



Year Group: Two

Value Focus: Respect

AUTUMN TERM 2 School Year 2025-2026

RRS: Article 2: The Convention applies to every child without discrimination, whatever their ethnicity, sex, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

British Values:

Mutual respect and tolerance, Individual liberty

	Week 9 3 rd November 2025	Week 10 10 th November 2025	Week 11 17 th November 2025	Week 12 24 th November 2025	Week 13 1 st December 2025	Week 14 8 th December 2025	Week 15 15 th December 2025
Whole School Events	HT Coffee Morning and Parent Open Morning (5 th) TBPs Got Talent (7 th)	Anti-Bullying Week Armistice Assembly (11 th) Y2,5,6 NSPCC Workshops E1 Pupil Parliament (14 th)	Teaching and Learning Review Days (18 th -20 th) Data Deadline	Inset Day (24 th) RWI Development Day	PPMs	MTP meetings Spring 1 Pick and Mix Y5 Swimming Display Deadline	Y5 Swimming KS2 Carol Concert (15 th) EYFS Nativity (16 th) Christmas Lunch (17 th) KS1 Christmas show (18 th) Parties/Disco (19 th)
Enrichment	Janet Singing sessions (6 th)	Janet Singing sessions (13 th)		Y1,2,3 Pantomime (26 th) Y4,5,6 Pantomime (27 th)	E1 Carol Concert (3 rd am)	Y4 Fireside Tales trips (11 th)	Y6 Fireside Tales (18 th)
Class Read (Story time)	Canon of Literature books: these books are no longer on the curriculum and there are whole class sets so they can be utilised for story time. 0. Whole School Recommended Reading Lists Choose texts from Recommended Reading List Class Read - Charlie Small						
English Reading	Paddington Block 4 (3 lessons) Focus on the core text for summarising and retrieval Focus on the nonchronological report for retrieval	Paddington Block 4 (2 lessons) Focus on the core text for inference Focus on the poem for a personal response	Paddington Block 5 (3 lessons) Focus on the core text for prediction and retrieval Focus on the leaflet for retrieval	Paddington Block 5 (2 lessons) Focus on the core text for inference Focus on the narrative extract and the core text for a personal response	The Christmas Pine Block 6 Focus on the core text for summarising and retrieval Focus on the narrative extract for sequencing	The Christmas Pine Block 6 Focus on the riddles for inference Focus on the narrative extract, riddles and core text for a personal response	
Reading Outcomes	Know: Summaries can take many forms including a written summary, notes, tables and pictures Emotions can be conveyed through facial expressions Be able to: Use a sketch to summarise a section of text Infer characters’ feelings through gestures and facial expressions Know: Questions contain key words that help you understand what is being asked Actions are usually performed for a reason Be able to: Identify key words in the question to support finding the answer in the text Infer the reasons for characters’ actions		Know: Questions contain key words that help you understand what is being asked Actions are usually performed for a reason Be able to: Identify key words in the question to support finding the answer in the text Infer the reasons for characters’ actions		Know: Poems are organised in verses Solving riddles is a form of inference Be able to: Match a summary to the relevant section of text Use what they read as stimulus for their own ideas		
English Writing	Formal invitations	Formal invitations	Stories from other cultures	Stories from other cultures	Stories from other cultures		

	Explicit teaching of the grammatical structures and text conventions required	Structural understanding and execution of extended task	Explicit teaching of the grammatical structures and text conventions required	Structural understanding, planning and execution of extended task	Opportunities to apply taught content and focused editing teaching		
Writing Outcomes	Know The difference between a formal and an informal tone The key information needed for an invitation Be able to Use statements and commands in my writing Organise information so that it is easy to understand		Know Stories can be set in different cultures The component parts of a story Be able to Include details in a story that show an understanding of the culture Write a story plan using the story structure as a framework				
VGPS	Introduce: Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl’s name] Past and present tense Compounding to make new nouns Formation of adjectives using suffixes such as –ful, –less Expanded noun phrases Statement, command, question, exclamation sentences Revisit: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Consolidate: Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) How the prefix un– changes the meaning of verbs and adjectives						
Spoken Language Expectations	• Listen and respond to adults and their peers • Ask questions to extend their understanding and knowledge • Use relevant strategies to build their vocabulary • Articulate opinions • Give descriptions, narratives for different purposes, including for expressing feelings • Maintain attention and participate in collaborative conversations • Speak audibly • Participate in discussions, performances, role play, improvisations						
Maths	Number- Addition and Subtraction Solve problems with addition and subtraction: • Using concrete objects and pictorial representations, including those involving numbers, quantities and measures • Applying their increasing knowledge of	Statistics (Introduction) Pictograms Tally charts Block diagrams Simple tables	Number: <u>Multiplication</u> Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers Even and Odd , Ring a Ring of Numbers , Clapping Times , Double or Halve? , Always, Sometimes or Never? , How Odd , Two Numbers Under the Microscope , Odd Times Even , More Numbers in the Ring , Number Detective	Geometry: Properties of Shapes Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line Shapely Lines , Exploded Squares , Poly Plug Rectangles , Let’s Investigate Triangles , Seeing Squares * , Paper Patchwork 1 , Paper Patchwork 2 , Chain of Changes , Colouring Triangles , Complete the			

	mental and written methods Sitting around the party tables, Two Spinners, Half time, Heads and Feet, Noah, Eggs in baskets, Birthday cakes, Getting the Balance, Cuisenaire Counting, The Brown Family Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems The Add and Take-away Path, How Many?, What Was in the Box?, Doing and Undoing, Secret Number Power Maths, Power Maths NRich: Sitting around the party tables, Two Spinners, Half time, Heads and Feet, Noah, Eggs in baskets, Birthday cakes, Getting the Balance, Cuisenaire Counting, The Brown Family, Strike it out, Number round up, 4 Dom, Dicey Addition, Cuisenaire Environment, Unit Differences, Dicey Addition, Number Balance, Jumping Squares, Always sometimes never, The Add and Take-away Path, How Many?, What Was in the Box?		Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs Ordering Cards, Which Symbol?, I'm Eight Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts Our Numbers, Ip Dip, Magic Plant, The Amazing Splitting Plant, The Tomato and the Bean, Lots of Lollies, Growing Garlic, Are You Well Balanced?, Birthday Sharing, Catrina's Cards Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot NCETM Multiplication Power Maths, NRich: Even and Odd, Ring a Ring of Numbers, Clapping Times, Double or Halve?, Always, Sometimes or Never?, How Odd, Two Numbers Under the Microscope, Odd Times Even, More Numbers in the Ring, Number Detective, Ordering Cards, Which Symbol?, I'm Eight, Our	Square, Inside Triangles, Triangle or No Triangle? Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces Building with Solid Shapes, Rolling That Cube, Skeleton Shapes Identify 2-D shapes on the surface of 3-D shapes (for example, a circle on a cylinder face and a triangle on a pyramid) Cubes, Shadow Play, Matching Triangles, Data Shapes, Paper Partners, Cubes Cut Into Four Pieces Compare and sort common 2-D shapes and 3-D shapes and everyday objects Power Maths NRich: Shapely Lines, Exploded Squares, Poly Plug Rectangles, Let's Investigate Triangles, Seeing Squares *, Paper Patchwork 1, Paper Patchwork 2, Chain of Changes, Colouring Triangles, Complete the Square, Inside Triangles, Triangle or No Triangle?, Building with Solid Shapes, Rolling That Cube, Skeleton Shapes, Cubes, Shadow Play, Matching Triangles, Data Shapes, Paper Partners, Cubes Cut Into Four Pieces Books: The Shape of Things (Dayle Ann Dodds), A Triangle for Adaora (Ifeoma)		
--	--	--	---	---	--	--

	Doing and Undoing, Secret Number Books: Red Riding Hood's Maths Adventure (Laile Harcourt), A Fair Bear Share (Stuart J Murphy), Anno's Magic Seeds (Mitsumasa Anno) EXS ITAF: Add and subtract any two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (e.g. $48 + 35$; $72 - 17$) EXS ITAF: Recall all number bonds to and within 10 and use these to reason with a calculate bonds to and within 20, recognising other associated additive relationships (e.g. if $7 + 3 = 10$, then $17 + 3 = 20$, if $7 - 3 = 4$, then $17 - 3 = 14$; leading to if $14 + 3 = 17$, then $3 + 14 = 17$, $17 - 14 = 3$ and $17 - 3 = 14$) GD ITAF: Use reasoning about numbers and relationships to solve more complex problems and explain their thinking (e.g. $29 + 17 = 15 + 4 + ?$; 'together Jack and Sam have £14. Jack has £2 more than Sam. How much money does Sam have?' etc.) GD ITAF: Solve unfamiliar word problems that involve more than one step (e.g. 'which has the most biscuits, 4 packets of biscuits with 5 in each packet or 3 packets of		Numbers, Ip Dip, Magic Plant, The Amazing Splitting Plant, The Tomato and the Bean, Lots of Lollies, Growing Garlic, Are You Well Balanced?, Birthday Sharing, Catrina's Cards Books: My Even Day (Doris Fisher and Dani Sneed), One Odd Day (Doris Fisher and Dani Sneed), $2 \times 2 = \text{BOO!}$ (Loreen Leedy), Spunky Monkeys on Parade (Stuart J Murphy), Anno's Mysterious Multiplying Jar (Masaichiro ad Mitsumasa Anno) EXS ITAF: Recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary GD ITAF: Recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts	Onyefulu), Bear in a Square (Stella Blackstone), The Silly Story of Goldie Locks and the Three Triangles (Grace Maccarone), The Greedy Triangle (Marilyn Burns) EXS ITAF: Name and describe properties of 2-D and 3-D shapes, including number of sides, vertices, edges, faces and lines of symmetry GD ITAF: Describe similarities and differences of 2-D and 3-D shapes, using their properties (e.g. that two different 2-D shapes both have only one line symmetry; that a cube and a cuboid have the same number of edges, faces and vertices, but different dimensions).			
--	---	--	--	--	--	--	--

	biscuits with 10 in each packet?')						
Maths Vocabulary							
Maths Basic Skills							
Science	Living things and their habitats (Spitalfields Farm trip) describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food	Animals including humans (Spitalfields Farm trip) - notice that animals, including humans, have offspring which grow into adults - find out about and describe the basic needs of animals, including humans, for survival (water, food and air) - describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene					
	Why do plants and animals need each other?	What is an animal?	How do animals change as they mature?	How do we change as we mature?	What do all animals need to stay alive?	Why do we exercise? How do we keep healthy?	Why do we eat different types of food?
	T2: thrive, depend, producer, consume, prey, predator T3: oxygen, nutrition, respiration, sensitivity, reproduction, excretion	T2: healthy, survive, exercise, heart, lungs, muscles T3: hygiene, larva, pupa, vertebrates, invertebrates, metamorphosis					

	Week 9 3 rd November 2025	Week 10 10 th November 2025	Week 11 17 th November 2025	Week 12 24 th November 2025	Week 13 1 st December 2025	Week 14 8 th December 2025	Week 15 15 th December 2025
Whole School Events	HT Coffee Morning and Parent Open Morning (5 th) TBPs Got Talent (7 th)	Anti-Bullying Week Armistice Assembly (11 th) Y2,5,6 NSPCC Workshops E1 Pupil Parliament (14 th)	Teaching and Learning Review Days (18 th -20 th) Data Deadline	Inset Day (24 th) RWI Development Day	PPMs	MTP meetings Spring 1 Pick and Mix Y5 Swimming Display Deadline	Y5 Swimming KS2 Carol Concert (15 th) EYFS Nativity (16 th) Christmas Lunch (17 th) KS1 Christmas show (18 th) Parties/Disco (19 th)
Enrichment	Janet Singing sessions (6 th)	Janet Singing sessions (13 th)		Y1,2,3 Pantomime (26 th) Y4,5,6 Pantomime (27 th)	E1 Carol Concert (3 rd am)	Y4 Fireside Tales trips (11 th)	Y6 Fireside Tales (18 th)
Foundation Subjects (Blocked) - History - Geography - RE - PSHE - Art - DT	Geography Human and physical features Local walk National Curriculum: - use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage - use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map - use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key - use simple fieldwork and observational skills	Relationships Bullying be able to name a range of feelings understand why we should care about other people’s feelings be able to see and understand bullying behaviours know how to cope with these bullying behaviours Body Language be able to recognise and name a range of feelings understand that feelings can be shown without words be able to see a situation from another person’s point of view understand why it is important to care about other people’s feelings Keeping/Staying Healthy Healthy Eating know that food is needed for our bodies to be healthy and to grow understand that some foods are better for good health than others be able to list different types of healthy food understand how to keep yourself and others healthy know the differences between healthy and unhealthy choices Brushing Teeth		DT Project on a Page Structures- Freestanding structures Designing Generate ideas based on simple design criteria and their own experiences, explaining what they could make. Develop, model and communicate their ideas through talking, mock-ups and drawings. Making Plan by suggesting what to do next. Select and use tools, skills and techniques, explaining their choices. Select new and reclaimed materials and construction kits to build their structures. Use simple finishing techniques suitable for the structure they are creating. Evaluating Explore a range of existing freestanding structures in the school and local environment e.g. everyday products and buildings. Evaluate their product by discussing how well it works in relation to the purpose, the user and whether it meets the original design criteria. Technical knowledge and understanding Know how to make freestanding structures stronger, stiffer and more stable. Know and use technical vocabulary relevant to the project.		1.3 & 1.2 Who is Jewish/ Muslim and what do they believe? (compare and contrast, link back to learning about Muslims in Y1 and refer to sacred books Unit 1.4) - Talk about how the mezuzah in the home reminds Jewish people about God - Talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat - Re-tell a story that shows what Jewish people at the festivals of Sukkot, Chanukah or Pesach might think about God, suggesting what it means - Ask some questions about believing in God and offer some ideas of their own	

	Cusp outcomes: ● What are human features? ● What are physical features? ● What features does our local area have?	understand why we need to brush our teeth be able to practise brushing your teeth know the differences between healthy and unhealthy choices be able to develop strategies to help you remember to brush your teeth when you forget, are tired, or busy			
Vocabulary	Tier 2 increase decrease align symbol observe sketch Tier 3 aerial scale cardinal point valley port vegetation	Bullying and Body Language Bullying Mean Describe Teasing Threatening Advice Imagine Anti-Bullying	Health Eating and Brushing Teeth Ingredients Energy Repair Vitamins Natural Saturated fat Decay	cut, fold, join, fix structure, wall, tower, framework, weak, strong, base, top, underneath, side, edge, surface, thinner, thicker, corner, point, straight, curved metal, wood, plastic circle, triangle, square, rectangle, cuboid, cube, cylinder design, make, evaluate, user, purpose, ideas, design criteria, product, function	Religion, celebration, festival, symbol, thankful, faith, belief, wise sayings, rules for living, co-operation, belonging, worship, holiness, sacred, creation story Jewish, synagogue, Torah, bimah, Chanukah/Hanukkah, Ark, Judaism, Shabbat, mezuzah, Tenakh Muslim, Islam, Allah, Prophet, mosque, Eid, Qur'an, moon and star, Ramadan, tawhid.
Computing	Junior Jam				
Music	Junior Jam				
Singing	https://www.singup.org/singing-schools/quick-sings https://www.singup.org/song-bank/sing-up-playlists/singing-schools#c867 T:\2. Curriculum Leadership\Singing				
Spanish	Junior Jam				
PE	Gymnastics ● Comment on aspects of own and others' performances ● Perform with control and consistency basic actions at different speeds and on different levels ● Create and perform a simple sequence ● Show contrasts in gymnastics shapes and actions ● Work to improve flexibility and strength ● Attempt to use rhythm whilst performing a sequence ● Use core strength to link gymnastic elements e.g. back support and half twist ● Remember and repeat sequences ● Reflect on own performance and use scoring system to judge performance ● Develop character and maturity to work in close proximity with others Balance, shape, bridge, jump power, weight-on, point, patch, teddy, dolly, front-straddle, cup, puck, v-sit, japana, arabesque				

PSHE Weekly Reflection (Scheme Blocked)	Respect yourself – It's good to be me	Remembrance – Celebrating Peace	National Anti Bullying Week. Thomas Buxton is a bully free zone	Respect each other – honesty is the best policy	Respect yourself –Peer Pressure, do it your way	Respect each other - Do as you would be done by. How should we treat others?	Goodbye 2025- Another year older! Wiser!
P4C Skills	Establish full enquiry. Develop open questions. Identify concepts from a stimulus.						
P4C Enquiries		PSHE Anti-Bullying		Curriculum		RE	