

Donnington Wood Infant School and Nursery

In addition to phonics, reading, writing and maths we have the following exciting learning planned for this term -



More detail about specific learning in each area is on the back of this sheet.

Please talk to your child's teacher if you would like more information.

Donnington Wood Infant School and Nursery

Year 2 Autumn Term 2026



Phonics and Reading	Maths
Read 16/64 Y2 common exception words Read aloud many words quickly and accurately without overt sounding and blending (Phase 5) Sound out many unfamiliar words accurately (Phase 5) Answer questions about a familiar book they have read	<u>Number: place value</u> Read and write numbers to at least 100 in numerals and words. Recognise the place value of each digit in a two digit number (tens, ones). <u>Number: addition & subtraction</u> Addition and subtraction bonds to 20 Bonds to 100 Add and subtract 1s 10 more and 10 less <u>Number: multiplication & division</u> Recall 2, 5 and 10 times table Recognise, make and add equal groups Make multiplication number sentences from pictures/ arrays <u>Number: fractions</u> Recognise and find $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$, $\frac{3}{4}$ Recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$ <u>Measures: time</u> Recognise time o'clock, half past, quarter past and quarter to. <u>Measures: money</u> Count money in pence or pounds Recognise different coins and notes
Literacy	Science
<u>Story - traditional tale, poetry, instructions, recount, story - familiar setting, information text</u> Form lower-case letters of the correct size relative to one another in <u>some</u> of the writing Segment spoken words into phonemes and represent these by graphemes (phase 5), spelling some words correctly and making phonetically-plausible attempts at others Spell 40+/45 Y1 common exception words Write sentences that are sequenced to form a short narrative (real or fictional) Demarcate most sentences in their writing with capital letters and full stops Use spacing between words that reflects the size of the letters in <u>some</u> of the writing	<u>Basic needs</u> Find out about & describe the basic needs of animals, including humans, for survival (water, food, air). Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. <u>Living/dead/never, food chains</u> 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.
Art	Computing
<u>Textiles/sewing</u> Begin to sew fabrics together Use tools safely for cutting and joining materials and components Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] Select from and use appropriate tools and textiles according to their characteristics Evaluate their product against criteria and purpose <u>Clay - pinch and coil pots</u> Explore different techniques for working with clay Use appropriate language to describe tools, process, etc Say how other artists have used pattern and shape Use a range of materials creatively to design and make products About the work of a range of artists, craft makers & designers, describing the differences & similarities between different practices & disciplines, & making links to their own work	<u>Online safety</u> Use technology safely & respectfully, keeping personal information private Identify where to go for help and support when they have concerns about content or contact on the internet or other online <u>Data</u> Use technology purposefully to create, organise, store, manipulate and retrieve digital content. <u>Presenting</u> Use technology purposefully to create, organise, store, manipulate and retrieve digital content.
DT	RE
<u>Food prep</u> Use simple utensils and equipment to e.g. peel, slice, squeeze, grate & chop safely Select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product Taste and evaluate a range of fruit and vegetables to determine the intended user's preferences Evaluate ideas and finished products against design criteria, including intended user and purpose Understand where a range of fruit and vegetables come from e.g. UK or other countries Understand and use basic principles of a healthy and varied diet to prepare dishes	<u>Respect everyone</u> Consider the key question 'What makes us special?' Find out about people with different beliefs to their own and to think for themselves about questions to do with respect, uniqueness, similarity and difference. Consider what can be learned from stories about diversity and stories about neighbourliness and respond with examples and ideas referring to their own experiences, beliefs and values. <u>Christmas</u>
PE	PSHE (Jigsaw)
<u>Games – Throwing and Catching</u> Roll, catch and throw a ball Bounce a ball with control whilst moving Throw, catch and bounce a ball with a partner Pitch a quoit sideways <u>Circuit Training</u> Change the direction of movements with control Use and combine different types of jumps Perform movements with control and accuracy Combine more than one skill to complete an activity Complete activities independently and try to improve own performance Watch others and use this to improve own performance <u>Gymnastics</u> <u>Dance</u>	<u>Being me in my world</u> Identify some of my hopes and fears for this year Understand the rights and responsibilities for being a member of my class and school Listen to other people and contribute my own ideas about rewards and consequences Understand how following the Learning Charter will help me and others learn Recognise the choices I make and understand the consequences <u>Celebrating difference</u> Start to understand that sometimes people make assumptions about boys and girls (stereotypes) Understand that bullying is sometimes about difference Recognise what is right and wrong and know how to look after myself Understand that it is OK to be different from other people and to be friends with them Say some ways I am different from my friends
Music	History
<u>Exploring sounds</u> Develop the use of vocal sounds to express feelings Notate pitch shape and duration using simple line graphics Understand the structure of call and response songs Identify ways of producing sounds (eg shake, strike, pluck) Match descriptive sounds to images <u>Beat</u> Developing a sense of steady beat through chant, actions, and instruments Performing a steady beat <u>Christmas -performance</u>	<u>Significant individuals - Guy Fawkes & Martin Luther King Jr</u> Study the lives of significant individuals who contributed to national and international achievements Study events beyond living memory that are significant nationally or globally Understand some of the ways in which they find out about the past and identify different ways in which it is represented Choose & use parts of stories and other sources to show that they know & understand Ask and answer questions Use a wide vocabulary of everyday historical terms
Geography	
<u>Oceans and continents</u> Name and locate the world's seven continents and five oceans. Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.	