



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 2 2025 Curriculum Overview

English

Twisted Fairy Tales (Narrative)

Key Vocabulary

Twisted tales, instructions, time adverbials, conjunctions.

Key Learning

- To create a narrative based on Prince Cinders.
- To explore a variety of grammatical tools to create their own fiction twisted fairy tale.
- To describe characters using appropriate adjectives.
- To use conjunctions to join simple sentences.

Instructions

- To write instructions for how to make a puppet linked to our DT unit 'Puppets'.
- To use a variety of grammar associated with instructional writing such as, prepositions, adverbials and direction to ensure that their instructions are clear and concise.

Maths

Addition and Subtraction & Geometry

Key Vocabulary

Addition, subtraction, commutative, inverse, minus, fewer, more than, straight, curved, corner, right angle, flat, and symmetrical,

edge, straight, curved, face, vertex (vertices), and curved surface.

Key Learning

Addition and Subtraction

- To solve addition and subtraction problems.
- To add and subtract numbers across tens and use their number facts to solve problems with numbers within 100.
- To use a range of objects, pictures, diagrams and symbols such as: +, - and =.
- To solve addition and subtraction word problems.
- To understand that addition can be solved in any order but subtraction cannot.
- To understand the inverse relationship between addition and subtraction, i.e. that addition and subtraction undo each other.

Geometry

- To describe the properties of 2D such as *squares, rectangles, oblongs, triangles, circles, ovals, and pentagons* in pictures and in real life and
- To describe the properties of 3D shapes such as *square-based pyramids, spheres, and cones* in pictures and in real life.
- To learn to compare 2D and 3D shapes and state their similarities and differences.
- To recognise 2D and 3D shapes for everyday objects (like cereal boxes and footballs) as well as more abstract shapes.
- To sort 2D and 3D shapes in a variety of ways.
- To learn to arrange and order mathematical objects in a variety of patterns, including repeating patterns and sequences.

Religious Education (RE)

Why was the birth of Jesus such good news?

Key Vocabulary

Christmas, angels, Jesus, good news, Zechariah, Mary

Key Learning

- To know that Christians believe that the good news is that Jesus is the saviour of the world.
- To know that Christians believe that the content of the Christmas story is good news.
- To know that Christians believe that the good news of Jesus impacts on the world then and now.
- To retell the Christmas story, including the story of Zechariah.
- To talk about their own feelings and experiences of good news.
- To ask and respond sensitively to questions about the experiences of Mary and the shepherds.
- To talk about the ways in which Christmas celebrations reflect the Christian belief that the birth of Jesus is good news.

Science

Animals including humans

Key Vocabulary

Habitat, living, dead, never been alive, microhabitat, food sources, food chain, producer, consumer, prey, predator.

Key Learning

Living things including humans

- To identify the needs of animals
- 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.

History

Continents and Oceans

Key Vocabulary

History, within living memory, beyond living memory, timeline, lifetime, period, past, present

Key Learning

- To find out how schools have changed over time.
- To investigate what school was like in the past.

- To investigate what schools were like in the 1900s.
- To compare a modern classroom with a classroom 100 years ago.
- To compare three periods of time.
- To express a personal response to History.

Design and Technology

Textiles - Puppets

Key Vocabulary

Design, felt, applying, stitching, running stitch

Key Learning

- To design and create their own hand puppets based on their own design.
- To join fabric by stitching and gluing.
- To evaluate how our making went and check if we followed our original design.

Physical Education (PE)

Bounce Ball and Gymnastics Activities

Key Vocabulary

Movement, bench ball, catch, movement, sequence, perform, evaluate, improve.

Key Learning

- To learn a variety of skills and games relating to bouncing a ball.
- To learn to throw, catch and learn tactics of game while demonstrating the key skills of bounce ball invasion games.
- To link actions and to copy and create movement sequences, which they perform to each other, evaluate and improve.
- To consolidate their skills and compete against each other, thinking about the way their movements look.

Personal, Social and Health Education (PSHE)

Valuing Difference

Key Vocabulary: unique; calm; point of view; behaviour; listening; feelings; helpful; problem; unkind; respect; different; arguments; kindness; listen; special people

Key learning:

- To identify some of the physical and non-physical differences and similarities between people.
- To know and use words and phrases that show respect for other people.
- To identify people who are special to them and to explain some of the ways those people are special to them.
- To recognise and explain how a person's behaviour can affect other people.
- To explain how it feels to be part of a group and to be left out from a group.
- To identify groups they are part of.
- To suggest and use strategies for helping someone who is feeling left out.
- To recognise and describe acts of kindness and unkindness and to explain how these impact on other people's feelings
- To suggest kind words and actions they can show to others and to show acts of kindness to others in school.
- To demonstrate active listening techniques (making eye contact, nodding head, making positive noises, not being distracted).
- To suggest strategies for dealing with a range of common situations requiring negotiation skills to help foster and maintain positive relationships.

Computing

iProgram Life L2 - iBlockly

Key Vocabulary:

Programming, Blockly, algorithm, conditional, function, random, animation, draw a trail.

Key learning:

- To be introduced to the world of Blockly, a simple programming language.
- To learn how to use Blockly to create their own code, whilst thinking about conditionals, functions and using randomisation.
- To be challenged on their accuracy in creating and copying code, as well as finding and fixing any errors.

Music

Singing - Lite L2

Key Vocabulary

Breathing, diaphragm, posture, diction, call and response, scales, movement, pitch.

Key Learning:

- To use my knowledge from Lite Level 1 to combine keywords into musical phrasing.
- To perform vocal exercises to build on my pitch matching skills and their responses to changes in dynamics and tempo within a song.
- To learn more technical keywords such as crescendo and diminuendo and be taught how to perform these using visual cues.
- To use visual cues in performances to change tempo and overall dynamics.

French

Feeling Unwell-Lite L2

Key Vocabulary:

visage, oreilles, yeux, nez, bouche, lèvres, langue, dents, front, menton, sourcils, cheveux, corps, tête, cou, doigts, dos, ventre, bras, genoux, mains, coudes, pieds, épaules, jambes, j'ai, vous avez, il/elle/il a, nous avons, vous avez, ils/elles/ils ont, rouge, orange, jaune, vert, bleu, violet, rose, brun, noir, blanc, gris, 'Comment allez-vous?', 'Fantastique/très bien/bien/Comme ci comme ça/mal/très mal/horrible', 'Qu'est-ce qui te fait mal?', 'J'ai mal au/aux...', 'J'ai mal à la ...', Joyeux Noël, la réveillon de Noël, le réveillon du Nouvel An, la Bastille, Noël, Père Noël, les trois rois, la galette, le Roi, la Reine.

Key learning:

- To learn the vocabulary for different parts of the body through games and songs.
- To practise the conjugations of the verb 'to have' in the context of talking about having body parts.

- To learn how to say what specific body parts hurt.
- To revise and use previously learnt vocabulary such as numbers, colours, and the alphabet.

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.
- 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**.
- 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.