

The Ryde School

Year 2 Curriculum Information Autumn Term 2026

Curriculum Area	Topics Covered
Art	<u>Working in 3 Dimensions</u> To use a range of materials creatively to design and make products. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. To know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.
Religious Education	<u>Sacred texts</u> To explain the purpose of a parable. To explain why some stories are important and some are holy. To explain how holy books are treated differently to normal books. To name different holy books. <u>Who is Jewish?</u> To learn what is precious to Jewish people. To learn how and why Jewish people celebrate Shabbat. To consider what the story of Chanukah make us think about.
Design and technology	<u>Textiles – puppets</u> To investigate a range of puppets and their features. To work with fabric and create a finger puppet. To develop and practice sewing skills. To design a glove puppet. To be able to follow a design to make a puppet. To evaluate a finished product.
Geography	<u>Places</u> My local area Continents and Oceans <u>Patterns</u> To discuss physical and human features of different locations. To discuss how different locations have different weather. <u>Communicate</u> To use and understand vocabulary including continent, ocean, equator, hemisphere, country, city, town.
History	<u>Food, farming, settlement and inventions</u> To explore the impact of the Industrial Revolution Jethro Tull Steam Engine and George Stephenson To understand the legacy of Ada Lovelace
Information technology	<u>Robot Algorithms</u> To describe a series of instructions as a sequence To explain what happens when we change the order of instructions To use logical reasoning to predict the outcome of a program To explain that programming projects can have code and artwork To design an algorithm To create and debug a program that I have written <u>Information technology around us</u> To recognise the uses and features of information technology. To identify the uses of information technology in the school. To identify information technology beyond school. To explain how information technology helps us. To explain how to use information technology safely. To recognise that choices are made when using information technology.
Physical Education	<u>Teambuilding/orienteering</u> Introduce Teamwork: Inclusion Develop teamwork Building trust and developing communication. Cooperation and communication

	Explore simple strategies Problem solving: Consolidate teamwork <u>Gymnastics- Pathways</u> Exploring zig-zag pathways. Developing zig-zag pathways on apparatus. Exploring curved pathways. Developing curved pathways on apparatus. Creation of pathway sequences. Completion of pathways sequences and performance. <u>Games</u> Develop tactics. Use rolling, hitting, jumping, running, catching, and kicking skills
Science	<u>Living things and their habitats</u> Explore and compare the differences between things that are living, dead and things that have never been alive. Explain differences between living and non-living things. Identify that most living things live in habitats to which they are suited to <u>Animals, including humans: Growth and Survival</u> Notice that animals, including humans, have offspring that grow into adults. Recognise changes that take place as animals get older. <u>Materials</u> Identify and compare the suitability of a variety of everyday materials. <u>Plants</u> Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. Describe what happens to a seed as it grows and develops. Describe what they observe as new plants grow.
PSHE	<u>Being me in my world</u> To identify some of my hopes and fears for this year. To understand the rights and responsibilities for being a member of my class and school. To listen to other people and contribute my own ideas about rewards and consequences. To understand how following the Learning Charter will help me and others learn. To recognise the choices I make and understand the consequences. <u>Celebrating differences</u> I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes) I understand that bullying is sometimes about difference I can recognise what is right and wrong and know how to look after myself I understand that it is OK to be different from other people and to be friends with them I can tell you some ways I am different from my friends

Enrichment Activities

Whole school trip to Mountfitchet Castle

Image Theatre

Pantomime

How you can help your child:

Reading every day for a short period of time with your child including listening to them read and reading to them.

Practice the 2s, 5s, and 10s timetables with your child.

Practice maths in real life contexts e.g. money, weights and measures, telling the time.

Practice handwriting and encourage your child to write shopping lists, letters, stories etc.