























2025/26
Year Group 2



	Autumn Term		Spring Term		Summer Term	
	Inset Monday - Tuesday 3 days + 7wks	Monday inset 4 days + 6wks	Monday inset 4 days + 5 wks	Monday inset 4 days + 4 wks	6wks - 1BH	7 wks + 1 day
Reading	Grandads Island (2 weeks) Aesop's Fables (2 weeks) Mr Noah's Pocket (2 weeks)	Paddington (2 weeks) The Christmas Pine/ The Last Christmas Tree (2 weeks)	The Quangle Wangle's Hat (2 weeks) Coming to England (2 weeks) Planet full of pastic (2 weeks)	The Rhythm of the Rain (4 weeks) Aesop's Fables – The Sun and The Wind (1 week)	Little People Big Dreams (2 weeks) Fantastically Great Women Who Changed the World (4 weeks) Aesop's Fables – The Sun and The Wind (1 week)	Fantastic Mr Fox (6 weeks)
Writing	Strong Start Writing (8 lessons – week 1 and 2). Character description (2 weeks) Poems developing vocab (1 week) Narrative (3 weeks)	Formal invitations (2 weeks) Stories from other cultures (3 weeks) Poetry on a theme (1 week)	Non-chronological report (3 weeks) Formal invitations (2 weeks)	Stories from another culture (2 weeks) Recount from a personal experience (2 weeks)	Non- Chronological Report (3 weeks) Simple retelling of a narrative (3 weeks)	Recount from a personal experience (2 weeks) Poems developing vocabulary (1 week) Character descriptions (2 weeks) Poetry on a theme (humorous / poems about change) (1 week)
Spelling	Block 1 – common exception words Block 2 - -ge and -dge Block 3 – g elsewhere in words	Block 4 – s sound spelt c Block 5 - z sound spelt s Block 6 – homophones and near homophones Spelling assessment	Block 7 – common exception words Block 8 – le and -el at the end of words Block 9 – al and -il	Block 10 – y at the end of words Block 11 - -es, -ed, ing, -est Spelling assessment	Block 12 – ing, -ed, -er, -est, -y Block 13 – a, o sound spelt or and ar	Block 14 – Suffixes Block 15 – contractions Block 16 – words ending in -toon Spelling assessment
Handwriting	Week 1- ai and at Week 2 – an and am Week 3 – ap and aw	Week 1 – be and br Week 2 – um and un Week 3 – ux and xe	Week 1 – at and gh Week 2 – sh and th Week 3 – il and it	Week 1 – bl and ut Week 2 – ed and nd Week 3 – ea and ig	Week 1 – ac and fo Week 2 – oe and oi Week 3 – on and or	Week 1 – oa and on Week 2 – wa and wo Week 3 – oh and wh

	Week 4 – er and ip Week 5 – ie and in Week 6 – ew and en Week 7 – assess and review	Week 4 – se and ze Week 5 – ch and ck Week 6 – Assess and review	Week 4 – if and if Week 5 – ef and ff Week 6 – assess and review	Week 4 – ng and eg Week 5 – as and as Week 6 – assess and review	Week 4 – ou and ov Week 5 – re and ve	Week 4 – wl and rl Week 5 – on and ok Week 6 – of Week 7 – assess and review
Maths	Place Value (4 weeks) Addition and Subtraction (3 weeks)	Addition and Subtraction (2 weeks) Shape (3 weeks)	Multiplication and Division (5 weeks) Money (1 week)	Money (1 week) Length and Height (2 weeks)	Mass, capacity and temperature (3 weeks) Fractions (2 weeks)	Fractions (1 week) Time (3 weeks) Statistics (2 weeks) Position and Direction (2 weeks)
Fluency Bee	Stage 1: 6 and 7 (1 week) Stage 1: Finish off 6 and 7 and 8 and 9 (2 weeks) Stage 1: 10 (1 week) Stage 1: Comparison to 10 (1 week) Stage 1: Addition and subtraction (2 weeks)	Stage 1: 10 and a bit (2 weeks) Stage 1: Comparison to 20 (1 week) Stage 2: 1 more within 20 (1 week) Stage 2: 1 less within 20 (1 week) Stage 2: Make connections (1 week)	Stage 2: Odd and Even (1 week) Stage 2: Doubles to 20 (1 week) Stage 2: Near doubles (1 week) Stage 2: Add 2 (2 weeks)	Stage 2: Subtract 2 (2 weeks) Stage 3: Add through 10 (2 weeks)	Stage 3: Subtract through 10 (2 weeks) Stage 3: Bonds to 20 (2 weeks) Stage 4: How many? (2 weeks)	Stage 4: Comparison to 100 (1 week) Stage 5: Introduction to multiplication and division (2 weeks) Stage 5: The 2 times table (3 weeks) Stage 5: The 10 times table (1 week)
Science	Everyday Materials (7 weeks) 	Everyday Materials (3 weeks)  Animals Including Humans (3 weeks) 	Animals Including Humans (6 weeks) 	Animals Including Humans (2 weeks) 	Plants (6 weeks) 	Living Things and Their Habitats (6 weeks) 
RE 	1.3 Who is Jewish and what do they believe? (4 sessions)		1.6 How do we celebrate special and sacred times? (6 sessions)		1.7 How should we care for others in the world and why does it matter? (6 sessions) RE day – what can we learn from sacred books?	
 History		How have hospitals changed?		How did the suffragettes change life for people in Britain?	Why are we celebrating the King's Coronation?	
 Geography	Human and Physical Geography – My Local Area (mapping)		Environmental - Fairtrade and Africa			Human and Physical Geography – Coast
Forest school	Fortnightly Sessions					

Computing	Pages 	IT around Us 	Coding course B 	Charts 	Coding course B 	iMovie 
Digital learning	Sketches - digital portraits		Numbers – charts exploring climates in Africa.	Keynote – children create informative keynote about a habitat of their choice. Exploring features and animals.		
Music	Hands, Feet, Heart Understanding Musical style concert performing Intro to the Recorder		ROCK – I wanna play in a band Intro to the Recorder Stage 2		Reflect, Rewind and Replay Intro to the Recorder Stage 3	
DT 		Windmills – Mechanism and systems	Bread – Cookery and Nutrition			Puppets – Textiles and Materials
Art	Portraits – Thomas Gainsborough			Love of Landscapes – Alma Thomas	The Beauty of Flowers – Yayoi Kusama	
PE	Multi skills	<u>Games</u> Dribbling using Feet	Gymnastics	Dance	Athletics	<u>Games</u> Attack Vs Defence
 RSHE	Regulation Zones (2) Lessons 12 and 13 Setting Ground Rules (1) Family and Relationship (1-4)	Regulation Zones (2) Lessons 14 and 15 Family and Relationship (5-7) <u>Antibullying week Assembly</u>	Health and Wellbeing (1-5) <u>LGBTQ Assembly (1)</u>	Regulation Zones (2) Lesson 16 and 17 Health and Wellbeing (6 and 7) Safety and changing Body (1) <u>Rail Safety online assembly</u>	Safety and changing Body (2-7) <u>Dog's Trust Safety workshop</u>	Safety and changing Body Lesson 8 and 9 Economic wellbeing (1-4) Transition (1) <u>International Day of Families assembly</u> <u>Water Safety assembly</u>
Trips and Visitors	Local walk (Geography field work)	National Portrait Gallery Workshop 10.11.25 Pantomime at Greenwich Theatre 03.12.25		St Alfeges church	The Tower of London	Westgate on Sea Coast trip

Power of Me	<p>Inspired Me- Introduction to Global topic</p> <p>Digital Me- Ipad safety charter, use of ipads, pages</p> <p>Performer Me- Poetry unit</p>	<p>Performer Me- Christmas performance and Pantomime trip</p> <p>Responsible Me – links to antibullying week</p>	<p>Safe Me- RSHE health and wellbeing</p> <p>Different Me- LGBTQ assembly</p> <p>Money Me- Money Unit in Maths</p> <p>Responsible Me – DT learning about healthy eating and nutrition</p>	<p>Safe Me – RSHE learning on my body</p> <p>Inspired Me – learning about historical figures who changed the world</p>	<p>Responsible Me- RE caring for others and the world</p> <p>Adventure Me – Sports Day</p>	<p>Adventure Me – visit to the coast</p>
Power of We	I do		We do		You do	
	<p>Hook: Daily Dose of mental wellbeing – do one task each day.</p> 		<p>Outcome: Create a survey and questionnaire exploring what makes people happy and what improves their mental and physical wellbeing.</p> <p>Spend an afternoon taking part in the activities that boost their wellbeing. Invite people from our local community too. Parents or siblings and host an afternoon of activities. Children on different stalls/stations. E.g obstacle course, drawing, reading area.</p>		<p>Possible outcomes:</p> <ul style="list-style-type: none"> ● Spend time with someone in need e.g. at a care home ● Become a pen pal with a friend or family member you do not see often ● Encourage others to do the daily5'. Create a poster or presentation raising awareness. ● Create a wellbeing diary – write down your feelings each day and reflect on what helped you to feel better. ● Create an assault for a family member to complete or spend some time together being physically active. ● Continue to learn a new language. Why not try the Duolingo app? ● Go outside into nature and use your senses to draw or write about where you are. 	