



# St Barnabas

## Church of England Primary Academy

A member of **CTDARI**

**'That they shall have life, life in  
all its fullness!'** John 10:10  
**'Achieving great things through  
learning and growing together in a  
love-filled Christian family'**

### Year 2 Autumn 1 Curriculum Overview 2025

#### English

##### **Narrative (The Way Home for Wolf)**

##### **Key Vocabulary**

**full stops, capital letters, exclamation marks, question marks, conjunctions, edit, improve, proofread, dictionary.**

##### **Key Learning**

- To orally retell a narrative.
- To identify, discuss and collect favourite words and phrases.
- To explore and discuss new words within the context of the text, linking meanings to known vocabulary.
- To develop understanding of fiction and non-fiction texts by asking and answering who, what, where, when, why, how questions.
- To develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text.
- To make inferences about characters and events using evidence from the text e.g. what is the character thinking, saying and feeling?
- To make predictions on what has been read so far.
- To secure the use of full stops, capital letters, exclamation marks and question marks.
- To say, write and punctuate simple and compound sentences using the joining words and, but, so and or (co-ordination).
- To plan and discuss what to write about e.g. story mapping, collecting new vocabulary, key words and ideas.
- To edit and improve my own writing in relation to audience and purpose.
- To proofread to check for errors in spelling, grammar and punctuation and to appropriately edit and improve my work.

## **Non-chronological Report**

### **Key Vocabulary**

**non-chronological report, formal language, paragraphs, heading and subheadings, coordinating and subordinating conjunctions, edit, final draft.**

### **Key Learning**

- To plan and write a structured report.
- To use formal language and present tense.
- To organise information into paragraphs.
- To make use of headings and subheadings.
- To write in the third person.
- To make use of fact boxes or bullet point lists.
- To use full stops, capital letters, finger spaces, exclamation marks and commas for lists.
- To write a narrative.
- To extend sentences using coordinating and subordinating conjunctions.
- To identify mistakes and edit their own work.

## **Maths**

## **Measurement (Time)**

### **Key Vocabulary**

**day, week, month, year, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, January, February, March, April, May, June, July, August, September, October, November, December.**

### **Key Learning**

- To understand before and after.
- To know the days of the week and their order.
- To know the months of the year and their order.
- To tell the time to hour and to the half hour.

## **Number: Place Value**

### **Key Vocabulary**

**hundred square, partition, greater than, less than, equal to, part whole, represent, representation, estimate, numberline, interval,**

### **Key Learning:**

- To represent numbers to 100.
- To count forwards and backwards within 100.
- To use a place value chart
- To flexibly partition numbers to 100.
- To compare and order numbers to 100.
- To write numbers to 100 in words.
- To understand tens and ones within a part whole model.
- To estimate numbers on a numberline.
- To count in 2s, 3s, 5s and 10s.

## **Number: Addition and Subtraction**

### **Key Vocabulary**

**add, subtract, more, greater, less, fact families, multiple, tens, ones, representation, part-whole, partition, bond, efficient, calculation, related fact, exchange.**

### **Key Learning:**

- To secure number bonds to 10 and then 100.
- To add and subtract 1s and 10s.
- To add and subtract one and two-digit numbers crossing tens.
- To apply to word problems.
- To add three 1-digit numbers.

- To solve missing number problems.

## Religious Education (RE)

### **The Bible**

#### **Key Vocabulary**

sacred, values, New Testament, Old Testament, parables, Islam, Muslim, Judaism, Jewish, Sikhism, Sikh, Bible, Torah Scroll, Yad, Mantle, Ark, Torah, Synagogue, Qur'an, Guru Granth Sahib.

#### **Key Learning:**

- To recognise that the Bible is the Christian holy book made up of a library of books.
- To recognise that the Bible is in two sections (the Old Testament and the New Testament).
- To make links between the books of the Bible and God's big story.
- To understand that people of world faiths have different holy books and there are some similarities and differences between these books and the Bible.

## Science

### **Living things and their Habitats**

#### **Key Vocabulary**

living, dead, alive, never been alive, habitat, micro-habitat, beetle, snail, earthworm, bee, spider, slug, snail, ladybird, woodlouse, within, under, next to, rock, log, flower bed, leaf litter, food chain, producer, consumer, prey, predator.

#### **Key Learning:**

- To explore differences between living, dead and never being alive.
- To identify and name a variety of plants and animals in a microhabitat.
- To describe how animals obtain their food from plants.
- To understand the journey food makes from the farm to the shop.

- To identify and name different food sources of healthy food.
- To learn about the food chain.

## Geography

### **Continents and Oceans**

#### **Key Vocabulary:**

map, village, town, city, county, country, continent, oceans, world, North, East, South, West, location, physical features, human features, Northern Hemisphere, Southern Hemisphere.

#### **Key Learning**

- To locate where I live in the world.
- To name the seven continents and locate them on a map.
- To name the five oceans and locate them on a map.
- To identify the human and physical features of a continent.
- To share my understanding of a continent.

## Art and Design

### **Sculpture and 3D: Clay Houses**

#### **Key Vocabulary**

clay, casting, ceramic, cut, detail, flatten, glaze, impress, pinch pot/thumb pot, in relief, join, score marking, 3D, sculpture, plaster, roll, surface.

#### **Key Learning**

- To further demonstrate increased control with a greater range of media.
- To use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.
- To talk about art I have seen using appropriate subject vocabulary and recognising some of the techniques used.

- To explain my ideas and opinions about my own and others' artwork.
- To begin to talk about how they could improve their own work.

## Physical Education (PE)

### **Fundamental Skills and Gymnastics**

#### **Key Vocabulary**

**apparatus, fundamental skills, changing direction, reacting, courage, safely.**

#### **Key Learning**

- To show a jump 2 feet to 2 feet with a straight and wide shape.
- To demonstrate how to jump as far as possible. Landing safely with control.
- To throw overarm with accuracy.
- To roll a ball at a target with some accuracy.
- To perform the skill of running and changing direction quickly.
- To demonstrate travelling on feet and hands using apparatus.
- To climb with confidence.
- To perform an egg roll with some control.
- To combine the skills of travelling, rolling and jumping into a sequence with two different shape.

## Personal, Social and Health Education (PSHE)

### **Me and My Relationships**

#### **Key Vocabulary**

**healthy friendships, inclusive, support, mental health, welcoming, encouraging, rules, feelings, help, bullying, repeated, regular, teasing.**

#### **Key Learning**

- To take part in creating and agreeing classroom rules.
- To suggest actions that will contribute positively to the life of the classroom and make and undertake pledges based on those

actions.

- To use a range of words to describe feelings and recognise that people have different ways of expressing their feelings.
- To identify helpful ways of responding to my own and other's feelings.
- To explain where someone could get help if they were being upset by someone else's behaviour.
- To explain the difference between bullying and isolated unkind behaviour.
- To understand and describe strategies for dealing with bullying and rehearse and demonstrate some of these strategies.
- To define what is meant by the terms 'bullying' and 'teasing' showing an understanding of the difference between the two;
- To identify situations as to whether they are incidents of teasing or bullying.
- To identify some of the ways that good friends care for each other.

## Computing

### iCommunicate Lite Level 2,

#### Key Vocabulary

**communication, Connect/Connection, Emails, Voice note, Text message,**

#### Key Learning

- To know the key fundamental skills about using digital tools for communication.
- To explore the seven forms of digital communication: Emails, Texts, Voice notes, Pictures, Postcards, Video Calls and Music.
- To explore the advantages and disadvantages for using all seven forms and test some out themselves.

## Music

### Songwriting with Glockenspiels - Lite L2

#### Key Vocabulary

**Melody, Word board, Rhyme, Structure, Repetition, Genre, Instrumental,**

**Lyrics, Theme, Compositions, Graphic Score, Evaluation**

#### Key Learning

- To turn stories into songs.
- To write sentences that rhyme.
- To write a story to music.
- To learn about borrowing elements of other music to help write lyrics.
- To write music from non-musical stimuli.
- To recall the song writing tools I have learnt in the last 5 sessions to write song lyrics and create a melody to sing them to.
- To evaluate my work and songs to work on ways of improving their song

## French

### **Revise Numbers to 10 & Telling the Time**

#### **Key Vocabulary**

'Comment tu t'appelles?', 'Je m'appelle ...', 'Quel âge as-tu?', 'J'ai... ans', un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt, vingt-et-un, vingt-deux, vingt-trois, vingt-quatre, vingt-cinq, vingt-six, vingt-sept, vingt-huit, vingt-neuf, trente, trente-et-un, quarante, cinquante, soixante, soixante-dix, quatre-vingts, quatre-vingt-dix, cent, lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche, janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre, 'Quelle est la date d'aujourd'hui?', 'C'est le... ...', 'Quand est ton anniversaire?', 'Mon anniversaire est le... ...', 'Quelle heure est-il?', 'Il est une heure', 'Il est... heures'

#### **Key Learning**

- To revise numbers 1 to 20 and key questions related to the topic of introducing themselves.
- To revise numbers to 20 and learn numbers from 21 to 31 in French.
- To revise the days of the week and the months of the year.
- To learn how to say the date and their birthday in French.
- To learn to tell the time to the hour in French.
- To revise all the vocabulary learnt in this unit.

## Reminders and Homework



- Children are expected to read a minimum of **three times a week** to support their fluency. All three reads must be recorded in their reading record. If there are less than three recorded reads a week, children will be listened to by a teacher in their golden time on a Friday afternoon.
- Children are expected to practise their weekly spellings. Children will be tested on their current spellings on a Wednesday (after having them for a week) before being given a new spelling set for the following week. **This will commence on Wednesday 17th September 2025.**
- It will be beneficial for the children to practise their **2s, 3s, 5s and 10 times tables** at home. Purple Mash can be used to support your children with this. Their logins for these websites have been previously sent to you via Class Dojo messenger.
- PE days are on **Monday and Wednesday.**
- Banded books will be changed on **Monday and Wednesday.** Library books will be changed on a **Wednesday only.**
- Spelling books need to be brought into school every **Wednesday (starting Wednesday 17th September).**
- Children require a simple clear water bottle. Our school rule is for the bottle to be filled with water or flavoured water only. It should be a clear liquid.
- Children with long hair must have it tied up, no earrings.
- All medication, including balms must be sent to the office. Children are not allowed to administer the use of these by themselves.