

Class: GH/JS		Term: Autumn 1 2026	Year Group: 2
Prime Learning Challenge	Why do animals choose the habitats they have? (Living things and their habitats) Who are Britain's significant monarchs? (History)		

Past What do pupils already know/understand? Do they have any misconceptions?	Present What do pupils want to know/understand? What are they interested in? What motivates them?	Context How is this challenge relevant to the needs of your children?
Science Prior Knowledge • They will have already covered a unit on classifying animals in Year 1 • They may well have talked about pets and what they like and dislike • They have some idea about the homes of certain creatures, especially those living in the wild History Prior Knowledge Explore the following with your children • Kings and Queens • Castles • Coronation • Royal Family	Science Substantive Knowledge: • Identify things that are living, dead and never lived • Know how a specific habitat provides for the basic needs of things living there (plants and animals) • Identify and name plants and animals in a range of habitats • Match living things to their habitat • Know how animals find their food • Name some different sources of food for animals • Know and explain a simple food chain History Substantive Knowledge: • Know who Henry VIII was • The Church of England was formed when Henry VIII decided to break from the Catholic Church in 1534. • Know why we remember Elizabeth I • Know how important Queen Victoria is and why the Victorian era is important in the North of England • Know that our longest reigning monarch, Elizabeth II, died only recently • Learn about our current monarch, Charles III	Science National curriculum requirement: Science Year 2 : Pupils should be taught to ... • Explore and compare the differences between things that are living, dead, and things that have never been alive • Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other • Identify and name a variety of plants and animals in their habitats, including microhabitats • Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food History National curriculum requirement: Science KS1: Pupils should be taught to ... • events beyond living memory that are significant nationally or globally [for example • the lives of significant individuals in the past who have contributed to national and international achievements.

Pre-Learning How will you make sure you are pitching appropriately?	Wow!	Reflection How will you reflect & evaluate?
Science and History The Focus Education document which sets out the National Curriculum expectations has been used. A pre-learning assessment will be done prior to the start of the unit. Children will also be asked what they already know about the topics and what questions they would like to have answered.	Science – Children will explore the school grounds searching for evidence of things that are living, dead or never been alive. History – Kings and Queens WOW Day.	Science and History Children will do a post learning assessment to find out how much they have learned. Children will participate in a 'Show it' activity which will allow them to demonstrate their learning.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Literacy	Rainbow Grammar	Rainbow Grammar	Rainbow Grammar	Rainbow Grammar	Oracy and sentence banking – linked to Tiddler	Planning a story – linked to Tiddler	To write a story – linked to Tiddler
Sounds Write	N/A	Unit 27 ae	Unit 27 ae	Unit 28 d	Unit 28 d	Unit 29 ee	Unit 29 ee
Rainbow Grammar	Capitalise proper nouns (places)	Know and use the following determiners (articles)	Know and use numerical determiners	Use adjectives of shape flat round narrow straight	Use adjectives of character cruel kind wicked brave	Use 2 adjectives before a noun the wise, old king a sad, lonely elf	Coordinating conjunctions – 'but' and 'and'

Spellings	N/A	Words where 'dge' makes a /j/ sound	Words where 'ge' makes a /j/ sound	Words where 'g' makes a /j/ sound	Words where 'c' makes an /s/ sound before 'e', 'i' and 'y'	Words where 'kn' and 'gn' make a /n/ sound at the beginning of words	Challenge Words 2.6
Handwriting	Pen Pals, term 1 unit 1 – How to join High Frequency words	Pen Pals, term 1 unit 3 – Practice diagonal join to ascender: eel/eet	Pen Pals, term 1 unit 4 – Practice diagonal join no ascender: a_e	Pen Pals, term 1 unit 5 – Practice diagonal join no ascender anticlockwise – ice/ide	Pen Pals, term 1 unit 6 – Practice diagonal join no ascender: ow/ou	Pen Pals, term 1 Unit 7 – Practise horizontal join no ascender oy, oi	Pen Pals, term 1 unit 8 Practise horizontal join, no ascender, anticlockwise: - oa, ode
Numeracy	Block 1 Place Value	Block 1 Place Value	Block 1 Place Value	Block 1 Place Value	Block 1 Place Value	Block 1 Place Value	Block 2 Addition and Subtraction
Science	Introduce the new unit and link to prior learning – Recap and Build. Pre-learning assessment Children will participate in a hunt to explore the school grounds searching for evidence of things that are living, dead or	COMPONENT 1 Which animals live underground, on the ground and in trees? LO: To be able to understand that some animals live below the ground, some live on the ground and	COMPONENT 2 Which animals live in woodlands and forests in the UK and abroad? LO: To be able to recognise animals that live in woodland habitats (UK and abroad)	COMPONENT 3 Which animals would we normally find in our sea, rivers and ponds and why are they there? LO: To be able to research animals that live in a sea, river or pond.	COMPONENT 4 Which animals start their life as an egg? LO: To be able to identify which animals lay eggs	COMPONENT 5 Which food sources are linked to which animal? LO: To be able to understand a food chain	Reflection 'Show It' To be able to reflect on my learning and answer the question Post-learning. What do you know now?

	never been alive.	others live in trees.					
History	Britain's Monarchs Pre-learning assessment	Britain's Monarchs Who was Henry VIII?	Britain's Monarchs Why is Elizabeth I so famous?	Britain's Monarchs Why do we still talk about Queen Victoria?	Britain's Monarchs Why will we always remember Elizabeth II?	Britain's Monarchs What do we know about King Charles III?	Britain's Monarchs Post-learning. What do you know now?
Music	Charanga – Hands, Feet, Heart	Charanga – Hands, Feet, Heart	Charanga – Hands, Feet, Heart	Charanga – Hands, Feet, Heart	Charanga – Hands, Feet, Heart	Charanga – Hands, Feet, Heart	Charanga – Hands, Feet, Heart
PSHE	Class Rules	Being in My World Help others feel welcome. 1. Hopes and fears	Being in My World Try to make our school community a better place. 2. Rights and responsibilities	Being in My World Think about everyone's right to learn. 3. Rewards and consequences	Being in My World Care about other people's feelings. 4. Rewards and consequences	Being in My World Work well with others. 5. Our learning charter	Being in My World Choose to follow the Learning Charter 6. Owning our Learning Charter
Art/DT	Class Themed Crafts	Structures: A chair for a bear All about chairs	Structures: A chair for a bear How does the shape of something	Structures: A chair for a bear How does the thickness of a material	Structures: A chair for a bear Making a chair for a bear	Structures: A chair for a bear Evaluating, improving and finishing	Bonfire night/ Halloween crafts

			affect it's strength	affect it's strength		a bear for a chair	
RE	What is the 'good news' that Christians say Jesus brings? – Part 1 The Story of Jesus and Matthew	What is the 'good news' that Christians say Jesus brings? – Part 1 Lessons we can learn from the Story of Jesus and Matthew	What is the 'good news' that Christians say Jesus brings? – Part 1 What do many Christians believe is the good news that Jesus brings about forgiveness?	What is the 'good news' that Christians say Jesus brings? – Part 1 What do many Christians believe is the good news that Jesus brings about peace?	What is the 'good news' that Christians say Jesus brings? – Part 1 What might Christians do to follow the life of Jesus and bring 'good news' to people?	What is the 'good news' that Christians say Jesus brings? – Part 1 How might Christian prayer link to saying sorry and forgiveness?	What is the 'good news' that Christians say Jesus brings? – Part 1
PE	Indoor – Team Building Outdoor - Creating Games	Indoor – Team Building Outdoor - Creating Games	Indoor – Team Building Outdoor - Creating Games	Indoor – Team Building Outdoor - Creating Games	Indoor – Team Building Outdoor - Creating Games	Indoor – Team Building Outdoor - Creating Games	Indoor – Team Building Outdoor - Creating Games
Computing	My Online Life (online safety) Can you trust everyone you meet online?	Presentations What is technology?	Presentations Creating presentations	Presentations Adding images	Presentations Adding videos	Presentations Adding animation	Presentations Completing presentations
Story Book	Hibernation Hotel	Hibernation Hotel	Hibernation Hotel	Hibernation Hotel	Tiddler	Tiddler	Tiddler