



## **Autumn 2 Term – Year 2 Curriculum Overview**

This term in Year 2, we are learning about:

### **English**

This half-term, children will explore *Into the Forest*, *Issun Boshi* and *The Polar Express*, developing their skills in diary writing, storytelling and letter writing. They will practise using first-person pronouns, past tense, expanded noun phrases and fronted adverbials. Children will also write an information text about Ancient Rome, organising facts using headings and subheadings. Throughout the term, they will continue to improve their sentence structure, punctuation and spelling, building confidence and independence in their writing.

### **Mathematics**

This half term, pupils will continue to build fluency with number bonds to 10, 20 and 100, exploring fact families and related facts. They will practise adding and subtracting 1s, 10s and 2-digit numbers, including crossing 10, and solve mixed addition, subtraction and missing number problems. Later, children will focus on 2-D and 3-D shapes: recognising, drawing, sorting, exploring symmetry, and counting sides, vertices, faces and edges, before making patterns with shapes.

### **Science**

This half term, children will learn about 'Living Things and their Environments' building on their learning from Year 1's unit of the same name. Within this, children will continue to understand the difference between things that are alive, things that are dead and things that are inanimate (have never been alive). They will ask questions about the differences between these things, developing their working scientifically skills. They will build on their substantive knowledge of different types of animals as they learn about habitats including rainforests, deserts, meadows and underground habitats, as well as learn that microhabitats are habitats that are very small or limited, for example, under a log.

### **History**

The unit for this half-term is 'The Romans in Britain' and children will begin by learning about the growth of the Roman Empire and the importance of the Roman Army for this. They will learn about the Roman invasion of Britain and explore Roman towns within Britain as well as some of the other ways that the Romans influenced life in Britain. They will learn about the role of emperor and that these significant figures were not always Italian Romans, but they came from all over the world.

### **Art**

During this unit of Colour, Shape and Texture, children will learn to use a range of materials to design and make products, before exploring the work of Matisse who used organic shapes and complementary colours in his cut-outs in order to create visual texture. They will learn about the work of Durer and Jan van Eyck.

### **Design and Technology**

Our unit for this half-term focuses on food preparation through the topic *Snack Dippers*. Children will design and make a healthy lunchtime snack using safe cutting techniques. They will learn to make Greek Tzatziki and adapt it to create their own dips and dippers inspired by Indian Raita. They will explore the taste, smell and texture of food, recording observations. Children will examine food packaging to identify nutritional information and allergens. They will practise cutting a range of vegetables, learn about portion sizes, and work with peers to create and evaluate their own recipes using a design specification.

## Religious Education

This half term they will learn about the 'Life of Jesus' from a Christian perspective, looking at the chronological key events of his life. They will learn about the importance and routine of Baptism, learn about various miracles that took place, explore Jesus' disciples and the role they played within his life. Finally, they will learn about the events that led to the death of Jesus and the role of the disciple, Judas, within this.

## PSHE

This half term, children will learn about medicines and how they can help people feel better, as well as other ways to support wellbeing when unwell. They will explore the safe and responsible use of medicines, build on their understanding of hygiene routines to prevent illness, and learn how vaccines can help protect against disease. Children will continue developing their understanding of secrets and surprises, recognising when to speak to a trusted adult if something feels unsafe or uncomfortable. They will also practise respectful language while discussing differences between people. During **Anti-Bullying Week 2026** (16–20 November), themed *Break the Silence*, children will learn how to speak up, support others, and promote kindness in their community.

## Computing

Our unit for this half-term focuses on *Creating Media* using Digital Photography. Children will explore different devices for capturing photographs and gain experience in capturing, editing, and improving their photos. They will also learn to recognise that not all images are real.

## Physical Education

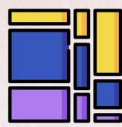
Our unit for this half-term focuses on *Tag Rugby* and *Basketball*. In Tag Rugby, children will learn to pass and receive the ball using the correct technique and develop their ability to pass while moving. In Basketball, children will practise different ways to pass the ball while manoeuvring and develop their accuracy in throwing and receiving. They will learn to dribble the ball, perform shuttle runs, chest passes, and solo catching.

## Music

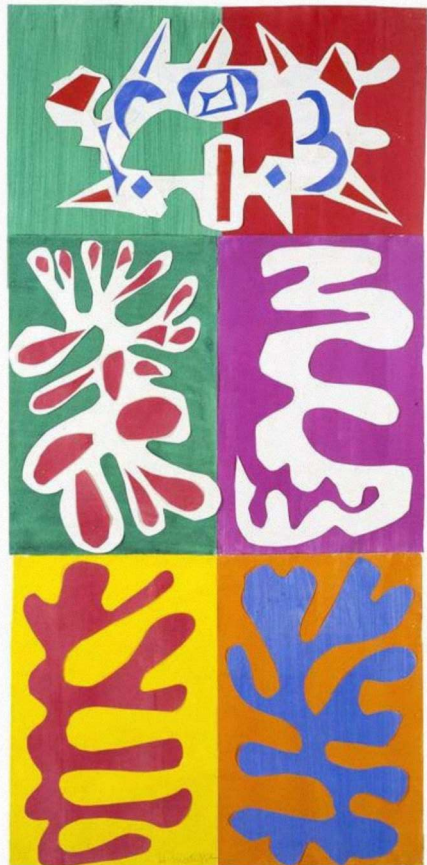
This half term, children learn about 'Beat Music', exploring the work and music of the Beatles. They will listen to and appraise 'Yellow Submarine' to help them find the regular beat and metre of the song before learning to sing the chorus. They will move on to learning how to sing the verses of the song and use untuned instruments to add their own accompaniment to their singing. They will then perform this version of the song with their peers and evaluate their piece.

### Things you can do in your Local Area to support this?

- Visit **London Mithraeum and the Museum of London Docklands** to explore real Roman ruins beneath modern London and see how the Romans transformed Britain.
- Take a trip to **Richmond Park** where they can use their imagination to create their own forest-themed story, inventing characters or sketching nature to create illustrations.
- Take a visit to **Kew Gardens** to observe different habitats and meadow ecosystems and observing symmetry in nature.
- Explore the **London Transport Museum** to find out more about transport through time as well as shape and pattern in transport design.



Matisse



Panel with Mask (1947)



## KEY VOCABULARY

### primary colours

**yellow, red and blue:** these colours cannot be mixed from other colours

### secondary colours

**green, orange and purple:** these colours are mixed by combining two primary colours

### complementary colours

any **two colours which are opposite each other** on the colour wheel, e.g., yellow and purple are complementary to each other

### geometric shape

**shapes we can name:** square, rectangle, triangle, circle

### organic shape

a **shape we cannot give a name to** (unlike a geometric shape) often found in the natural world

### composition

how **different ingredients** in art (e.g. colour, shape, texture) are **put together** to make up a whole work of art

### cut-out

the words Matisse used to describe his **method of creating pictures with scissors and coloured paper**

### texture

how an object **feels**

### visual texture

when an artist uses different shapes, marks, colours, light or shade to **show how something feels** (texture)

Albrecht Dürer



Young Hare (1502)

Jan van Eyck



The Arnolfini Portrait (1434)



## key vocabulary

|            |                                                                      |
|------------|----------------------------------------------------------------------|
| device     | a piece of <b>technology</b> , e.g. a <b>tablet</b> or <b>camera</b> |
| camera     | a device that <b>takes photos</b>                                    |
| photograph | a <b>picture</b> taken with a <b>camera</b> (a photo)                |
| capture    | to <b>take</b> a photo                                               |
| landscape  | a photo that is <b>wider</b> than it is <b>tall</b>                  |
| portrait   | a photo that is <b>taller</b> than it is <b>wide</b>                 |
| framing    | choosing <b>what is in</b> your photo and <b>where</b> it goes       |
| focus      | making a photo <b>sharp</b> and <b>clear</b> , not <b>blurry</b>     |
| lighting   | how <b>bright</b> or <b>dark</b> a photo is                          |
| flash      | a <b>burst of light</b> from the camera when it is <b>too dark</b>   |
| edit       | <b>changing</b> a photo after you have <b>taken</b> it               |
| filter     | an effect that <b>changes the colours</b> of a photo                 |

## devices that take photos



digital camera



tablet



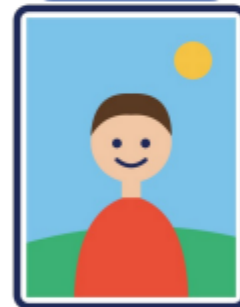
phone

## landscape



wider than it is tall

## portrait



taller than it is wide

## top tips for great photos

hold the device **still**check the **light****frame** your subjecttap the screen to **focus**



PE

Year 2 | Autumn 2



key vocabulary



# Tag Rugby and Basketball

Specialist PE: Tag Rugby and Basketball | In Class PE: Fundamentals



tag

a **ribbon** on a belt that is **pulled off** instead of tackling

try

scored by **placing the ball** over the line

dodging

**changing direction** quickly to get past someone

passing

throwing the ball to a **teammate**

attacking

moving **forwards** to try to **score**

defending

trying to **stop** the other team scoring

dribble

**bouncing** the ball with one hand while moving

bounce

pushing the ball **down** so it comes back **up**

chest pass

a two-handed pass **pushed** from the **chest**

bounce pass

a pass that **bounces once** before a teammate catches it

catch

take the ball safely with **two hands**

## tag rugby rules



pass **sideways** or **backwards**



run **forwards** with the ball



pull a tag and shout **"tag!"**



score a **try** over the line

## basketball skills



**dribble** with your fingertips



**look up** while dribbling



**chest** and **bounce** passes



**shoot** at the hoop

## in class PE: fundamentals



run, **dodge** and **stop**



**balance** on one foot



**jump, hop** and **land** softly



move with **speed** and **agility**



## key vocabulary

|              |                                                                                         |
|--------------|-----------------------------------------------------------------------------------------|
| vegetable    | a <b>part of a plant</b> that we eat as <b>food</b>                                     |
| fresh        | food that is <b>newly made</b> and still <b>good to eat</b>                             |
| edible       | <b>safe</b> to be <b>eaten</b> as food                                                  |
| savoury      | food with a <b>salty</b> or <b>spicy</b> flavour, not a <b>sweet</b> one                |
| flavour      | what we <b>taste</b> with our <b>tongue</b> , helped by <b>smell</b> and <b>texture</b> |
| ingredients  | foods that are <b>combined</b> to make a <b>dish</b>                                    |
| recipe       | a <b>list of ingredients</b> and <b>instructions</b> for making food                    |
| peel         | to <b>remove the skin</b> from fruit or vegetables                                      |
| slice        | to <b>cut</b> a thin piece from a <b>larger</b> piece of food                           |
| squeezing    | <b>crushing</b> fruit to get the <b>juice</b> out                                       |
| healthy diet | eating a <b>balance</b> of different foods to stay <b>healthy</b>                       |
| taste test   | <b>tasting</b> foods to <b>evaluate</b> them                                            |



# Snack Dippers

Cooking and nutrition



## food preparation skills



chop



peel



grate



squeeze



crush

### tzatziki



a **Greek** dip made with **Greek yoghurt**, **cucumber**, **garlic** and **mint**

### raita



an **Indian** dip made with **plain yoghurt**, **vegetables** and **herbs**

### dippers



**carrot**, **cucumber**, **celery**, **pitta bread** and **bread sticks**

## a healthy snack



cut with the **bridge hold** and the **claw grip**



eat **5 fruit and vegetables** every day



choose **vegetable dippers** instead of **sweets**



taste test and give the dips a **star rating**



Julius Caesar  
tries to invade  
Britain but  
unsuccessfully

54 BCE



Roman Emperor  
Claudius  
conquers Britain

43 CE



Boudica leads a  
rebellion against  
the Romans

61 CE



Romans  
withdraw from  
Britain and Anglo  
Saxons enter

401-410 CE

KEY  
VOCABULARY

empire

a **group of states or countries** ruled over by a single person or ruling power

legion

a **large group of soldiers** who form one section of an army

cavalry

soldiers who fought on **horseback**

invasion

the entering or **taking over of a place**, by force

rebellion

when a group of people are angry about something, usually something done by the people in power, and **rise up and fight** them

emperor

a person who **rules an empire**

defeat

to **lose against someone** in a fight, war, or competition

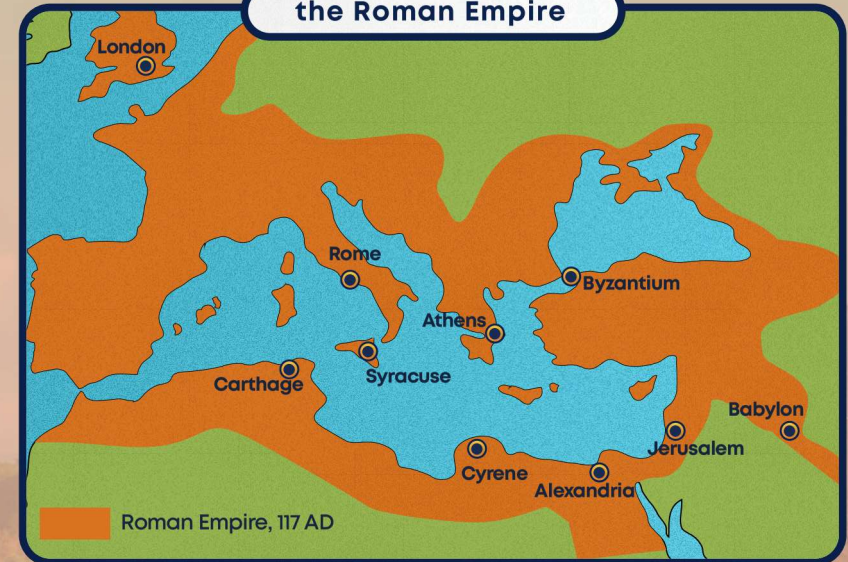
aqueduct

bridge-like system **built to move water** from one location to another

centurion

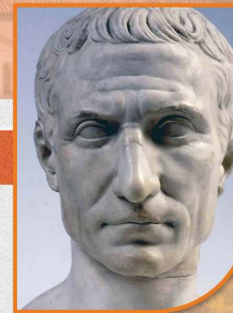
soldier in the Roman army responsible for the **command of one hundred men**

## the Roman Empire



## Julius Caesar

tried to invade  
Britain but was  
unsuccessful

Emperor  
Claudius

successfully  
invaded Britain and  
made it part of the  
Roman Empire



## Boudica

led a rebellion  
against the  
Romans





## KEY VOCABULARY

beat/pulse

beat music

melody

accompaniment

verse

chorus

untuned percussion

tuned percussion

metre

tempo

the **steady heartbeat** of the music

a style of music with a **strong beat on each beat** which the Beatles were famous for playing

the combination of **pitch** and **rhythm** to create a **tune**

music played that **supports the main melody**

part of a song which has **different words** but the **same tune** each time it appears

part of a song which is usually **repeated after each verse**

a percussion instrument that does **not play pitch**

a percussion instrument that **plays pitch**

**grouping the beat** of the music, for example into **groups of 2s, 3s or 4s**

the **speed** of a piece of music

Image: NordNordWest (CC BY-SA 3.0)



Liverpool (in red) is where the Beatles were from in England



A xylophone – a tuned percussion instrument with wooden bars ('xylo' means wood in Greek)



A glockenspiel – a tuned percussion instrument with metal bars

## The Beatles

The band who performed *Yellow Submarine* and *Help!*





### KEY VOCABULARY

#### Jesus Christ

saviour

miracle

disciple

resurrection

ascension

an important person from history – Christians believe he was the son of God

a person who saves someone from harm or difficulty – for Christians, Jesus is a saviour

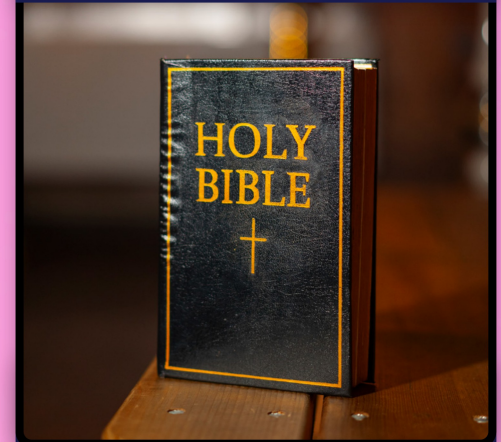
an extraordinary event that cannot be scientifically possible and can't be explained – Christians believe Jesus performed miracles

one of the twelve followers of Jesus

when something has died and has come back to life

rising up – Christians believe Jesus rose to heaven

### the Holy Bible



The Bible is a special book for Christians – the Bible tells stories about Jesus' life

### Christians believe that...

Jesus was born  
in Bethlehem



Jesus was baptised  
by John the Baptist



Jesus performed miracles



Jesus died and was  
resurrected





## KEY VOCABULARY

alive

a plant or animal that is alive **moves, grows and reproduces**

dead

something that was a living thing but is **no longer alive**

habitat

a **place** where plants or animals live

microhabitat

s **very small part of a bigger habitat**, e.g., woodlice living under stones in a garden

adaptation

many plants and animals have adapted so they can **survive in a particular habitat**

food chain

a food chain is a diagram which shows us **how animals are linked by what they eat, and what eats them**: energy and nutrients are transferred around the food chain

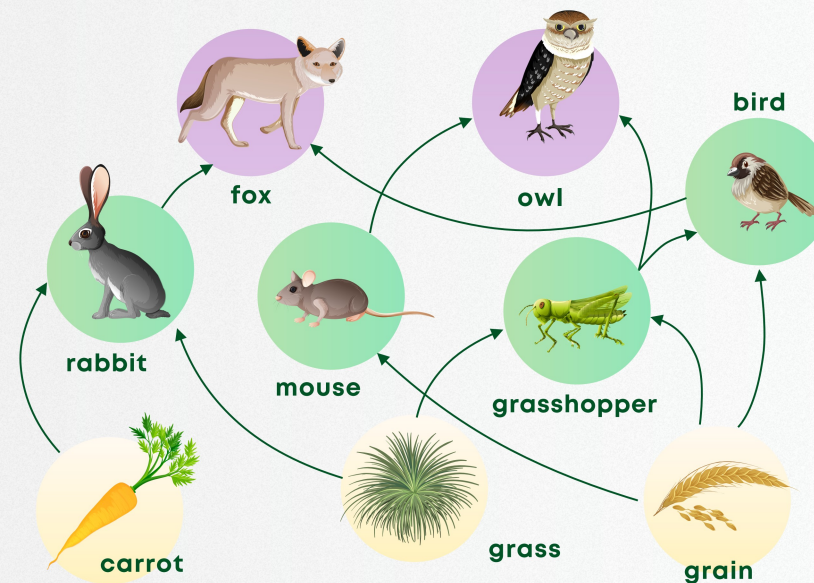
producer

plants are called producers because they **produce their own food**: food chains start with a producer (plant), nutrients and energy are transferred to the consumer

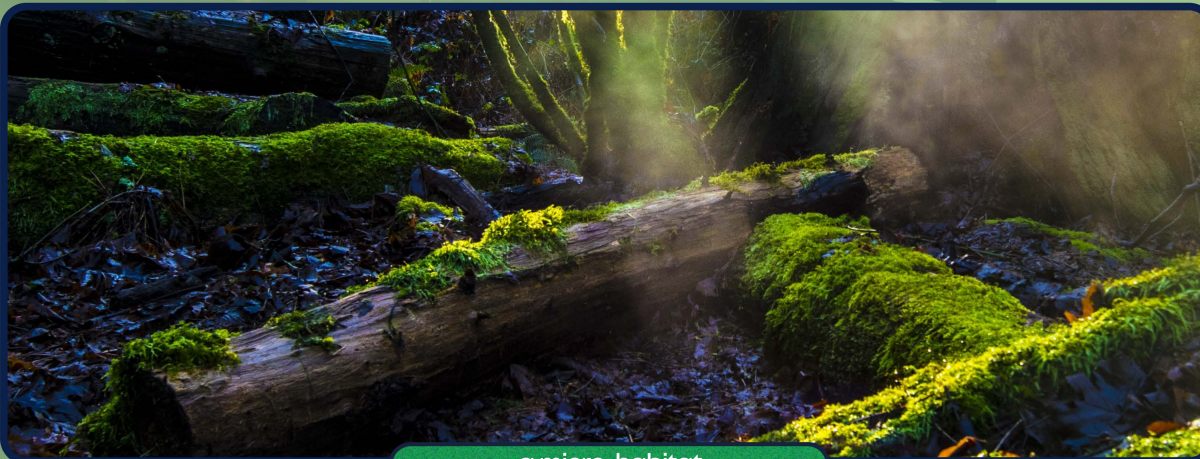
consumer

a consumer is a plant/animal that **eats another plant or animal**

## food chain:



energy is transferred around the food chain



a micro-habitat



earth worms

earthworms help to break down dead matter and provide nutrients for the soil