

Autumn 2026				Class 2
<u>Science</u> Animals including humans – Growth - Describe the needs of animals for survival. - Describe the needs of humans for survival. - Explore the importance of eating the right food. - Describe what a healthy, balanced diet looks like. - Investigate the impact of exercise on our bodies. - Investigate hygiene. Uses of Everyday Materials - Identify different materials and their uses. - Understand how to select the right materials to build a bridge. - Explore and test the stretchiness of materials. - Understand materials can change their shape by twisting, bending, squashing or stretching. - Learn about Charles Macintosh and explore how materials are suitable for different purposes. Discover which materials change shape when making a road with John McAdam	<u>Geography</u> What is it like here? - To recognise some physical and human features in my locality. - To use directional language to describe the location of objects in the classroom and on a map. - To respond to instructions using directional language to follow routes. - To recognise basic physical and human features on aerial photographs. - To draw freehand maps using simple pictures or symbols. - To draw a simple sketch map of the school and local area using simple pictures, colours or symbols to represent features. - To use simple picture maps and plans to move around the school. - To ask questions about the world around me.	<u>Computing</u> Computing systems and networks 1: What is a computer? - To know the difference between a desktop and a laptop computer. - To understand that people control technology. - To know some input devices that give a computer an instruction about what to do (output). - To understand that computers often work together. Programming 1: Command unplugged - To know that there may be an error if a set of instructions does not give the expected result. - To know that errors could result from sequencing, unclear instructions or missing steps.	<u>Religious Education</u> 1.4: What is the 'good news' Christain's believe Jesus brings? - Tell stories from the Bible and recognise a link with a concept of 'Gospel' or good news. - Give clear, simple accounts of what Bible texts mean to Christians. - Recognise that Jesus gives instructions to people about how to behave. - Give examples of ways in which Christians follow the teachings and how they put these beliefs into practice in the Church community and their own lives. - Think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians. 1.3 Why does Christmas matter to Christians? - Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians. - Recognise that stories of Jesus' life come from the Gospels. - Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas. - Decide what they personally have to be thankful for at Christmas time.	<u>P.E</u> Invasion Games - To understand attacking and defending - To work as a team - To apply simple tactics Multi-Skills - Recognise their own space. - Explore finding different places. - Follow simple routes and trails, orientating themselves successfully. - Solve simple challenges and problems successfully. - Recognise and describe how their body feels during exercise. - Observe what they and others have done and use their observations to improve their performance.
Key vocabulary nutrition, healthy, protein, carbohydrate, dairy, fat, exercise, hygiene,	Key Vocabulary aerial photograph, aerial view, city, country, directional language, distance, features, globe, key, land, locate, map, north, place, sea, survey, symbol, town, village	Key Vocabulary battery, buttons, computer, desktop, electricity, input, keyboard, laptop, mouse, output, robot, screen (monitor), tablet, wire, command, error, instructions, order	Key Vocabulary Bible, Jesus, Christian, God, good news, disciples, sacred, church, holy, Christian, Christianity, Jesus, Bible, Gospel, nativity, Christmas, Bethlehem	Key Vocabulary defend, attack, dribble, accuracy, tactic, float, glide
<u>Art</u> Drawing and Sketching- Explore and Draw - To know that artists explore the world, seeing things around them in new ways, and bring things back to their studios to help them make art. - To know that we can go into our own environments, even when they are very familiar to us, and learn to see with fresh eyes and curiosity. - To understand that we can use the things we find to draw from, using close observational looking. - To explore and use art materials, be inventive with how we use them, taking creative risks and enjoying accidents as well as planned successes. - To use the shape of the page, and the way we arrange elements on the page, to create compositions which we like.	<u>Design and Technology</u> Structures: Baby bear's chair - To know that design brief helps to decide what to make. - To understand that a design criterion are the steps for making a product successful. - To know some properties of materials, such as hard, soft, flexible, waterproof, strong, etc. - To know the names of some geometric shapes, such as triangle, pyramid, square, cube, circle and sphere. - To know that existing products can be evaluated against design criteria. - To know that the shape of a structure affects its strength. - To know that materials can be manipulated to improve strength and stiffness.	<u>PSHE</u> Being Me - Help others to feel welcome. - Try to make our school community a better place. - Think about everyone's right to learn. - Care about other people's feelings. - Work well with others. - Choose to follow the Learning Charter Celebrating Difference - Accept that everyone is different. - Include others when working and playing. - Know how to help if someone is being bullied. - Try to solve problems. - Use kind words. - Know how to give and receive compliments.	<u>History</u> How am I making history? - To know that a timeline shows the order events in the past happened. - To know that we start by looking at 'now' on a timeline then look back. - To know that 'the past' is events that have already happened. - To know that 'the present' is time happening now. - To know that throughout someone's lifetime, some things will change and some things will stay the same. - To know that there are similarities and differences between their lives today and their lives in the past. - To know that we can find out about the past by asking people who were there. - To know that we remember some (but not all) of the events that we have lived through.	<u>Music</u> My favourite things: Keeping the pulse - To know that notation is read from left to right. - To know that pictorial representations of rhythm show sounds and rests. Snail and mouse: Tempo - To know that sound can help tell a story. - To know that an instrument or voice can be played at different speeds. - To know that pulse can be fast and slow.
Key Vocabulary art, artist, explore, collect, inspiration, composition, arrangement, focus, light, observational drawing, wax resist, watercolour, graphite, wax crayon, pencil, sketchbook, collage	Key Vocabulary design brief, design criteria, evaluate, flexible, improve, select, stiff, strong, thicker, thinner, weak	Key Vocabulary similar, different, bullying, behaviour, unfair, fair, included, special, unique	Key Vocabulary change, different, event, future, history, living memory, memory, past, present, similar, timeline	Key Vocabulary pulse, singing voice, speaking voice, thinking voice, beat, fast, slow, warm up

