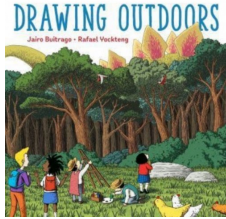


Year 2 Autumn 2 – 2025 -2026

	Week 1 -	Week 2 –	Week 3 –	Week 4 –	Week 5 –	Week 6-	Week 7-
History/Geography Art/DT	How would my life be different if I was born during the Victorian times? 						
Novel	Marv and the Mega Robot						
Writing Books Supporting texts	The Owl who was afraid of the dark						
<u>Writing</u>	Non fiction- firework safety Learning how to use use both familiar and new punctuation correctly: full stops, capital letters, exclamation marks, question marks	Fiction - retell - tale of fear (Owl who was afraid of the dark) Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' Joining words and joining clauses using 'and'.	Non fiction- all about owls Coordinating conjunctions (using or, and, or but) Add the regular plural noun suffixes -s or –es add the suffixes –ing, -ed, -er -est to spell some words correctly	Letter to Santa Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'	Acrostic poems- christmas theme?		

<u>Grammar and punctuation</u>	Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' Learning how to use both familiar and new punctuation correctly: full stops, capital letters, exclamation marks, question marks How words can combine to make sentences. Joining words and joining clauses using 'and'. Add the regular plural noun suffixes -s or -es add the suffixes -ing, -ed, -er -est to spell some words correctly Coordination (using or, and, or but)						
	Addition and subtraction				Geometry		
<u>Maths</u>	Add across 10 Subtract across 10 Subtract from a 10	Subtract a 1-digit number from a 2-digit number (across a 10) 10 more, 10 less	Add and subtract 10s Add two 2-digit numbers (not across a 10)	Add two 2-digit numbers (across a 10)	Recognise 2-D and 3-D shapes Count sides on 2-D shapes Count vertices on 2-D shapes Draw 2-D shapes Lines of symmetry on shapes	Use lines of symmetry to complete shapes Sort 2-D shapes Count faces on 3-D shapes Count edges on 3-D shapes	Count vertices on 3-D shapes Sort 3-D shapes Make patterns with 2-D and 3-D shapes
Fluency bee	Stage 1 Block 5 - Addition and subtraction (2 weeks) Stage 1 Block 6 - Ten and a bit (2 weeks) Stage 1 Block 7 - Comparison to 20 (2 weeks)						
Science- Uses of everyday materials: Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock,	Objects and materials I can name objects with the same use that are made from different materials.	Which material is suitable? To recognise that objects are made from materials that suit their uses. One material can be used for a range of	Stretch it, twist it, bend it, squash it! A push or pull must be applied to change the shape of a solid object. Solid objects can be	Testing stretchiness A push or pull must be applied to change the shape of a solid object. Solid objects can be stretched, twisted, bent or stretched	Testing strength Different solid objects may take different amounts of force to change shape	Eco Friendly materials Sustainability – Plastic 1 week Plastic can be helpful. Plastic can be harmful for humans and other animals. Some plastic can be recycled. Some plastic cannot be recycled.	

paper and cardboard for particular uses. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. Sticky Knowledge	I can name a material that is used to make objects with different uses. Objects are made from materials that suit their uses..	purposes. Different materials can be used for the same purpose	stretched, twisted, bent or stretched			There are ways to reduce your plastic waste.	
Links to prior learning	Year 1: That objects are items or things. That a material is what an object is made from. A variety of everyday materials, including wood, plastic, glass, metal, water and rock.	Year 1 : That property refers to how a material can be described. Materials can be grouped based on their physical properties.	Year 1 : That property refers to how a material can be described. Materials can be grouped based on their physical properties.	Year 1 : That property refers to how a material can be described. Materials can be grouped based on their physical properties.	Year 1 : That property refers to how a material can be described. Materials can be grouped based on their physical properties.	Year 1: Everyone should look after the planet. Some actions help the Earth. Some actions harm the Earth. Looking after the planet helps to care for humans, other animals and plants.	Year 1: Everyone should look after the planet. Some actions help the Earth. Some actions harm the Earth. Looking after the planet helps to care for humans, other animals and plants.
Working scientifically	Grouping and classifying To recognise that objects can be grouped. I can sort objects based on properties. Grouping based on visible characteristics.	Posing questions Recognising there are different types of enquiry. Grouping and classifying To recognise that objects can be grouped. I can sort objects based on properties. Grouping based on visible characteristics.	Recording I can record my findings in a table. - Using a prepared table to record results including: • Numbers. • Simple observations. • Tally frequency	Measuring (quantitative data) To gather data and use it to answer a question. I can work in a group to carry out a test. I can use non-standard units to measure. I can compare results to answer a question Analysing and drawing conclusions Using results to answer simple	Graphing Representing data using block graphs. I can measure strength using non-standard units. I can label the categories on a block graph. I can use a block graph to answer questions. Analysing and drawing conclusions	Posing questions Recognising there are different types of enquiry. Exploring the world around them and raising their own simple questions. Recognising there are different types of enquiry (ways to answer a question). Responding to suggestions on how to answer questions.	Posing questions – Explore the world around them and raise their own questions

				questions. Beginning to recognise when results or observations do not match their predictions.	Using results to answer simple questions.		
KMRM Question:	Can you name 5 materials?	Can you describe <u>Wood</u> ? Name 3 objects that are made from wood?	Look at the table and name 3 materials?	Can you name 3 things that are made from a soft material?		How could you look after the planet?	Create a poster to help other people to look after the planet.
Provision	Sorting hoops/boxes, variety of different materials. Testing areas, Graphs, charts for children to fill out						
History	Develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework.	Develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework.	Look at the lives of significant individuals in the past who have contributed to national and international achievements.	Identify similarities and differences between ways of life in different periods They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.	Compare aspects of life in different periods They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.	Identify similarities and differences between ways of life in different periods They should understand some of the ways in which we find out about the past and identify different ways in which it is represented	Brain Dump
Sticky Knowledge	Chronology Recap of year 1 history - what is a timeline Timeline of our lives and experiences so far.	Chronology To know where the Victorian era fits on the chronological timeline (1837 - 1901).	Monarchy and Power Know that Queen Victoria was the monarch who reigned during the Victorian era.	Invention and Innovation Victorian children worked long hours doing difficult jobs - often in factories. Know that only rich children went to school.	Invention and Innovation Know that schooling was strict in the Victorian times and punishment was used (caning, dunce hat).	Invention and Innovation Know that technology in schools was different Understand how toys (mechanisms) have changed since the Victorian times (rocking horses, train sets, doll's houses spinning tops and skipping ropes.)	

Skills	I can sequence artefacts closer together in time. I can sequence events, photos etc from different periods. I can find out about people and events in other times collections of artefacts. I can confidently describe similarities and differences. I can compare pictures or photographs of people or events in the past. I can identify different ways to represent the past. I can use a source – why, what, who, how, where to ask questions and find answers. I can sequence a collection of artefacts. I can use timelines. I can discuss the effectiveness of sources						
Links to prior learning	Chronology We know what the past is and have an awareness of chronology (Y1). Monarchy and Power We know about the lives of significant monarchs, for example Queen Elizabeth and King Charles (Y1). Invention and Innovation We know about how our technology in schools is different (Y1).						
KMRM Question		When was the Victorian Era?	Who reigned in the Victorian Era?	How was life for children different during the Victorian times?	How was technology different in the Victorian Era?		
Provision	Timelines, pictures of past events they can order (yr1), Victorian books, Dunces hat (things for them to make their own), pictures of Victorian schools, Queen Victoria and facts, Monarch – family tree. Chalk boards						
PSHE - Story Project Aliens love underpants.	Experiencing different emotions I can say the names of the different parts of the body.	I can tell you why pants are private.	I can tell you what type of physical contact is acceptable/ comfortable/ unacceptable/ uncomfortable and how to respond if I am uncomfortable.	I can tell you what to do if I feel unsafe in a variety of situations.	To understand why it is good that people are different.	I can tell you the difference between secrets and nice surprises and the importance of not keeping any secret that makes me feel uncomfortable or afraid.	Reflection and evaluation

Prior knowledge:	Know a range of 2D shapes and confidently draw these. Know that drawing tools can be used in a variety of ways to create different lines. Know lines can represent movement in drawings. Know that texture means ‘what something feels like’. Texture: now different marks can be used to represent the textures of objects. Know different drawing tools make different marks. That a continuous line drawing is a drawing with one unbroken line. Properties of drawing materials eg; which ones smudge, which ones can be erased, which ones blend. How to hold and use drawing tools in different ways to create different lines and marks. How to create marks by responding to different stimulus such as music. How to overlap shapes to create new ones. How to use mark making to replicate texture. How to look carefully to make an observational drawing. How to complete a continuous line drawing. Artists choose materials that suit what they want to make. Art is made in different ways.						
Religious Education What do candles mean to people?	What are candles and why do some people use candles? To express and compare ideas	Who were Rama and Sita? To recognise why candles are used to express stories and beliefs.	How are candles used during Diwali? To know that the festival Diwali can be celebrated in different ways.	How are candles used during Advent? To know how some Christian followers might celebrate Advent.	What do candles symbolise at Hanukkah? To understand why candles are used at Hanukkah.	What can light mean at Christmas? To explore ways Jesus’ birth is celebrated at Christmas using the symbol of light.	Brain dump

