonants</p>	<p>Nouns</p>	<p>Adjectives</p>	<p>Verbs</p>	<p>Demarcating Sentences</p>	<p>Punctuating Sentences</p>		
<p>English / Handwriting</p>	<p>Introducing and Practising letter families: coadgfsqe (set 1)</p>	<p>Continue Practising letter families: coadgfsqe (set 1)</p>	<p>Introducing and Practising letter families: iltjuy (set 2)</p>	<p>Introducing and Practising letter families: bhkmnpr (set 3)</p>	<p>Introducing and Practising letter families: vwxyz (set 4)</p>	<p>Practising capital letters</p>	<p>Introducing break letters</p>	<p>Unit 14 – Practising consistent size and height of small letters</p>
<p>Maths</p> <p>Place value Tens Ones Partition Digit</p>	<p>Maths Book Cover- Repetitive Pattern</p> <p><u>Place Value</u></p> <ul style="list-style-type: none"> Count forwards and backwards within 20, 50 	<p><u>Place Value</u></p> <ul style="list-style-type: none"> Count objects to 100 by making 10s Recognise tens and ones Use a place value chart 	<p><u>Place Value</u></p> <ul style="list-style-type: none"> Flexibly partition numbers to 100 Write numbers to 100 in 	<p><u>Place Value</u></p> <ul style="list-style-type: none"> Compare objects Compare numbers Order objects and numbers 	<p><u>Place Value</u></p> <ul style="list-style-type: none"> Place Value Assessment <p><u>Addition and Subtraction</u></p> <ul style="list-style-type: none"> Bonds to 10 	<p><u>Addition and Subtraction</u></p> <ul style="list-style-type: none"> Bonds to 100 (tens) Add and subtract 1s Add by making 10 	<p><u>Addition and Subtraction</u></p> <ul style="list-style-type: none"> Add to the next 10 Add across a 10 Subtract across a 10 	<p><u>Consolidation</u></p>

<p>Estimate</p>	<p>and 100 (1:1 assessment)</p> <ul style="list-style-type: none"> Numbers to 20 	<ul style="list-style-type: none"> Partition numbers to 100 Write numbers to 100 in words 	<p>expanded form</p> <ul style="list-style-type: none"> 10s on the number line to 100 10s and 1s on the number line to 100 Estimate numbers on a number line 	<ul style="list-style-type: none"> Count in 2s, 5s and 10s Count in 3s 	<ul style="list-style-type: none"> Fact Families - addition and subtraction bonds within 20 Related facts 	<ul style="list-style-type: none"> Add three 1-digit numbers 	<ul style="list-style-type: none"> Subtract from a 10 Subtract a 1-digit number 	
<p>Mastering Number</p>		<p><u>Week 1</u></p> <ul style="list-style-type: none"> Subitise dot images within 4 Make observations about the beads on the rekenrek Practise putting the rekenrek into the 'ready position' ('reds are ready to start') Subitise dot images within 5 Practise moving beads 'into play' using only 'one push' Subitise images of rekenrek beads within 5 Practise 'making 5' on the rekenrek Subitise images of rekenrek beads within 5 Practise 'making 5' on the rekenrek 	<p><u>Week 2</u></p> <ul style="list-style-type: none"> Recall bonds of 5 Explore the ways that 10 can be composed of two parts. Explore the ways that 10 can be composed of two parts, relating this to bonds of 5 Identify the missing parts of 10 Reason about bonds of 10 in relation to bonds of 5 Recall and reason about bonds of 10 	<p><u>Week 3</u></p> <ul style="list-style-type: none"> Recap the composition of 6, 7, 8 and 9 as '5 and a bit' Identify the missing part of 6, 7, 8 and 9 if 5 is a part. Compose 6, 7, 8 and 9 as '5 and a bit' Compare different representations of the numbers 6–9. Conceptually subitise 6, 7, 8 and 9 Solve missing addend questions where 5 is a known addend Practise (if necessary) making the numbers 6, 7, 8 and 9 with 5 as a part Apply the composition of 	<p><u>Week 4</u></p> <ul style="list-style-type: none"> See that each number on a number track is 1 more than the number before it Identify given numbers on a track in response to clues including the words 'before' and 'after' Identify given numbers on a track in response to clues including the words 'before', 'after' and 'between' Identify given numbers on a track in response to clues including the words 'before,' 'after' and 'between' 	<p><u>Week 5</u></p> <ul style="list-style-type: none"> Group objects into 2s (pairs) and identify when there is an odd one out Explore the 'shapes' made by odd and even numbers Skip count in 2s to 10 from 0 and from 1 Add 2 to even numbers and see that this gives the next even number Skip count in 2s to 10 from 0 and from 1 Add 2 to odd numbers and see that this gives the next odd number 	<p><u>Week 6</u></p> <ul style="list-style-type: none"> Explore ways in which 6 counters can be arranged Describe the parts that they can see within 6 Experience different arrangements of 6 and identify arrangements that do NOT show 6 Identify 'how many more' are needed to make 6 Describe the parts they can see within 6 using different arrangements Work systematically to find all the ways that 6 can be 	

				6–9 to missing addend/sum questions.	<ul style="list-style-type: none"> Identify key features of a number line Make equally spaced marks on number lines To use the word 'midpoint' to describe the position of 5 in relation to 0 and 10 on a marked number line Use the midpoint on a number line to place given numbers 		composed of two parts <ul style="list-style-type: none"> Describe the parts they can see within 6 using different arrangements Complete missing addend equations for 6 	
PSHE Feelings Manage Changes Behaviour	Classroom rules and learning behaviours Zones of Regulation	To recognise and describe different feelings in themselves and others	To recognise that feelings change and that not everyone experiences the same feelings in the same situation	To recognise big feelings and know how to manage them	To recognise big feelings and know how to manage them		DT WEEK	
RE Big Question 1: What is real? Real Faith Miracle mystery, wonder exist	I can explain what 'faith' means. I can investigate the idea that a person may believe something is real, even if other people can't see it or believe in it.	I can explain what 'faith' means. I can investigate the idea that a person may believe something is real, even if other people can't see it or believe in it.	I can explore a Christian miracle and a miracle from one other religion or worldview and think about why someone may think this is real and some people may not believe in it. Christianity - Feeding the 5000;	I can explore a Jewish miracle and a miracle from one other religion or worldview and about why someone may think this is real and some people may not believe in it. Judaism - Parting of the Red Sea, The Burning Bush;	I can explore an Islamic miracle and a miracle from one other religion or worldview and think about why someone may think this is real and some people may not believe in it. Islam - The Splitting of the Moon)	I can reflect on their own personal views about whether things can be real even if they can't be seen or if others don't believe in them.	I can reflect on what Hindus believe and why they celebrate Diwali.	

<p>Geography / History</p> <p>Origins Imported Natural Processed Climate zones</p>		<p>Where in the world has our food come from?</p> <p>Identify the origins of a range of foods/products and locate them on a world map. What do they notice about where the food/products come from? How much of it is 'imported'?</p>	<p>How is our food produced?</p> <p>Identify natural /farmed /processed ingredients/foods</p>	<p>Where has our food been imported from?</p> <p>Recall previous learning about climate zones and hemispheres (Yr 1)</p>	<p>Where does a chocolate's journey start?</p> <p>Identify origins of natural foods from a range of sources, locate and describe journeys (distance, types of transport) to the UK.</p>	<p>How do we travel in our local area?</p> <p>Record and interpret data about food miles, and make links with previous learning about transport to suggest reasons why some feel we should reduce this/eat more local foods</p>	<p>DT WEEK</p>	<p>Identify/locate locally produced food on a map</p>
<p>Science</p> <p>Basic needs Survival Health Hygiene</p>	<p>What do we know about the basic needs of animals and humans?</p>	<p>To find out and describe the basic needs of animals, including humans, for survival (water, food and air).</p> <p>To describe the importance for humans of exercise, eating the right amount of different types of food, and hygiene.</p>	<p>To find out and describe the basic needs of animals, including humans, for survival (water, food and air).</p> <p>To describe the importance for humans of exercise, eating the right amount of different types of food, and hygiene.</p> <p>Working Scientifically: Gathering and recording data.</p>	<p>To describe the importance for humans of exercise, eating the right amount of different types of food, and hygiene.</p> <p>Working Scientifically: Identify and classify. (Link with DT)</p>	<p>To describe the importance for humans of exercise, eating the right amount of different types of food, and hygiene.</p> <p>Working Scientifically: Carry out a simple test and record evidence in a prepared table.</p>	<p>To describe the importance for humans of exercise, eating the right amount of different types of food, and hygiene.</p>	<p>DT WEEK</p>	<p>Consolidation</p>

<p>Art and Design</p> <p>Drawing and Collage</p> <p>Shape Pattern Collage Overlap Silhouette</p>		<p>To explore shape and pattern through drawing</p>	<p>To draw shapes and join together to create the shape of the human body</p> <p>To use a variety of different marks to fill a shape</p>	<p>To make a silhouette representing the human body</p>	<p>To explore and discuss the paper cut outs of Matisse To make a collage in the style of Matisse</p>	<p>To explore and discuss the paper cut outs of Matisse To make a collage in the style of Matisse</p>	<p>To tear, overlap and assemble shapes from paper to create a picture of a scene</p> <p>(Seasonal cards)</p>	<p>To tear, overlap and assemble shapes from paper to create a picture of a scene</p> <p>(Seasonal cards)</p>
<p>Design and Technology</p> <p>Balanced diet</p>				<p>Week 7: DT Week</p> <p>To know what makes a balanced diet (Link with Science in Week 4)</p> <p>To taste test food combinations</p> <p>To design a healthy wrap</p> <p>To make a healthy wrap</p>				
<p>Computing</p>	<p>Topic Book Cover - My Favourite Place (Purple Mash)</p>	<p>Topic Book Cover - My Favourite Place (Purple Mash)</p>	<p>To recognise the parts of a computer</p>	<p>To recognise how technology is controlled</p>	<p>To understand the role of computers</p>	<p>To recognise how technology is controlled</p>	<p>DT WEEK</p>	
<p>PE</p> <p>Fundamentals</p> <p>Fitness</p> <p>Balance stability Stamina Coordination</p>	<p>Fundamentals To explore how the body moves when running at different speeds</p>	<p>Fundamentals To develop changing direction and dodging</p> <p>Fundamentals To develop balance, stability and landing safely</p>	<p>Fundamentals To explore and develop jumping, hopping and skipping actions</p> <p>Fundamentals To develop co-ordination and combining jumps</p>	<p>Fundamentals To develop combination jumping and skipping with individual ropes</p> <p>Fitness To learn how to run for longer periods of time</p>	<p>Fitness To develop co-ordination and timing when jumping using a long rope</p> <p>Fitness To develop co-ordination in individual skipping</p>	<p>Fitness To develop stamina and change of direction</p> <p>Fitness To explore exercises to develop strength</p>	<p>Fitness To develop agility, balance and co-ordination</p>	
<p>Music</p> <p>Posture Vocal warm-up Projection</p>	<p>Harvest Festival</p> <ul style="list-style-type: none"> Talk about posture, relaxed shoulders, 	<p>Harvest Festival</p> <ul style="list-style-type: none"> Talk about posture, relaxed shoulders, 	<p>Harvest Festival</p> <ul style="list-style-type: none"> Talk about posture, relaxed shoulders, 	<p>Harvest Festival</p> <ul style="list-style-type: none"> Talk about posture, relaxed shoulders, 	<p>Harvest Festival</p> <ul style="list-style-type: none"> Talk about posture, relaxed shoulders, 	<p>Harvest Festival</p> <ul style="list-style-type: none"> Talk about posture, relaxed shoulders, 	<p>Harvest Festival</p> <ul style="list-style-type: none"> Performance in front of an audience 	

	<p>singing mouth and sound projection</p> <ul style="list-style-type: none"> • Do a vocal warm-up • Learn “What a Journey” by reading the words first, talk about the meaning, then sing the song line by line. 	<p>singing mouth and sound projection</p> <ul style="list-style-type: none"> • Do a vocal warm-up • Learn “Harvest Samba” by reading the words first, talk about the meaning, then sing the song line by line. • Explain the importance of correct vocal technique for this song, which is staccato, short and crisp, as it has a fast tempo with a lot of words 	<p>singing mouth and sound projection</p> <ul style="list-style-type: none"> • Do a vocal warm-up • Learn “Autumn Says Hello” by reading the words first, talk about the meaning, then sing the song line by line. 	<p>singing mouth and sound projection</p> <ul style="list-style-type: none"> • Do a vocal warm-up • Learn “A Sharing Day” by reading the words first, talk about the meaning, then sing the song line by line. 	<p>singing mouth and sound projection</p> <ul style="list-style-type: none"> • Do a vocal warm-up • Learn “We Can Help” by reading the words first, talk about the meaning, then sing the song line by line. 	<p>singing mouth and sound projection</p> <ul style="list-style-type: none"> • Do a vocal warm-up • Learn “Thank you God” by reading the words first, talk about the meaning, then sing the song line by line. • Perform to an audience 		
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