# Askam Village School Curriculum Plan – 2025-2026 - Year 2 Autumn Term

| English | Maths | Science | Art and Design |
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| **Fiction**<br>Key Focus Skills:<br>Handwriting (daily)<br>Spellings (most days)<br>Punctuation (most days)<br>Basic Grammar (most days)<br>Reading Comprehension<br>Speaking and Listening<br><br>*Read Write Inc Phonics, Reading Comprehension, handwriting and Spelling. | **Number**<br>Place Value (within 10)<br>**Number**<br>Addition and Subtraction (within 10)<br>**Geometry**<br>Shape | **Living things and their habitats**<br>**Habitats**<br>Considering the life processes that all living things have in common. Pupils explore global habitats, naming plants and animals that can be found there. Pupils explore this further by creating food chains.<br>**Living things and their habitats**<br>**Microhabitats**<br>Developing their understanding of scientific enquiry, pupils learn that scientists use a range of skills to answer questions. They discover that microhabitats provide what minibeasts need to survive and find out where different minibeasts live in the school grounds. | **Drawing**<br>**Making your mark**<br>Show knowledge of the language and literacy to describe lines. Show control when using string and chalk to draw lines. Experiment with a range of mark-making techniques, responding appropriately to music. Colour neatly and carefully, featuring a range of different media and colours. Apply a range of marks successfully to a drawing. Produce a drawing that displays observational skill, experimenting with a range of lines and mark making. |
| **Computing** | **Design Technology** | **Geography** | **History** |
| **Information technology around us**<br>Identifying IT and how its responsible use improves our world in school and beyond.<br>**Digital music**<br>Using a computer as a tool to explore rhythms and melodies before creating a musical composition. | **Mechanisms - Fairground Wheel**<br><br>Design and create a functional fairground wheel, consider how the different components fit together so that the wheel rotates and the structure stands freely. Select appropriate material properties and develop their cutting and joining skills. Research existing structures and survey to further inform the design. | **Would you prefer to live in a hot or cold place?**<br>Name and locate the seven continents on a world map. Locate the North and the South Poles on a world map. Locate the Equator on a world map. Describe some similarities and differences between the UK and Kenya. Investigate the weather, writing about it using key vocabulary and explaining whether they live in a hot or cold place. Recognise the features of hot and cold places. Locate some countries with hot or cold climates on a world map. | **How was school different in the past?**<br>Finding out that schools have been in the locality for a long time, but they have not always been the same. Children look for similarities and differences and use a range of sources enabling them to recognise some continuity between their lives and the past. |
| **Personal, Social, Health Education and Citizenship** | **Music** | **Physical Education** | **Religious Education** |
| **Me and my relationships**<br>Bullying and teasing, our school rules about bullying, being a good friend, feelings/self-regulation.<br>**Valuing difference**<br>Being kind and helpful to others, celebrating difference, people who help us, listening skills. | **Call and response (Animals)**<br>Chanting different call and response sound patterns, children progress to creating their own call and response patterns using untuned percussion instruments. They practise rhythm and pulse as they echo and respond to each other's chants, building a strong sense of musical communication.<br>**Instruments (Musical storytelling)**<br>Exploring longer pieces of music, children look at how music can tell a story through the use of different instruments. They think creatively, considering how sounds can represent characters, actions, and emotions when creating a soundscape to tell the story of Jack and the Beanstalk.<br>**Harvest songs and Christmas songs** | **Ball skills**- Pupils will develop their ball skills such as throwing, catching, rolling, hitting a target, dribbling with both hands and feet.<br>**Fundamentals**- Pupils will develop skills of balancing, running, changing direction, jumping, hopping and skipping.<br>**Gymnastics**- Pupils learn to explore and develop basic gymnastic actions on the floor and using apparatus.<br>**Invasion games**- Games include football, handball, rugby, netball, basketball, hockey. In this unit, pupils develop their understanding of the principles of defending and attacking. | **Unit 2.1 The Bible**<br>Why is the Bible such a special book? Why is the Bible such a special book? Why do Christians believe that the Bible is a holy book? Who uses the Bible? Why? The Bible is in two parts which are different. Why/how are they different? Which Bible stories do you think are the most important? Why?<br>**Unit 2.2 Christmas**<br>Why was the birth of Jesus such good news?<br>How is good news delivered? Who passes on good news? Why was the birth of Jesus good news? Why is this news so important? What difference did it make to the world? How did the good news spread further? How is this good news told today? How is this good news celebrated today? The news is very old, how can it still be good news? What do angels do? What do angels look like? |