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 2 2026 Curriculum Overview

English
Narrative & Diary **Vehicle Text: The Night Gardener by the Fan Brothers** Key Vocabulary and Phrases discovered, sculpture, dashed, masterpiece, festivities, unfamiliar, admire, evidence, guard, mesmerising, mysterious, drifted, protecting, illuminating, majestic, spotlight. **Key Learning in Writing** Key Vocabulary preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas • To use the suffix –ly to turn adjectives into adverbs. • To form adjectives using suffixes -ful and -less. • To use co-ordination (or, and, but, so). • To identify the function of a sentence as an exclamation or a question. • To use expanded noun phrases for description and specification. • To correctly and consistently use past and present tense throughout writing. • To use capital letters, full stops, question marks and exclamation marks to demarcate sentences. • To use apostrophes to mark where letters are missing in spelling (contractions).

- To use apostrophes to mark singular possession in nouns.
- To use commas to separate items in a list.

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

Living Things and Their Habitats (Continued)

Key Vocabulary

Habitat, microhabitat, organism, environment, mate, rainforest, moisture, extinct, climate, endangered, biodiversity, deforestation, poaching, pollution, rainforest, plankton, ocean, ecosystem, coral reef, trench, Antarctic, Arctic, caribou, narwhal tundra, earthworm, desert, lizard, cactus, pond

Key Learning

- To understand that living organisms are suited to live in one or more habitats.
- To identify which animals might live in a range of habitats.
- To appreciate that environments are constantly changing.
- To identify what can be done to help to reduce the impact humans have on a habitat.
- To identify the differences between habitats.

History

How Have Schools Changed Over Time?

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

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 Lite 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

Steel Pans Lite - L1

Key Vocabulary
Steel Pan, Pannists, Calypso, Reggae, Mambo, Tamboo Bamboo, Flick, Roll, Scale, Bossa Nova, Rhythm, Key, Percussion.

Key Learning:

- To gain a greater understanding of the steel pan instrument.
- To know its background and the culture surrounding it.
- To perform a number of different skills on the instrument and play a number of songs.

French

Lite L2 -Parts of the Body

Key Vocabulary:
les oreilles, les yeux, le nez, la bouche, les cheveux, 'Comment ça va?', 'Ça va très bien', 'Ça va bien', 'Comme ci comme ça', 'Ça va mal', bonjour, bonsoir, bonne nuit, salut, au revoir, les bras, le bras, les pieds, le pied, les jambes, la jambe, la tête, les mains, la main, les genoux, les épaules, 'j'ai', 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, rouge, orange, jaune, vert, bleu, violet, rose, brun, gris, blanc, noir, 'Qu'est-ce qui te fait mal?', 'J'ai mal à la…', 'J'ai mal au…', 'J'ai mal aux…', buffle, girafe, chat, perroquet, gorille, crocodile, chameau, pingouin, singe, phoque

Key learning:

- To learn the vocabulary for different parts of the face and body through games and songs.
- 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 **Friday** (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**. TT Rockstars can be used to support your children with this. Purple Mash is also a great educational online platform. The children's logins for these websites have been previously sent to you via Class Dojo messenger.
- PE days are on **Tuesday** and **Thursday**.
- Banded books will be changed on **Wednesday** and **Friday**. Library books will be changed on a **Wednesday only**.
- Spelling books need to be brought into school every **Friday**.
- 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.