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

Year 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English	**Narrative**		**Non-chronological report**		**Letter**		
	Tadpoles Promise Jeanne Willis & Tony Ross		**Owl Babies** (Film and book)		**Paddington's Post** Michael Bond		
Reading	BBC Teach: Why Did the Gunpowder Plot Happen?	Green Lizards vs Red Rectangles by Steve Anthony	Dear Greenpeace by Simon James	The Snowflake Mistake by Lou Treleaven	The Queen's Present by Steve Antony	The Snowman	The Christmasaurus by Tom Fletcher
Maths	**Addition and Subtraction**			**Money**			
	Number: Addition & Subtraction	Number: Addition & Subtraction	Number: Addition & Subtraction	Measurement: Money	Measurement: Money	Measurement: Money	Measurement: Money
Science	**Microhabitats**						
LO	I can sort minibeasts into groups based on my observations.	I can ask questions about worms.	I can gather and record data to answer a question.	I can plan an experiment.	I can carry out an experiment and record data in a table.	I can identify a variety of flowering plants.	Assessment
Key knowledge	Minibeasts can be grouped according to observable features such as the number of legs, whether they have wings, and the shape of their bodies.	Scientists ask questions about the world and choose different ways to find answers, such as observing closely, researching information, or carrying out simple investigations. Questions about worms can be answered by collecting information from books and texts or observing.	Minibeasts live in microhabitats that provide the conditions they need to survive, such as food, water, shelter and suitable temperatures. Woodlice prefer dark, damp places under logs, while worms live in moist soil.	A fair test changes only one condition at a time, such as dampness, while keeping everything else the same. Observing and counting the woodlice in each area provides evidence to help answer the question, *"Do woodlice prefer damp or dry conditions?"*	Woodlice are suited to particular microhabitats and often choose damp conditions because they need moisture to survive.	Flowering plants can be identified by observing their features, such as the colour and shape of their petals, leaves and stems. Botanists use identification charts to compare similarities and differences and accurately name different plant species.	

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Key vocabulary	characteristics classification key invertebrate microhabitat minibeast	criteria research scientist	camouflage suitable	fair test condition method	results tally	Botanist identify features	
Geography	Would you prefer to live in a hot or a cold place?						
LO	I can locate and name the seven continents.	I can locate the North and South Poles.	I can locate the Equator.	I can locate Kenya and describe some of the human and physical features of the region.	I can describe some key similarities and differences between the UK and Kenya.	I can investigate local weather conditions.	Assessment
Key knowledge	A continent is a large land mass. The seven continents are Europe, Asia, Africa, North America, South America, Antarctica and Oceania.	The North Pole is in the middle of the Arctic Ocean and moves around on floating ice. It is much warmer than South Pole. The South Pole is the southernmost point on Earth and is in Antarctica (one of the seven continents). The North and South Poles experience up to 24 hours of sunlight in summer and 24 hours of darkness in winter.	The Equator is an imaginary line around the middle of the Earth, exactly halfway between the North and South Poles. Sunlight hits the Earth most directly at the Equator, so it feels very hot. Most countries on the Equator have a tropical climate—high temperatures and rainfall all year round.	Kenya is located on the Equator in the continent of Africa. Grasslands and savannahs can be found in Kenya (physical features). Roads and buildings can be found in Kenya (human features).	Similarities between the UK and Kenya include roads, buildings, transport, parks and land to graze animals. Difference between the UK and Kenya include savannah, grasslands, density and type of vegetation, animals and design of buildings.	Weather means short-term conditions and climate means long-term conditions. The school playground is south facing which means it receives the most sunlight. A rain gauge measures the rainfall, and a thermometer measures the temperature.	
Key vocabulary	continent locate location	ocean climate compass polar	Equator tropical	human feature physical feature grassland savannah	Similar different	Weather Temperature	
Art							

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Design & Technology	Structures: Baby bear's chair						
LO	I can understand what is meant by stability and identify when a structure is more or less stable than another.	I can understand that the shape of the structure affects its strength.	I can design a structure from a design brief.	I can make a structure to hold a teddy bear.		I can test a finished structure and evaluate its strength, stiffness and stability.	
Key knowledge	Stability means something is steady, strong and not easily knocked over or changed. Shapes and structures with wide, flat bases or legs are the most stable.	Folding paper in different ways changes how strong and stiff it is. Cuboids and triangular prisms are weaker because they have corners. Cylinders are stronger because they have no corners.	A design brief is a plan/statement that explains what I will make, who it is for and how it will be used. The chair will be made for a teddy bear and needs to hold its weight.	Using rolled paper to create a structure makes it stronger and stiffer than using folded paper. Using tape and rolled paper can make a structure strong enough to hold a teddy bear.		The structure needs to be strong, stiff and stable. To be successful, the structure needs to meet the design criteria.	
Key vocabulary	structure stable stability	strength stiffness	design brief	strong		Test Evaluate	
PSHE	Valuing Differences						
Lesson	What is a family?	What makes us who we are?	How are we the same? How are we different?	How can I work with different people?	When someone is feeling left out	An act of kindness	Solve the problem
Key knowledge	A family is a group of people who care for each other. Families can look different and that is OK.	Identify some of the physical and non-physical differences and similarities between people;	People have things in common as well as differences. Differences are good because they help us to learn new things, they're interesting, they	Working with new people can feel exciting but also a little scary. Different people will have different feelings towards working with new people.	Identify groups they are part of and explain how it feels to be part of a group; Explain how it feels to be left out from a group;	Recognise and describe acts of kindness and unkindness; Explain how these impact on other people's feelings;	Recognise how good listening can help people get along, feel included, and solve problems;

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	People might have different feelings towards members of their family. If someone in your family makes you feel unsafe or unhappy, it's important to tell a trusted adult.	Identify what makes them unique and special; Describe ways to show kindness, care and respect to others.	can help us do well as a team, they can make us unique, they teach us to be respectful towards others and they encourage us to consider how other people might be feeling.	Throughout life you will be in situations where you will meet a range of new people. Meeting new people is a chance to make friends, learn new skills and develop confidence.	Suggest ways to be kind, caring and include others; Identify when to get help from a safe adult.	Suggest kind words and actions they can show to others; Show acts of kindness to others in school.	Identify and demonstrate active listening techniques; Work cooperatively with others to find fair and respectful solutions to conflicts.
Key vocabulary	Family feelings trusted adult	unique respect	differences unique respectful	confidence feelings friends	feelings cooperate	kind kindness unkind feelings	listening being listened to problem listen
Computing	**Making Music**	**Route Explorers**					
LO	I can compose background music for a video.	I can use the direction keys to move the turtle along a route.	I can use units of distance along with the direction keys to move along a route.	I can write instructions to complete more than one step of a route at once.	I can build up instructions for a longer route.		
Key knowledge	Background music helps to create a particular mood or feeling in a video, and composers choose and combine different sounds, instruments and effects to match what is happening in the scene.	Computers follow a sequence of precise instructions called an algorithm. Using direction commands such as forwards, backwards, left and right allows a character to follow a planned route accurately.	Computers follow instructions exactly; adding specific distances to direction commands makes an algorithm more accurate and allows a character to travel along a planned route correctly.	An algorithm is a sequence of instructions that can include several steps. Planning the steps in the correct order allows a character to follow a complete route when the program is run.	Longer algorithms are created by combining a sequence of precise instructions, and programmers test and debug their programs to identify and fix errors so the algorithm produces the intended outcome.		
Key vocabulary	background music	direction command	route	algorithm coding	computer bug debugging		

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		instruction					
Music	Christmas performance						
LO	Songs for Christmas performance	Songs for Christmas performance	Songs for Christmas performance	Songs for Christmas performance	Songs for Christmas performance	Songs for Christmas performance	Songs for Christmas performance
Key knowledge							
Key vocabulary							
Religious Education	The Family in Judaism: How does being Jewish make a difference to family and celebration?						
LO	I can discuss what I like doing for rest and listen to the views of others.	I can explain what the Havdalah ceremony is.	I can retell the story behind Purim.	I can explain how the festival of Purim is celebrated.	I can explain what a mezuzah is and how it is used in a Jewish home.	Assessment	
Key knowledge	Jewish people rest during Shabbat, but I like to do different things to rest and relax. My friends and I all enjoy different ways of resting.	The Havdalah ceremony marks the end of Shabbat and welcomes a new week.	Purim remembers the story of Queen Esther, who bravely helped save the Jewish people from a man called Haman.	Jewish people celebrate Purim by hearing the story, dressing up and sharing food and gifts with others.	A mezuzah is a small case containing a special prayer from the Torah and Jewish people place it on doorposts and touch it to remember God and His teachings.		
Key vocabulary	relax	Havdalah	Purim Megillah	celebrate gifts	mezuzah Shema		
Physical Education	Fitness						
LO	I can learn how to run for a long time.	I can develop jumping in a long rope using timing.	I can develop co-ordination in individual skipping.	I can develop stamina and change of direction.	I can explore exercises to develop strength.	I can develop agility, balance and co-ordination.	
Key knowledge	Running at a steady pace and controlling	Successful skipping in a long rope requires	Skipping requires coordinated movement	Changing direction quickly and safely	Strength is the ability of muscles to exert	'Using the arms to support movement and	

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	breathing helps the body work efficiently for longer, improving endurance.	children to watch the rope, judge when it will reach them and jump at the correct moment. Good timing and coordination help the body move smoothly and safely when working with others in a group activity.	of arms and legs so that the rope turns at the correct speed and timing for each jump. Repeating a steady jump-turn rhythm helps improve coordination, balance and control.	means to lower the centre of gravity by bending the knees and pushing off strongly with feet. Running at a steady pace and maintaining effort over time helps to develop stamina and improve performance in physical activities.	force and helps us perform movements such as jumping, climbing, pushing and balancing.	keeping the head up improves coordination, allowing the body to move efficiently through different challenges.	
Key vocabulary	endurance pace breathing	timing coordination jump	rhythm control	stamina agility push-off	strength technique muscles	balance	
Physical Education	**Parkour**						
LO	I can explore different ways to move.	I can jump, land and stop with control.	I can take weight on my hands and improve my upper body strength.	I can explore moving in a range of pathways	I can link moves smoothly.	I can create and perform a simple journey of moving in different ways around obstacles.	
Key knowledge	Good movement requires balance, control and awareness of the space around you. Keeping your head up, looking forwards and controlling your speed helps you move safely and avoid collisions.	Bending your knees when landing helps absorb impact and keeps you balanced. Slow, steady movements help you stay in control and avoid wobbling or falling.	Using your hands and arms can help support your body when moving over or around obstacles. Upper body strength helps you hold your body weight and move with control.	There are different pathways we can use to move around and over obstacles. Planning a route helps us move efficiently while staying in control of our bodies.	Moving continuously without stopping helps a sequence flow more effectively.	A movement sequence is a series of actions linked together to create a simple journey. Movements must be adapted to the space around them.	

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Key vocabulary	balance control space	take-off landing	strength support obstacle	pathway route agility	sequence flow transition	journey movement	