



St Barnabas

Church of England Primary Academy

A member of **CDARI**

**'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 2026

English

Narrative & Leaflet

Vehicle Text A: A River by Marc Martin

Key Vocabulary and Phrases

mangroves, peer, gazing, plumes, edge, snaked, cruise, squint, emerald, explore.

Key Learning in Writing

Key Vocabulary

noun, noun phrase, question, command, suffix, adjective, adverb, verb, tense (past present), full stops, apostrophe, comma, conjunctions, edit, improve, proofread, dictionary.

- To use the suffixes –er & –est in adjectives.
- To use -ly in Standard English to turn adjectives into adverbs.
- To develop an understanding of regular plural noun suffixes -s or -es.
- To use subordination (using when, if, that, because) and co-ordination (or, and, but).
- To use expanded noun phrases for description and specification.
- To learn that the grammatical patterns in a sentence indicate its function as a question or command.
- To correctly and consistently use the past and present tense throughout writing.
- To use capital letters, full stops and question marks to demarcate sentences.
- To use apostrophes to mark singular possession in nouns.

- 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 check for errors in my spelling, grammar and punctuation and to appropriately edit and improve my work.

Maths

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

Boom Whackers Lite - L1

Key Vocabulary

Boomwhacker, Octavator, Pitch, Melody, Chords, Solfège.

To learn about the creation and development of the Boomwhacker and determine the musical properties and some facts about this instrument.

To continue to develop their ability to read the colour-coded notation charts in order to learn and perform some beginner songs.

To play different notes within the orchestra and learn to count beats in order to play in the correct time.

To learn how to perform a roll. There are two different techniques and students will have the chance to try both. The class will then be tasked with learning to play two new songs that contain Boomwhacker rolls.

To learn to read and play using solfège. This will help to develop their aural and sight-reading skills.

To learn two new pieces using solfège and perform these as a class.

To learn how to construct three chords within the key of C.

To combine their skills to learn and perform some more advanced songs which include melody and accompanying harmony parts.

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 Friday (after having them for a week) before being given a new spelling set for the following week. **This will commence on Friday 11th September 2026.**
- 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.
- Our PE day will be on a **Tuesday**. This will be a double session taught by Coach Blae. The children can also come to school in their PE kit on a **Thursday** as they will enjoy the MUGA and Outdoor Gym at lunchtime.
- Banded books will be changed on a **Wednesday** and **Friday**. Library books will be changed on a **Wednesday only**.
- Spelling books need to be brought into school every **Friday (starting Friday 11th 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.