

Termly Planning Grid Class 2
Autumn 1 2026/27

Week	1 w/b 3.9.26	2 w/b 7.9.26	3 w/b 14.9.26	4 w/b 21.9.26	5 w/b 28.9.26	6 w/b 5.10.26	7 w/b 12.10.26	8 w/b 19.10.26
Whole Class Reading		The Lion Inside by Rachel Bright	The Lion Inside by Rachel Bright	Dogger by Shirley Hughes	Dogger by Shirley Hughes	Owl Babies by Martin Waddell	Owl Babies by Martin Waddell	Now we are six A. A. Milne
Literacy	Sentence level work – what does a sentence need? How can we stretch and extend a sentence by adding clauses and adjectives? Make sure we are using a capital letter and a full stop.	Sentence Level work – what does a sentence need? How can we stretch and extend a sentence by adding clauses and adjectives? Make sure we are using a capital letter and a full stop.	The Something by Rebecca Cobb Narrative – story writing. Write a story about what is inside the hole in The Something.	The Something by Rebecca Cobb Narrative – story writing. Write a story about what is inside the hole in The Something.	The Something by Rebecca Cobb Narrative – story writing. Write a story about what is inside the hole in The Something. Creating a new world with things happening in it.	The Deserted House by Mary Coleridge Narrative – descriptive writing. Describe the setting of the deserted house. How would you feel if you were the person who found the deserted house?	The Deserted House by Mary Coleridge Narrative – letter writing. Write as the owner of the house who is about to leave and the letter is to be found years later.	The Deserted House by Mary Coleridge Narrative – letter writing. Write as the owner of the house who is about to leave and the letter is to be found years later.
Maths	Place Value (within 20) Count objects within 10. Represent numbers to 10. Count on and back within 20. Understand 10.	Place Value (within 20) Understand 11 to 15. Understand 16 to 20. 1 more. 1 less.	Place Value (within 20) Number lines. Estimate on a number line. Less than, greater than, equal to. Compare numbers. Order numbers.	Addition and Subtraction (within 20) Parts and wholes. Systematic number bonds within 10. Number bonds to 10. Number bonds to 20.	Addition and Subtraction (within 20) Addition – add together. Addition – add more. Doubles. Near doubles. Add three 1-digit numbers.	Addition and Subtraction (within 20) Find a part. Fact families – the eight facts. Take away (how many left?). Find the difference. Missing number problems.	Place Value (within 100) Count beyond 20. Count tens. Groups of tens and ones.	Place Value (within 100) Partition into tens and ones. Use a place value chart. Flexible partitioning.
Science	What are materials?	What are wood, plastic, glass and metal like?	How can I sort rock?	What is the difference between an object and the material it is made from?	How do some materials melt and freeze?	Which materials float or sink?	Does it absorb water?	Which materials would be best for a pair of curtains?
History		Where do we belong on a timeline? Making the realisation that each person in a community is part of tomorrow's history.	Why were some Celtic houses built of stone and others of wood?	Where were Saxon villages built?	Why were Tudor houses often wonky?	Did all Victorians live in the same sort of houses?	How are homes today different from homes in the past?	
Geography							Where do people live in our locality?	What are houses like in Blackboys?
DT			How have houses been built?	How can I make brickwork strong?	How can I make a tower stable?	Can I make a strong bed for a doll?	How can I make a house for the 3 little pigs?	How well did my house stay up?
Art	How do I create different types of line?	What lines and marks do I need to draw water?	Can I use one type of drawing tool in lots of different ways?	Can I look closely at an object to identify shape, line and texture? Examine their own responses to a piece of work and question why it makes them feel that				

				way.				
Computing		To identify technology - I can explain technology as something that helps us - I can locate examples of technology in the classroom - I can explain how these technology examples help us	To identify a computer and its main parts - I can name the main parts of a computer - I can switch on and log into a computer - I can use a mouse to click and drag	To use a mouse in different ways - I can use a mouse to open a program - I can click and drag to make objects on a screen - I can use a mouse to create a picture	To use a keyboard to type on a computer - I can say what a keyboard is for - I can type my name on a computer - I can save my work to a file	To use the keyboard to edit text - I can open my work from a file - I can use the arrow keys to move the cursor - I can delete letters	To create rules for using technology responsibly - I can identify rules to keep us safe and healthy when we are using technology in and beyond the home - I can give examples of some of these rules - I can discuss how we benefit from these rules Appreciate the time saved by the use of computers and the speed in which they work.	
RE		What do people think about God? Does it matter what we believe in?	Where do we think God is?	Why is God so important?	What are the many names for God?	What do Muslims think about God?	Why is God important to Muslims? Does what people believe have any effect on how they live their lives? Why?	
PE	To develop underarm throwing and catching.	To develop overarm throwing.	To develop hitting a ball.	To develop collecting a ball.	To learn how to get a batter out.	To play games and understand how to score points.	To play games and understand how to score points.	To play games and understand how to score points.
PSHE		1. Special and Safe How can I feel special and safe in my class?	2. My Class What are my rights and responsibilities as a member of my class?	3. Rights and Responsibilities How can I make my class a safe place for everybody to learn?	4. Rewards and Feeling Proud How does it feel to be proud of an achievement?	5. Consequences Can I recognise the range of feelings I have when I face certain consequences?	6. Owning our Learning Charter What are my choices in following the Learning Charter? Reflect on the way society expects us to behave.	
Music		Listen to a range of classical orchestra pieces. Being still and quiet while listening to music to allow the mind to conjure pictures.	Respond to these pieces. 'How do they make you feel?' What story might they tell?	Mark the beat of the song by tapping or clapping	Look at common instruments found in orchestras. Explore the sections and the sounds they make.	Understand that different instruments can make different pitches.	Use simple adjectives to describe the timbre of different instruments.	
MFL								