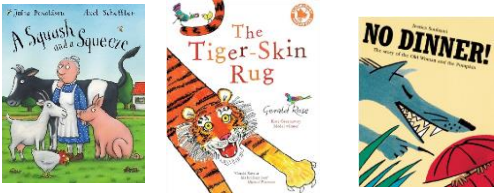




# Eltham Church of England School

Act Justly, Love Mercy, Walk Humbly with Your God

Micah 6v8

Year 2 2025 26	Autumn	Spring	Summer
<b>Maths Units</b>	Place Value (4) Addition and subtraction (5) Shape (3)	Money (2) Multiplication and division (5) Length and height (2) Mass, capacity and temperature (3)	Fractions (3) Time (3) Statistics (2) Position and direction (2) Consolidation (2)
<b>English Writing Outcomes</b>	<p><b><u>A Squash and a Squeeze</u></b> Purpose: writing and orally retelling a funny story.</p> <p><b><u>Tiger Skin Rug</u></b> Purpose: writing to entertain (narrative)</p> <p><b><u>No Dinner!</u></b> Purpose: writing to entertain (alternative endings) Purpose: writing to inform (non-chronological report on tigers)</p>	<p><b><u>Lila and the Secret of Rain</u></b> Purpose: writing to entertain (narrative) Purpose: writing to inform (information report)</p> <p><b><u>Meerkat Mail</u></b> Purpose: writing to entertain (postcard in role) Purpose: writing to inform (non-chronological report)</p>	<p><b><u>Traction Man</u></b> Purpose: writing to entertain (adventure story)</p> <p><b><u>Goldy Luck and the Three Pandas</u></b> Purpose: writing to entertain (narrative)</p> <p><b><u>The Lighthouse Keeper's Lunch</u></b> Purpose: writing to entertain (alternative ending) Purpose: writing to inform (biography of Mary Anning)</p>
<b>Our Key English Text</b>	<p><b>A Squash and a Squeeze</b> <b>The Tiger Skin Rug</b> <b>No Dinner!</b></p> 	<p><b>Bringing the Rain to Kapiti Plain</b> <b>Lila and the Secret of Rain</b> <b>Meerkat Mail</b></p> 	<p><b>Traction Man</b> <b>Goldy Luck and the Three Pandas</b> <b>The Lighthouse Keeper's Lunch</b></p> 
<b>English Grammar</b>	<ul style="list-style-type: none"> <li>- Use capital letters and full stops in a sentence</li> <li>- Use capital letters for start of sentences and names</li> <li>- Use nouns and adjectives</li> <li>- Use time words</li> <li>- Use conjunctions</li> <li>- Use simple past tense</li> <li>- Use commas to separate items in a list</li> </ul>	<ul style="list-style-type: none"> <li>- Use time words</li> <li>- Use powerful verbs</li> <li>- Use exclamation marks</li> <li>- Use adverbs to describe verbs</li> <li>- Use the correct tense (past and present)</li> <li>- Use co-ordinating and subordinating conjunctions</li> </ul>	<ul style="list-style-type: none"> <li>- Use prepositional starters to describe</li> <li>- Use first person pronouns</li> <li>- Use present tense</li> <li>- Use contractions accurately</li> <li>- Use inverted commas correctly</li> <li>- Use prefixes and suffixes</li> <li>- Use rhetorical questions</li> </ul>
<b>Science</b>	Living things and their habitats Animals including humans	Uses of everyday materials Revisit of learning so far	Plants Revisit of learning so far
<b>History</b>	Events beyond living memory – The Great Fire of London	Significant historical events, people, places in our locality	Significant historical events, people, places in our locality

<b>Geography</b>	Human and Physical features Comparison study – UK and non-European place – London and Nairobi	Comparison study – UK and non-European place - London and Nairobi - continued	Fieldwork and map skills Comparison study – different non-European location to our locality – Yanomami people
<b>RE</b>	Why do Christians make and try to keep promises before God? What can we learn from the story of Noah? What does the 'Light of the World' mean for Christians?	What does it mean to be a Muslim? Why are women so important in the Bible? Do Easter symbols help us to understand Easter?	What helps Muslims live a faithful life? How is prayer important?
<b>Computing</b>	Online Safety	Data, information and pictograms	Programming - Scratch
<b>Languages - French</b>	Pets, farm animals, wild animals, numbers 1-12, I have/I want, simple opinions.	Colours, toys & games, vegetables, numbers 1-20, likes/dislikes, Jack & the Beanstalk.	Musical instruments, transport, seaside, how do you get to France? We're Going on a Bear Hunt.
<b>Music</b>	Tony Chestnut – beat, rhythm, melody Carnival of the animals – timbre, tempo, dynamic, pitch Composing music inspired by birdsong – composing using a non-musical stimulus	Grandma rap – duration, unison, round Orawa – beat, rhythm, repetition, structure, 20 <sup>th</sup> century classical music Trains – volume, dynamics, speed, tempo	Swing-a-long with Shostakovich – 2 and 3 time, beat, beat groupings, 20 <sup>th</sup> century classical music Tanczomy labada – singing games, traditional Polish dances, changing beat and tempo, percussion accompaniment and body percussion
<b>Art and Design</b>	Drawing – mark making Painting – exploring line, colour and space	Printmaking – making prints using natural objects	Creative response – refer to previous knowledge and skills to make creative choices
<b>Design and Technology</b>	Understanding materials – waterproofing hats	Mechanisms – are bigger wheels always better?	Food and nutrition – Tortilla quiches and overnight oats
<b>PE</b>	Indoor: Fundamental movement skills Indoor: Sending and receiving skills Outdoor: Athletics (running, jumping and throwing) Outdoor: Ball skills	Indoor: Gymnastics Outdoor: Target Games Outdoor: Invasion Games	Indoor: Dance Outdoor: Striking and fielding games Outdoor: Net and wall games
<b>RHE</b>	Emotions Special people Being a good friend Acts of kindness What makes us who we are Resolving conflict	Caring and responsibility: Community helpers When we need help Our communities and groups Healthy bodies, healthy minds: Healthy feelings Staying safe at home Feeling poorly	Coping with change: When I am older Looking at the changes ahead Goals
<b>Enrichment</b>	The Tower of London – The Great Fire of London	Woodlands Farm – Charity initiative	Well Hall Pleasance – local visit