

 St Alban & St Stephen Catholic Primary School & Nursery <i>Learning and Growing with God by our Side</i> Half Termly Overview Autumn 1 2026 Year 2 <i>Suggested draft sequence of lessons- all activities are subject to change</i> 									
Important Dates & Events			10/9/26 Visit to Buckingham Palace	18/9/26 Welcome Meeting for parents 2:45-3:15pm	26/9/26 Welcome Fair	5/10/26 KS1 Disco	14/10/26 Phonics in KS1 meeting for parents 9am	19/10/26 Black History Week	
	Focus of Unit	1	2	3	4	5	6	7	How parents and carers can support learning at home
R.E.	Creation and Covenant (The story of Noah)	L.O. To know some facts about St Peter, St Paul, St Bernadette and St Teresa and discuss why they are special.	L.O.: To know that the Bible is split into two parts (Old Testament and New Testament).	L.O.: To know that sin is when people turn away from God. Reflect on actions that can separate us from God.	L.O.: To retell the story of Noah, focussing on God's promise and the rainbow (Gen 9:8-17) To explain and describe the symbols in the story of Noah. (Gen 9:8-17)	L.O. To understand that a covenant is a promise with God and why we care for creation. To understand the term 'stewardship' and how we care for creation	L.O.To understand that psalms are prayers of praise in the Old Testament. To recognise Psalm 139 and reflect on God's love for us.	L.O. To know and describe signs of Baptism. To understand Baptism as a sign of God's love and welcome to the Christian family.	- Read the story of Noah's Ark with your child and discuss the rainbow as God's promise. Draw a rainbow and write some simple ways your family cares for the environment at the bottom. Send the finished drawing into school for your child to share with the class. - Look through family baptism photos together to explain key religious words and the meaning of baptism. Open a Bible with your child, point out the Old and New Testaments, and explain how both parts connect to build the wider story of faith.
PSHE	Our school values	Understanding the zones of regulation.	Class rules and expectations.	Ten Ten Unit Prayer & Assessment Activity Story Sessions Let the Children Come	Ten Ten Unit Prayer & Assessment Activity Session 1 I Am Unique	Ten Ten Session 2 Girls and Boys	Session 3 Clean and Healthy (My Body)	Unit Prayer & Assessment Activity Session 1 Feelings, Likes and Dislikes	Talk with your child about which zone of regulation they are in (red = very angry/scared/out of control; blue = sad/tired/unwell/feeling down; yellow = silly/a bit over-excited; embarrassed; a little worried and green = calm; peaceful; positive). Talk about how it is okay to feel every one of the emotions. Talk through strategies to return to the green zone and about how learning often involves struggle and to feel proud of progress.
Reading	Decoding and comprehension	Text Title: Reading skill: Little Wandle planning. Focus on vowels and split diagraphs	Text Title: Reading skill: Little Wandle planning	Text Title: Reading skill: Little Wandle planning	Text Title: Reading skill: Little Wandle planning	Text Title: Reading skill: Little Wandle planning	Text Title: Reading skill: Little Wandle planning	Text Title: Reading skill: Little Wandle planning	Read the school provided book for at least 10 minutes, 5 or more times per week. Remember to go through the vocabulary with them. Ask questions about the characters and settings that begin with who/what/when/where/why/how. Please sign the reading record book.
Writing	Text Stimulus: Paddington and Katie in London	Non-fiction writing a postcard Text Stimulus: Paddington Learning focus: Green for capital letters and red for full stops. Use expanded noun phrases with adjectives before the noun Use some well-chosen adjectives to describe characters and setting. Use co-ordination (e.g. or / and / but)	Non-fiction letters Text Stimulus: Paddington Learning Focus: Green for capital letters and red for full stops. Use expanded noun phrases with adjectives before the noun Use simple past and present tense mostly correctly and consistently Make a plan (with some pictures and key words, phrases or sentences) for what they are going to write about.	Non-fiction letters Text Stimulus: Paddington Learning Focus: Green for capital letters and red for full stops. Use expanded noun phrases with adjectives before the noun Use simple past and present tense mostly correctly and consistently Make a plan (with some pictures and key words, phrases or sentences) for what they are going to write about. Proof reading and editing their work	Poet Focus: Writing outcome: Letters and Poems Roger McGough (The Sound Collector) (Linked to the sounds of London). Link to National Poetry Day	Fiction story Information Leaflet Text Stimulus: Katie in London Learning focus: To learn new vocabulary To secure understand the meaning of noun, adjective and preposition and to be able to include each within sentences	Fiction story Information Leaflet Text Stimulus: Katie in London Learning focus: To create persuasive noun phrases. Understand and identify Titles, subheadings, key information, To be able to use persuasive noun phrases pictures and captions	Information Leaflet Text Stimulus: Katie in London Learning focus: To create expanded noun phrases to persuade people to visit London landmarks	Punctuation Hunt: Grab an old magazine or newspaper. Have your child highlight capital letters with a green highlighter and circle full stops with a red pen. Story Planning: Help your child draw a 3-box comic strip showing Paddington's journey. Have them label each picture with a detailed description (e.g., <i>the busy, noisy train station</i>) before writing their final letter. Sentence Connector Cards: Write words like <i>and</i>, <i>but</i>, and <i>or</i> on index cards. Lay them out on a table and let your child physically place them between shorter sentences to build longer ones. Word Detective: Spend 5 minutes reading a book like <i>Katie in London</i>. Challenge your child to spot and highlight 3 nouns in blue, 3 adjectives in yellow, and 3 prepositions in orange. Landmark Brochure: Fold a piece of paper into thirds to make a landmark travel leaflet. Help your child fill in the boxes with titles, subheadings, pictures, and short persuasive descriptions. Sound Listening Session: Spend 10 minutes sitting quietly together listening to sounds around the house. Write down describing words and action verbs on a paper, then turn those notes into a short poem.

Phonics/ Spelling focus		Text Title: Reading skill: Little Wandle planning Phase 5 Review ai/ a-e ai ay a eigh ea ey aigh /ee/ y ea ee e ie ey e-e /igh/ igh i- e i y ie /oa/ ow o o-e oa oe ou Tricky words: People, eye, whole	Text Title: Reading skill: Little Wandle planning Phase 5 review oo/ /yoo/ oo u u-e ew ue ou ui /air/ air are ear ere /ur/ er ur ir or ear /ow/ ou ow Tricky words: Through, improve, move, prove, shoe, two, who beautiful, their, parents	Text Title: Reading skill: Little Wandle planning Phase 5 review /or/ or a aw au ore oor al oar our augh aur /zh/ si su /ch/ ch tch ture* /sh/ sh ti ch ssi ci si Tricky words: Thought, sure	Text Title: Reading skill: Little Wandle planning Phase 5 review /or/ or a aw au ore oor al oar our augh aur /zh/ si su /ch/ ch tch ture* /sh/ sh ti ch ssi ci si Tricky words: Thought, sure	Text Title: Reading skill: Little Wandle planning phase 5 review ie /ee/ /igh/ y /ee/ /igh/ /i/ ea /ee/ /e/ /ai/ a /a/ /ai/ /or/ Tricky words: friend	Phonics based on assessment for learning	Phonics based on assessment for learning	You can support your child's Phase 5 phonics at home by keeping practice short, fun, and consistent. Try practising the new letter combinations and tricky words they bring home each week, and make reading their decodable book a shared daily routine by helping them sound out unfamiliar words and re-reading to build confidence. You can also turn learning into a quick game by hunting for target sounds in storybooks, playing "find the sound" around the house, or having your child practice writing new spellings on scrap paper. Just a few minutes of daily practice will make a huge difference in reinforcing what they learn in class
Maths		LO: Unit: 2LS1 Numbers to 100, counting, ordering and comparing numbers.	LO: Unit: 2LS2 Making tens and some more. Unit 2LS3 Place value and regrouping 2 digit numbers.	LO: Unit: 2LS4 Counting on and back in tens from any number.	LO: Unit: 2LS5 Represent, order and compare numbers to 100 and quantities for measures.	LO: Unit: 2LS6 Estimation and magnitude	LO: Unit: 2LS7 Numbers to 20 - mental addition and subtraction.	LO: Unit: 2LS8 Find compliments of 10 and 100, including measures.	- Practise counting in 2s, 5s, and 10s at home, forward and backward. - Make a poster showing all the pairs of numbers that add up to 10 or 20. They can bring these into school to show. (Children should know the number bonds to 10 and 20, to build fluency.) - Play simple games to compare, order, and estimate numbers up to 100. Snakes and ladders is a good game to develop recognition of 2 digit numbers, as well as becoming confident with more than and less than.
Science	Healthy Me	Body and mind LO: To understand what we need to survive and that being happy is also important for being well. Activity: What makes me happy?	Body and mind L.O. To describe the importance of exercise for keeping fit and healthy. Activity: How do we like to keep fit?	Body and mind How does exercise help me? Carousel of activities and complete record sheet. How do our bodies change with exercise.	Healthy choices LO: To understand the importance of choosing healthy food to live, grow, be active and stay healthy. Activity: Why do we need food?	Healthy choices LO: To identify and classify good into groups including those that are healthy food. Activity: Sorting foods/ healthy plate Compare which are the most popular.	Healthy choices LO: To record data about food choices and explain findings. Activity: Recording data. Pictograms of favourite snacks. Healthy choices Activity: Assessment	Healthy choices lesson based on children’s questions	Rainbow Meal Challenge: Keep a 3-day diary where they draw and color everything they eat. Challenge children to "eat the rainbow" by including at least 4 different colored fruits or vegetables each day. The Balanced Plate: Cut out pictures of food from magazines or draw pictures. Glue the pictures onto a paper plate divided into groups (carbohydrates, proteins, fruits and vegetables, dairy). Mindful Senses Walk: Go on a 5-minute quiet walk outside or around the house. List 3 things they can hear, 3 things they can see, and 1 thing they can feel (like the wind or their feet on the floor) to practice grounding and calm. Make a poster. Create a poster to put up in our classroom about some of the ways that they can keep healthy.
Computing	Computer Systems and Networks - Kapow	Online Safety lesson 1 L.O. to understand what happens when I post online	LO To practise logging in and finding keys on a computer.	Computer Systems and Networks Lesson 1 L.O To recognise the parts of a computer.	Lesson 2 LO To recognise how technology is controlled.	Lesson 3 LO To understand what types of technology can do.	Lesson 4 LO To create a design for an invention	Lesson 5 L.O.: To understand the role of computers.	Practise typing. Learn to use a mouse and how to change between capital letters and lowercase. Learn to use the shift button.
Geography	L.O: To locate countries in the UK and identify London on a small scale and large-scale map. Key Question: What does a map of the UK look like? Where is London? Activity: Introduce the terms topic of London and its History and its Geography. To use different maps to identify the UK. Name the 4 countries and identify London. EX Capital Cities.	L.O. To create a map of the classroom with a key.	L.O: To locate countries in the UK and identify London on a small scale and large scale map. Key Question: What does a map of the UK look like? Where is London? Activity: Introduce the terms topic of London and its History and its Geography. To use different maps to identify the UK. Name the 4 countries and identify London. EX Capital Cities.	L.O: To identify important landmarks in London. Key Question: What landmarks are in London? Activity: Research important landmarks in London e.g. Buckingham Palace, The River Thames, The London Eye.	L.O: To understand the purpose of these famous landmarks and why important people may live or work there Key Question: What famous people work or live in these landmarks? Activity: Discussion about The Royal Family, The Prime Minister etc and their role in our country.	L.O: To use compass points and positional direction to navigate between London landmarks. Activity: To follow direction from one landmark to another using compass points and directions. Key Question: How can I use direction to travel around London?	LO: To understand some causes, effects and solutions of pollution in London Key Question: What is the cause of pollution in London and what can we do to help? Activity: Write a letter to prime minister to discuss problems and solutions,	LO: To understand why London is an important city. Big Question response activity – Why is London an important city? Answer the big question using a mind map and pictures. -	Map Skills & Capital Cities: Open a map of the UK with your child. Find and point to the four UK countries, locate London, and quiz your child on the capital cities of each nation. Use compass points to turn finding different spots into a navigation game. Landmarks & Environmental Letter: Research a famous landmark like Buckingham Palace, the London Eye, or the River Thames, and discuss who works there, such as the King or Prime Minister. Talk about big-city issues like pollution. Write a short letter to the Prime Minister sharing their ideas on how to fix it and bring it to school to share with the class.

Art and Design & Technology	Drawing Focus artwork: Stephen Wiltshire Biro sketching - city landscapes. Mechanisms Kapow	Stephen Wiltshire L.O. To explore artwork of Stephen Wiltshire and use biro to create different textures.	Stephen Wiltshire L.O. To sketch a 3d representation of London buildings.	Stephen Wiltshire L.O. To create London landscape in style of Stephen Wiltshire, showing tone..	Kapow Mechanisms lesson 1 L.O, To explore mechanisms and design a fairground wheel	Lesson 2 L.O. To select materials with appropriate properties.	Lesson 3 & 4 L.O. To build and test a moving wheel. L.O. to conduct a simple survey to gather options.	Lesson 5 L.O, To finish and evaluate a structure with a rotating wheel.	- Create a drawing of your home using just a biro pen. Show different textures using dots, lines and patterns. - Paint a picture of a famous landmark in London, such as Buckingham Palace, The Tower of London or St Paul's Cathedral. - Make a model of a London Landmark using junk modelling materials (e.g. boxes, cardboard tubes, yoghurt pots). - Bring your artwork and models into school to show.
Music	Finding the pulse and selecting appropriate instruments	L.O. to keep a steady beat and to listen with concentration	L.O. to choose instruments that sound like water and to respond to the tempo of music.	L.O. To compose an introduction to a longer piece of music	L.O. To carefully select appropriate instruments.	L.O. to follow simple music instructions	L.O. to compose music linked to a theme	To play and evaluate music linked to our theme	Practise finding the beat. Can they clap it, march or move in a different way to it? Can they produce high and low sounds? Can they learn and sing part of a song?
P.E. (teacher-led)	Moving in different ways and being agile	L.O. to explore dodging L.O. to understand how and why we try to be agile.	L.O. to understand the roles of attackers and defenders L.O. to develop balance on apparatus	Away on a trip	L.O. to apply knowledge of how, where who to dodge during games L.O. to improve eye to feet co-ordination	L.O. to apply knowledge of how, where who to dodge during games L.O. to apply agility skills in a circuit	L.O. to consolidate knowledge of how, where and why do dodge during games L.O. to improve balance skills in a circuit	L.O. to apply teamwork of dodgeball during competitive games. L.O. to include coordination skills in a circuit	- Practise games in which you change direction quickly. Can they dodge, duck and dive out of the way? - Do some activities that leaves the child at least a little out of breath such as walking fast, running, swimming or doing a variety of exercises such as a Joe Wicks workout.