

Year 2 Autumn Two Curriculum Overview 2025-26

Topic: [Wings - Real and Imaginary](#)

Key Text: Tell me a Dragon by Jackie Morris / The Snowman by Raymond Briggs

Additional Text: Amelia Earhart: Little People Big Dreams by Maria Isabel Sanchez Vegara / Little Leaders: Bold Women in Black History by Vashti Harrison - Bessie Coleman (page 24)

Key Curriculum Drivers: English - Fictional narratives and poetry / Humanities - plotting journeys on a world map and comparing transport from different eras.

Trips: RAF Museum

Significant People: Amelia Earhart, Amy Johnson, Bessie Coleman

Key Dates

Monday 3rd November Inset Day	World Nursery Rhyme Week Tuesday 11th November RAF Museum Fri 14th November Maths Workshop	Road Safety Week Wed 19th Nov Reading Workshop Thurs 20th November Parent drop-ins (2:30pm)	Book Fair in School Wednesday 26th November Thursday 27th November Parent consultations	Friday 5th December Dragon Day	Friday 12th December Seasonal Fair	Tuesday 16th December Winter Fireside Event Friday 19th December School Finishes at 1:30pm
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Homework

Sent Out: 7th November Due: 25th November			Sent Out: 28th November Due: 17th December			
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Subject	Week 1 3rd November - 7th November	Week 2 10th November - 14th November	Week 3 17th November - 21st November	Week 4 24th November - 28th November	Week 5 1st December - 5th December	Week 6 8th December - 12th December	Week 7 15th December - 19th December
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<p>English/ Speaking and Listening/ Drama/ Writing</p>	<p><u>Fireworks</u></p> <p>Lesson 1: Describe fireworks using adjectives, verbs and onomatopoeia To plan a narrative by writing down ideas/sentences/ key words, including new vocabulary</p> <p>Lesson 2: Writing similes to describe fireworks To write similes using keywords and expanded vocabulary</p> <p>Lesson 3: Write Firework poems Children work in pairs/ 3s to compose a verse verbally, before writing a firework poem</p>	<p><u>History of Flight/ Nursery Rhymes</u></p> <p>Lesson 1: Recount of visit to the RAF To write simple narratives, which make sense, using my own or others experiences</p> <p>Lesson 2: Exploring and adapting Nursery Rhymes</p> <p>Lesson 3: Creating our own Nursery Rhyme based on “Two little dickie birds”</p>	<p><u>Tell me a dragon</u></p> <p>WOW - Find Dragon Egg & Read Story (continue to read different dragon poems during snack times)</p> <p>Lesson 1: Wow and create display of dragon pictures and Magpie wow words</p> <p>Lesson 2: My favourite dragon is... To write sentences about my favourite dragon using full stops and capital letters</p> <p>Lesson 3: Vocabulary building (adjectives) Vocab building for nouns. Adjective grid - group work To identify nouns and adjectives</p> <p>Lesson 4: Vocabulary building (verbs/adverbs). Writing the adjectives and</p>	<p><u>Tell me a dragon</u></p> <p>Lesson 1: Use a picture of a dragon, add their own adjectives, verbs and adverbs To plan a description of a dragon</p> <p>Lesson 2: Writing a dragon description using their dragon plan. To write simple narratives, which make sense, using my own or others experiences.</p> <p>Lesson 3: Vocabulary building (nouns, adjectives verbs & similies) To plan a description of a dragon from the story Tell me a dragon</p> <p>Lesson 4: Describe dragons using similes from Tell me a dragon. To write a narrative using similes</p>	<p><u>Tell me a dragon</u></p> <p>Lesson 1: Missing Dragon Poster Assessment piece</p> <p>Lesson 2: Inside of me Poem Introduce Dragon poem and plan your own ‘inside of me’ poem.-</p> <p>Lesson 3: Write own poem To write simple narratives, which make sense, using my own or others experiences. Assessment piece</p> <p>Lesson 4: Editing/Making 3D dragons to match poems To make simple additions and revisions to my writing by re-reading to check it makes sense</p> <p>Dragon Day Acrostic Poems - Dragons. To write an acrostic poem as a class</p> <p>Additional activities Dragon crafts, games and picnic</p>	<p><u>The Snowman</u></p> <p>Lesson 1: WOW - Dressed up as a snowman. Hot Seating - questions. Snowman.</p> <p>Lesson 2: To predict events and endings Watch the video up to the point the snowman comes alive (5:42). https://www.youtube.com/watch?v=5A3THighARU What do you think is happening? - Making predictions - orally /speech bubbles</p> <p>Lesson 4: Generate questions for the snowman. Use question marks.</p>	<p><u>The Snowman</u></p> <p>Lesson 1: Look at a range of letters. To understand the layout and organisational features of a letter To identify key punctuation used in letters</p> <p>Lesson 2: Write a letter to the snowman /another class to invite them to the Winter Party</p> <p>To use punctuation that I have been taught, mostly correctly (capital letters, full stops, question marks and exclamation marks)</p> <p>Lesson 3/4: Snowman Animation (link to computing)</p> <p>Lesson 5: Instruction writing To write a simple narrative, which makes sense, using my own or others experiences</p>
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			verbs around the dragon picture				
	<p><u>Writing skills</u> To say what I want to write before I write it To write more than one sentence about an idea To write sentences in sequence to make short narratives To use capital letters and full stops in some of my sentences To segment and blend spoken words and spell some correctly To make good attempts at spelling using phonic knowledge To spell some common exception words To form lower case letters in the correct direction starting and finishing in the right place To form lower case letters which are the right size in some of my writing To predict what will happen on the basis of what has been read so far To use adjectives To begin to leave spaces between my words To use co-ordination (and/but) to join clauses To use some subordination (because) to join clauses To plan a narrative by writing down ideas/sentences/ key words, including new vocabulary To write simple narratives, which make sense, using my own or others experiences (real or fictional) To make simple additions and revisions to my writing by rereading to check it makes sense</p>						
English / Little Wandle Phonics		<u>Bridge to spelling</u> <u>Rapid Catch Up</u> Phase 3, 4, 5 (Week 1)	<u>Bridge to spelling</u> <u>Rapid Catch Up</u> Phase 3, 4 and 5 (Week 2)	<u>Bridge to spelling</u> <u>Rapid Catch Up</u> Phase 3, 4 and 5 (Week 3)	<u>Bridge to spelling</u> <u>Rapid Catch Up</u> Phase 3, 4 and 5 (Week 4)	<u>Bridge to spelling</u> <u>Rapid Catch Up</u> Assessment	<u>Bridge to spelling</u>
Spelling, Punctuation and Grammar	Compound Words	Compound Words	Adjectives with –er and –est	Adjectives with –er and –est	Statements and Exclamations	Questions and Commands	
English / Handwriting	Unit 1 – Practising joining to the top: ai	Unit 2 – Practising the join from the letter e: ee	Unit 3 – Practising joining from the letter l: ie	Unit 4 – Practising the horizontal join: oa	Unit 5 – Practising the size and height of letters: oo	Unit 6 – Practising joining from the letter o: oi	Unit 7 – Practising capital letters
Maths	<u>Addition and Subtraction</u> • Subtract two 2-digit numbers	<u>Addition and Subtraction</u> • Mixed addition and subtraction	<u>Shape</u> • Recognise 2D Shapes • Recognise 3D Shapes	<u>Shape</u> • Draw 2-D shapes	<u>Shape</u> • Count edges on 3-D shapes	<u>Shape</u> • Make patterns with 2-D and 3-D shapes	<u>Consolidation Week</u> Revisit Place Value / Addition and Subtraction

	<ul style="list-style-type: none"> (across a 10) x2 Mixed addition and subtraction 	<ul style="list-style-type: none"> Compare number sentences Missing Number problems Addition and Subtraction Assessment 	<ul style="list-style-type: none"> Count sides on 2-D shapes Count vertices on 2-D shapes 	<ul style="list-style-type: none"> Lines of symmetry on shapes Using lines of symmetry to complete shapes Sort 2-D shapes Count faces on 3-D shapes 	<ul style="list-style-type: none"> Count vertices on 3-D shapes Sort 3-D shapes 	<ul style="list-style-type: none"> Shape areas of difficulty Shape Assessment 	<ul style="list-style-type: none"> - Areas of difficulty Autumn term assessment
Mastering Number		<p><u>Week 7</u></p> <ul style="list-style-type: none"> Practise recalling number bonds Compare numbers and use the language of 'greater than', 'more than', 'less than' and 'fewer than' Compare numbers within 10 Compare numbers and use the language of 'greater than', 'more than', 'less than' and 'fewer than' (for countable objects) Compare numbers within 10 and use the language of 'greater than' and 'less than' 	<p><u>Week 8</u></p> <ul style="list-style-type: none"> Subitise dots Subitise patterns of 4, 5 and 6 Identify ways to make 7 Identify whether pairs of numbers that make 7 are both odd, both even, or odd and even Practise recalling missing parts for 7 Identify pairs of numbers which sum to 7 Identify missing parts when 7 is the whole Identify missing addends in equations 	<p><u>Week 9</u></p> <ul style="list-style-type: none"> Identify whether a pattern shows 7 or NOT 7 Identify and record bonds of 9 Identify bonds of 9 using a 3-by-3 grid Read equations for 9 Identify the missing part to make 9 Identify the missing part to make 9 Identify the missing symbol in written statements Identify whether a pattern shows 9 or NOT 9 Identify pairs of numbers that sum to 9 Reason about 9 using statements 	<p><u>Week 10</u></p> <ul style="list-style-type: none"> Identify bonds of 10 on their fingers Reason about bonds of 10 using a rekenrek Reason about bonds of 10 Identify whether bonds of 10 are composed of odd or even numbers Use the vocabulary related to a partitioning structure for 10. Reason about bonds of 10 Identify whether numbers that sum to 10 are odd or even Identify whether 	<p><u>Week 11</u></p> <ul style="list-style-type: none"> Conceptually subitising including 'teens' Use the language of 'parts' and 'whole' to describe sets and sub-sets Write equations using the + and = symbols to represent parts and wholes 	

		<ul style="list-style-type: none"> • Read expressions using the inequality symbols (< >) • Identify whether inequalities are true or false with reference to a number line • Interpret and represent inequalities such as $7 < 5 + 1$ on the rekenrek 	where 7 is the sum	that include the symbols + and < or =	<p>numbers that sum to 10 are odd or even</p> <ul style="list-style-type: none"> • Describe numbers within 1 to 9 in relation to 5 and 10 (e.g. "7 is 2 more than 5 and 3 less than 10") 		
<p>PSHE</p> <p>Unit Focus: Health and well-being</p> <p>Living in the wider world</p>		Trip to RAF Museum	<p>Health and well-being To know about the similarities and differences between males and females</p>	<p>Health and well-being To name the main parts of the body (including external genitalia)</p> <p>To recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private</p>	<p>Health and well-being To know that some people have fixed ideas about what boys and girls can do</p>	<p>Living in the wider world To know about spending money and understanding the importance of waiting for and checking change</p>	<p>Living in the wider world To know you have choices about spending and saving money, and that people may make different choices about how to save and spend money</p>

<p>RE</p> <p>Big Question 2:</p> <p>Where do we come from?</p> <p>universe, humanist, humanism, origins</p>	<p>I can discuss the ideas from different religions (Christianity and Judaism) and worldviews about how the universe began, building on prior learning.</p>	<p>I can discuss the ideas from different religions (Islam) and worldviews about how the universe began, building on prior learning.</p>	<p>I can reflect on the range of ideas about the beginning of the universe that different people have and share their own personal ideas.</p>	<p>I can describe what humanists believe about the beginning of the universe.</p>	<p>I can describe what humanists believe about the beginning of the universe.</p>	<p>I can reflect on the range of ideas about the beginning of the universe that different people have and share their own personal ideas.</p>	<p>I can reflect on origins of Jesus Christ through the Christmas story</p>
<p>Geography / History</p> <p>Big question: Where Did She Go?</p> <p>Unit Focus: The History of Flight</p>	<p>How can we travel from one country to another?</p> <p>To describe locations between places, including between UK + USA, and suggest appropriate modern transport</p> <p>What was invented first?</p> <p>To compare transport from different times</p> <p>To describe some differences between the present and the past</p> <p>To add information to a timeline</p>	<p>When were planes invented, who invented them and how have they changed?</p> <p>To add information to a timeline</p> <p>To compare transport from different times</p> <p>To describe some differences between the present and the past</p> <p>History of Flight Trip to RAF Hendon</p> <p>To explore the history of Flight through the trip and workshop</p> <p>To locate WW2 on a timeline, along with other inventions, to determine transport methods used</p>	<p>Who was Ameila Earhart?</p> <p>To use a range of resources to find out information about Amelia Earhart</p>	<p>Who was Bessie Coleman?</p> <p>To use a range of resources to find out information about Bessie Coleman</p>			

<p>Science</p> <p>Unit Focus: Animals, including humans</p> <p>Plants</p>	<p>To sort things that are living, dead, and things that have never been alive (Lesson 1 & 2)</p> <p>To compare the characteristics of living things</p> <p>Working Scientifically: Identify and classify</p> <p>To observe and describe how seeds and bulbs grow into mature plants</p> <p>Plant bulbs this term as a class</p>	<p>Trip to RAF Museum</p>	<p>To observe and investigate how humans have offspring which grow into adults</p> <p>Working Scientifically: Asking simple questions and recording findings</p>	<p>To find out how humans change as they grow into adults</p> <p>To create a timeline of human growth</p> <p>Working Scientifically: Using secondary sources to describe and illustrate characteristics</p> <p>Asking and answering questions</p>	<p>To match, sort and group animal offspring and their adult forms</p> <p>Working Scientifically: Sorting, grouping and identifying their own criteria for sorting</p>	<p>To find out how animals change as they grow into adults</p> <p>To research and create life cycles of animals</p> <p>Working Scientifically: Use simple secondary sources to find answers to a question</p>	<p>To find out how animals change as they grow into adults</p> <p>To research and create life cycles of animals</p> <p>Working Scientifically: Use simple secondary sources to find answers to a question</p>
<p>Art and Design</p> <p>Drawing and Painting</p>	<p>Fireworks WOW: To choose and use a variety of marks using chalk pastels</p> <p>To blend colours</p>	<p>To tear or cut shapes from paper to make a collage of poppies</p>	<p>To repeated a variety of marks to create 'textures'</p> <p>To use texture to add detail to an image</p>	<p>To work from their imagination in response to dragon stories and models</p> <p>To use texture to add detail to an image</p>	<p>To explore using Brusho as a watercolour on wet paper to create washes and to add texture</p> <p>To use texture to add detail to an image</p>	<p>To explore using Brusho as a watercolour on wet paper to create washes and texture</p>	<p>To cut out an image and place it on a background to complete a composition</p> <p>To review their artwork and that of their peers and say what they think and feel about it</p>
<p>Computing</p> <p>(Animations linked to Science)</p>		<p>Trip to RAF Museum</p>			<p>Online Safety How do I keep my things safe online?</p>	<p>Life cycle/Snowman Animation To use technology purposefully to create an animation</p> <p>To save and retrieve digital content</p>	<p>Life cycle Animation To use technology purposefully to create an animation</p> <p>To save and retrieve digital content</p>

<p>PE</p> <p>Class Teachers: Ball Skills</p> <p>Gymnastics</p>	<p><u>Ball Skills</u> L1 taught Aut1: To be able to roll a ball to hit a target</p> <p>L2 taught Aut1: To develop coordination and be able to stop a rolling ball</p> <p><u>Ball Skills</u> To develop technique and control when dribbling a ball with your feet</p>	<p><u>Ball Skills</u> To develop control and technique when kicking a ball</p> <p><u>Ball Skills</u> To develop coordination and technique when throwing and catching</p>	<p><u>Ball Skills</u> To develop control and coordination when dribbling a ball with your hands</p> <p>Assessment</p> <p><u>Gymnastics</u> To perform gymnastic shapes and link them together</p>	<p><u>Gymnastics</u> To be able to use shapes to create balances</p> <p><u>Gymnastics</u> To be able to link travelling actions and balances using apparatus</p>	<p><u>Gymnastics</u> To demonstrate different shapes, take off and landings when performing jumps</p> <p><u>Gymnastics</u> To develop rolling and sequence building</p>	<p><u>Gymnastics</u> To develop sequence work on apparatus</p> <p>Assessment</p>	<p><u>Christmas Parties</u></p>
<p>Music</p> <p>Unit Focus: Instruments of the orchestra</p>	<p>To learn about the 4 families of the orchestra</p>	<p>To learn about the string family of the orchestra</p>	<p>To learn about the woodwind family of the orchestra</p>	<p>To learn about the brass family of the orchestra</p>	<p>To learn about the percussion family of the orchestra</p>	<p>To make a shaker with things you can find in your house</p> <p>Play orchestra quizzes</p>	