CORBY PRIMARY ACADEMY

Curriculum Framework Overview Year 2 2026-2027 – Autumn Term 1

Year 2		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English		A Cloudy lesson Film	The King Who Banned the Dark Emily Haworth-Booth		The Day the Crayons Quit Drew Daywalt		The Midnight Fair Gideon Sterer	
		Recount	Poetry		Letter		Narrative	
Reading		Rain Before Rainbows by Smrthi Halls	Rainbow Street by Lynne Richards	The Queen's Hat by Steve Antony	The Way Home for Wolf by Rachel Bright	Billy and The Beast by Nadia Shireen	Why Do We Wear Clothes? by Helen Hancocks (NF)	Meet the Microbes by Dr Emily Grossman (NF)
Maths		Place Value				Addition and Subtraction		
		Number place value	Number: Place value	Number: Addition & Subtraction	Number: Addition & Subtraction	Number: Addition & Subtraction	Geometry shape	Geometry shape
Science		Living things: Habitats						
LO		I can identify some of the characteristics of living things.	I can recognise the difference between things that are alive, were once alive or have never been alive.	I can identify plants and animals in different habitats.	I can explain how a habitat helps plants and animals survive.	I can identify how animals and plants depend on each other.	I can recall how animals get their food from plants and other animals.	Assessment
Key knowledge		Movement, sensitivity, growth, reproduction, excretion, nutrition (and respiration) are life processes.	Animals and plants are alive because they carry out life processes e.g. dog or tree. Some objects are not alive now but came from living things e.g. paper or wool jumper. Some materials and objects have never carried out life processes and did not come from living things e.g. rock or plastic bottle.	Coastal, woodland, ocean and rainforest are four habitats. Habitats are environments where living things live.	Woodland habitats are cool shady with plenty of trees. Seeds from trees provide food for birds and squirrels; rotten wood and dead leaves provide food for insects; insects are prey for animals such as hedgehogs and mice.	Plants and animals depend on each other for survival. Animals may use plants for food and shelter, and plants use animals to transport seeds and spread pollen.	Animals need food to survive. Some animals get their food from plants, while others get their food from other animals. A food chain shows how food passes from one living thing to another.	

CORBY PRIMARY ACADEMY

Curriculum Framework Overview Year 2 2026-2027 – Autumn Term 1

Key vocabulary		life processes movement sensitivity growth reproduction excretion nutrition	dead alive classify analyse	coastal woodland ocean rainforest habitat	shelter diet carnivore herbivore omnivore	camouflage predator producer prey	energy food chain	
History		How was school different in the past?						
LO		I can recognise that schools have changed over time.	I can compare schools in the past with schools today.	I can investigate what schools were like in the 1900s.	I can compare how school was different in the past to the present.	I can compare schools from different periods and explain what has changed.	I can compare schools from different periods and explain why I would prefer to attend school in the past or today.	Assessment
Key knowledge		Schools have changed over time with children in the past using different classrooms and equipment.	Children wrote on chalkboards, sat in rows facing the teacher, and followed stricter rules, whereas children today often use computers, work collaboratively, and have a wider range of learning resources.					
Key vocabulary		past present chronological order timeline	compare different change	evidence source investigate decade	similar	continuity	modern prefer	
Art		Drawing: understanding tone and texture						

CORBY PRIMARY ACADEMY

Curriculum Framework Overview Year 2 2026-2027 – Autumn Term 1

LO		I can explore drawing techniques using a range of materials.	I can explore and describe texture through touch and rubbings.	Exploring tonal shading	Sketching and refining a drawing	Create an observational drawing	Create an observational drawing	Evaluation
Key knowledge		Using charcoal and pastels at different angles and pressing with different levels of pressure can create a variety of different lines and tones.	The side of a pastel can be used to create a textured pattern					
Key vocabulary		tone pressure charcoal pastel	texture rubbing					
Design & Technology								
PSHE		Me and my relationships.						
Lesson	Our ideal classroom Zones of Regulation Academy/ Class Rules	How are you feeling today?	Why are relationships important?	How do I share family worries?	Being a good friend	Types of bullying	Don't do that!	Bullying or teasing?
Key knowledge	Positive actions such as being kind, respectful, responsible, helpful, and cooperative help to create a safe, happy, and successful classroom community.	People can experience the same feeling but show it in different ways. We can use clues such as facial expressions, body language and words to understand how someone might be feeling. Responding with kindness and support can help others when they are	A relationship is a connection we have with another person. People have many different relationships, including with family, friends and trusted adults. Positive relationships help us feel safe, supported and happy.	Families can look different, and every family is unique. Sometimes things that happen in families can make us feel sad, worried or scared. If something is making us feel worried or unsafe, we should tell a trusted adult.	Friendship is a special relationship based on trust, kindness, respect, and care. Good friends support each other, listen to each other, include one another, and help each other through challenges,	Bullying is repeated behaviour that is intended to hurt, upset, or harm someone, whereas isolated unkind behaviour is a one-off incident. Bullying can take different forms, including physical, verbal, social, and	Bullying is repeated, intentional behaviour that hurts someone physically or emotionally. We can speak up safely if we see bullying or experience bullying ourselves. Trusted adults can help keep us safe when	Teasing and bullying are different types of behaviour. Teasing is usually a one-off comment or joke and may not be intended to cause harm, whereas bullying is deliberate, repeated behaviour that hurts, upsets, or intimidates someone.

CORBY PRIMARY ACADEMY

Curriculum Framework Overview Year 2 2026-2027 – Autumn Term 1

	Making and keeping personal pledges encourages everyone to take responsibility for their behaviour and contribute positively to the learning environment.	experiencing difficult feelings.			which helps build positive and healthy relationships.	online bullying, and all forms of bullying and unkind behaviour are unacceptable. If bullying happens, especially online, it is important to seek support from a trusted adult and report the behaviour. Sharing images of yourself or others should only happen with permission to respect privacy and keep people safe.	bullying happens, online or offline.	Bullying can happen face to face or online and may be physical, verbal, or social. If bullying happens, it is important to tell a trusted adult, seek support, and report online bullying. People should also respect privacy by not sharing images of themselves or others without permission.
Key vocabulary	community, respect, pledge, cooperation, responsibility	emotion, body language, expression, empathy, support	relationship, family, friend, respect, trust	family, worry, trusted adult, support, secret	friendship, respect, kindness, inclusion, empathy	bullying, repeated, online bullying, loneliness, respect	bullying, aggressor, target, online, trusted adult	teasing, bullying, repeated online, trusted adult
Computing		**Creating Pictures**					**Making Music**	
LO		I can create a digital art piece in an impressionist style.	I can create a digital art piece in a Pointillism style.	I can create a digital art piece that is in the style of Piet Mondrian's work.	I can create digital art patterns in the style of the Arts and Crafts movement.	I can create a portfolio of digital art.	I can explore, edit and combine sounds using 2Sequence.	I can improve a tune and make music based around a feeling.
Key knowledge		Digital tools create different colours and textures. A palette will show a range of colours and shapes available to a user.	Pointillism is a way of painting where artists use tiny dots of different colours instead of brushstrokes.	Horizontal and vertical lines that are filled in with a bold colour is art called De Stijl (The Style). A 'fill' tool fills an enclosed space with colour.	Repeating a pattern is a design that is shown again and again. A rotated pattern is the same design that is moved around in a circle.	A digital portfolio is a place where a collection of different files can be saved in one place or file.	Digital Music is music that has been recorded and stored on a computer or device so it can be played at any time. The speed (BPM) and volume of music can be controlled.	Sound Effect (SFX) is a sound other than speech or music. Looping is repeating a short section of sound or music over and over again.
Key vocabulary		digital art impressionism	Pointillism outline	De Stijl fill tool	arts and crafts repeating pattern	digital portfolio import	digital music tune	sound effect looping

CORBY PRIMARY ACADEMY

Curriculum Framework Overview Year 2 2026-2027 – Autumn Term 1

		palette style		horizontal vertical	rotated pattern symmetry	image picker resize	compose BPM volume	
Music		**Animals: Call and response**						
LO		I can create short sounds with varied dynamics that represent an animal.	I can copy a short sound pattern.	I can explore call and response using instruments.	I can create sound patterns based on call and response.	I can perform different sound patterns with contrasting dynamics.	Assessment	Songs for Christmas performance
Key knowledge		Dynamics means how loud or quiet a sound is. By playing an instrument in different ways, musicians can make sounds louder or quieter without changing instruments.	A sound pattern is a sequence of sounds and silences that can be repeated.	Call and response is a musical pattern where one person or group performs a sound (the call) and another person or group answers with a sound (the response).	Call and response can be used to create musical conversations. A call is like a question and a response is like an answer in music.	Changing dynamics can change the effect of a sound pattern. The same rhythm or pattern can sound different when played loudly or quietly.		
Key vocabulary		dynamics	sound pattern	call and response	pattern rhythm untuned percussion	composition perform contrast		
Religious Education		**The Family in Judaism: How does being Jewish make a difference to family and celebration?**						
LO		I can discuss what/who is important to me.	I understand that God is important to the Jewish people.	I can retell the story of creation.	I can explore ways in which we can care for our world.	I can discuss the importance of Shabbat and family to the Jewish people.	I can recall facts about Shabbat.	I can discuss what I like doing for rest and listen to the views of others.
Key knowledge		Children are able to identify someone or something that is important to them and describe why it is special.						
Key vocabulary		important, significant						

CORBY PRIMARY ACADEMY

Curriculum Framework Overview Year 2 2026-2027 – Autumn Term 1

Physical Education		Teambuilding						
LO		I can understand and follow instructions, and work with others.	I can co-operate and communicate in a small group to solve challenges.	I can create a plan with my group to solve challenges.	I can communicate clearly and build trust.	I can use teamwork skills to solve problems.	I can work with my group to copy and create a map.	
Key knowledge		Working well with others means taking turns, listening to teammates, and encouraging each other to succeed.	Co-operation means working together, listening to others, and sharing ideas to achieve a common goal.	Working as a team means listening to everyone's ideas before making a plan. Helping and including others makes the team stronger.	A guide is responsible for helping their partner move safely. Trusting and listening to a partner helps a team work effectively together.	Using positive and encouraging words helps teammates succeed. When a challenge is difficult, teams can adapt their plan and keep trying.	A map gives information that helps us complete a task. A group may need to agree on one idea even if it was not everyone's first choice.	
Key vocabulary		instructions listen plan teamwork encourage	co-operate communicate challenge contribute problem-solve	Strategy support reflect improve	direction forwards backwards safely guide	persevere transport rescue success	decision design map create share	
Physical Education		Gymnastics						
LO		I can perform gymnastic shapes and link them together.	I can use shapes to create balances.	I can link travelling actions and balances using apparatus.	I can show different shapes, take-off and landing when jumping.	I can develop rolling and sequence building.	I can create a sequence using apparatus.	I can create a sequence using apparatus.
Key knowledge		A gymnastics sequence is made by linking shapes and movements together. Holding a shape still helps others see it clearly.	Strong body tension helps us balance and hold shapes safely. Different levels, directions and equipment can change how a shape looks.	Different gymnastics shapes can be used to create balances. Good balances are held for a set amount of time without wobbling.	Different jumps can create different shapes in the air. Good jumping technique includes a controlled take-off and a safe landing.	A roll requires a specific body shape to be performed safely and successfully. Different rolls use different body positions, such as tuck, dish and arch.	A successful sequence includes a variety of actions such as balances, jumps, rolls and travelling. Changing speed, direction, level and pathway makes a sequence more interesting.	
Key vocabulary		sequence link pike	balance tension apparatus	Arch extension statue	landing take-ff pointed toes	barrel roll straight roll forward roll	performance pathway	Hop skip slide

CORBY PRIMARY ACADEMY

Curriculum Framework Overview Year 2 2026-2027 – Autumn Term 1

		travel control	unison	tuck straddle	jump pattern	technique		crawl step