



Y2 Foundation Subject Curriculum Coverage Autumn 2026

History

Monarchy

- ❖ Find out about how the lives of Kings and Queens of the past were significantly different to our lives today.
- ❖ Understand an event that was significant beyond living memory. (Great Fire of London)
- ❖ Understand that life in Hull and London during the 1600s was very different from our lives today.
- ❖ Understand that for many centuries Britain has been ruled by a monarch and that our current monarch is Queen Elizabeth II.
- ❖ Understand how the Queen works with the elected parliament to oversee the running of the country.
- ❖ Samuel Pepys diary is a source of evidence, paintings, pictures, artefacts from the time/replicas
- ❖ Find out how when King Charles visited Hull a significant event happened which changed life in Britain.
- ❖ Understand the significance of the Great Fire of London.

Computing - E-Safety

What is a computer?

- ❖ Understanding what a computer is and that it's made up of different components
- ❖ Recognising that buttons cause effects and that technology follows instructions
- ❖ Learning how we know that technology is doing what we want it to do via its output.

Algorithms and Debugging

- ❖ Decomposing a game to predict the algorithms used to create it
- ❖ Using decomposition to decompose a story into smaller parts
- ❖ Following an algorithm
- ❖ Creating a clear and precise algorithm
- ❖ Incorporating loops within algorithms

Geography

UK landscape

- ❖ Explore and learn about the different landscapes around them and across the UK.
- ❖ Know that England is one of four counties and be able to locate the four countries on a map of the UK
- ❖ Know the capital letters of each country in the UK
- ❖ Compare the human and physical features of different UK locations from each of the four countries in the UK
- ❖ Explore the advantages and disadvantages of living in a city or a village
- ❖ Know and recognise physical features of the UK , including rivers, valleys, sea, mountains, hills, forests, cliffs
- ❖ Recognise geographical similarities and differences between varying locations
- ❖ Know the difference between human and physical features.
- ❖ Identify the human features of a range of locations across the UK
- ❖ Know how to locate a country on a map of the UK
- ❖ Know the name of the nearest town or city, and locate it on a map of the UK

Music

Hands Feet Heart

- ❖ To learn how songs can tell a story or describe an idea.
- ❖ Learn to find a comfortable singing position.
- ❖ Play the part in time with the steady pulse.
- ❖ Use voices and instruments, listen and sing back, then listen and play your own answer using two notes.
- ❖ Take it in turns to improvise using two notes.
- ❖ Listen and clap back, then listen and clap your own answer.
- ❖ Help create three simple melodies using one, three or five different notes.
- ❖ They can add their ideas to the performance.
- ❖ Record the performance and say how they were feeling about it.



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Jigsaw

Being Me in my World

- ❖ I can identify some of my hopes and fears for this year.
- ❖ I understand the rights and responsibilities for being a member of my class and school.
- ❖ I can listen to other people and contribute my own ideas about rewards and consequences.

Celebrating differences

- ❖ 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.

Religious Education

Right or wrong?

- ❖ talk about how people make choices
- ❖ talk to faith members about how they make moral choices
- ❖ retell faith stories about the value of each individual
- ❖ talk sensitively about people of different faiths
- ❖ make links between religious rules and values for living

Design and Technology

Puppets – Textiles

- ❖ To know what Design criteria is and how it can be used to create a product.
- ❖ To know which equipment is needed to sew material together.
- ❖ To know and use key vocabulary, as relevant to the project: seam, thread, stitch.
- ❖ To use a simple running stitch to join fabrics together.
- ❖ To use a simple pattern to help shape fabric.
- ❖ To know how to evaluate their product against the design criteria and suggest improvements.

PE

Yoga

- ❖ To know how to safely enter and exit partner balances and what to do if the balance becomes unsafe.
- ❖ To know how to correctly stretch muscles in a warm up.
- ❖ Begin to move with spatial awareness, care and consideration.

Cross Country

- ❖ The difference between running, jumping, skipping, hopping and walking and will be able to demonstrate these.
- ❖ Children to be able to pace themselves.

Art

Colour – Seascapes

- ❖ Different pencils can produce different effects
- ❖ Shapes can be represented through drawing
- ❖ Marks, lines and patterns can be added to drawings for effect
- ❖ J M W Turner was a famous British artist who painted a range of seascapes inspired by the changing state of light.
- ❖ Turner's most famous works create atmospheric effects.
- ❖ Specific primary colours can be mixed to make specific secondary colours and tertiary colours.
- ❖ Paintings can evoke emotions and personal response.
- ❖ Varying tones can be created with the use of colour.
- ❖ A piece of art can be composed in stages and ideas can evolve and be developed and represented through use of a range of materials e.g. sketching pencils, watercolours.
- ❖ Adding white to a colour makes the first colour lighter.
- ❖ Adding black to a colour makes the first colour darker.



Y2 Foundation Subject Curriculum Coverage and Key Vocabulary Autumn 2026



Science

Animals Including Humans

- ❖ I can describe how animals including humans have offspring which grow into adults, using the appropriate names for the stages.
- ❖ I know what animals including humans need to survive.
- ❖ I know that exercise is important to humans and can explain why.
- ❖ I know the different food groups – protein, carbohydrates, fruit and vegetables, fats/sugars and dairy, and the benefits of each as part of a healthy, balanced diet as well as drinking water.
- ❖ I know about general hygiene and its importance and can state examples of hygienic practice e.g brush teeth, shower/bath, clean clothes.

Working scientifically

- ❖ I can ask simple questions and recognise that they can be answered in different ways.
- ❖ I can observe closely, using simple equipment.
- ❖ I can perform simple tests.
- ❖ I can identify and classify.
- ❖ I can use my observations and ideas to suggest answers to questions.

Science vocabulary

Offspring, vertebrates, invertebrates, survival, exercise, hygiene, balanced diet, nutrition, carbohydrate, fat, sugar, protein, dairy, water, diet, organ, muscle, reproduction, growth, spawn, chick, baby, toddler, child, teenager, adult, pupa

PSHE vocabulary

Worries, hopes, fears, belonging, rights, responsibilities, responsible, actions, praise Boys, girls, similarities, assumptions, shield, stereotypes, special, differences

RE vocabulary

gospel, right and wrong, consequence, good, evil, fairness, moral choices, Adam & Eve, temptation

Geography vocabulary

Topography, hill, mountain, coast, river, forest, valley, city, town, farm, village, hamlet, region, settlement, climate, temperature, season

Computing vocabulary

battery, buttons, computer, desktop, device, electricity, input, invention, keyboard, laptop, screen (monitor), mouse, output, technology, wires
Algorithm
bug, correct, data, debug,

Music vocabulary

Pulse, Rhythm
Pitch, Dynamics

Art vocabulary

Seascape, tint, lighter/darker, tertiary colours, complementary, contrasting, light, atmospheric, emotion.

PE vocabulary

Skip, Balance, Hop, Walk, Run, Jump, Pace, Stretch, Muscle

DT vocabulary

accurate, fabric, knot, pouch, running stitch, sew, shape, thimble,

History vocabulary

monarch, King, Queen, significant, era, parliament, elected, century, chronology, reign, era, approximately, chronology, similarity, difference, reign.

Reading

- ❖ I continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.
- ❖ I read aloud books closely matched to my improving phonic knowledge, sounding out unfamiliar words accurately and automatically and without undue hesitation.
- ❖ I can re-read books to build up my fluency and confidence in word reading.
- ❖ I can discuss the sequence of events in books and how items of information are related.
- ❖ I can continue to build up a repertoire of poems learnt by heart, appreciating and reciting some, with appropriate intonation to make the meaning clear.
- ❖ I can check the text makes sense as I read and correct inaccurate reading.
- ❖ I am introduced to non-fiction books that are structured in different ways.
- ❖ I can discuss and clarify the meanings of words, linking new meanings to known vocabulary.
- ❖ I can draw on what I already know or on background information and vocabulary provided by the teacher.
- ❖ I can make inferences on the basis of what is being said and done.
- ❖ I can predict what might happen on the basis of what has been read so far.
- ❖ I can ask and answer questions.

Writing

English Objectives

- ❖ I can write narratives about personal experiences and those of others (real and fictional).
- ❖ I can write about real events.
- ❖ I can write poetry.
- ❖ I can use the present and past tenses correctly and consistently including the progressive form.
- ❖ I can use co-ordination (using or, and, or but).
- ❖ I can write down ideas and/or key words, including new vocabulary.
- ❖ I can plan or say out loud what I am are going to write about.
- ❖ I can re-read to check that my writing makes sense.

Grammar

- ❖ Capital letters
- ❖ Full stops, question marks, exclamation marks
- ❖ Separating words with spaces
- ❖ Conjunctions (and, but, so, because, when, if)
- ❖ Sentence types – statements, commands, questions, exclamations
- ❖ Noun phrases

Vocabulary

- Capital letter
- Lower case letter
- Space
- Full stop
- Conjunction
- Statement
- Command
- Question
- Question mark
- Exclamation
- Exclamation mark
- Noun
- Adjective
- Noun phrase
- Singular
- Plural



Y2 Maths Curriculum Coverage and Key Vocabulary Autumn 2026

Addition and Subtraction

- ❖ I can solve problems with addition and subtraction : using concrete objects and pictorial representations, including those involving numbers, quantities and measures.
- ❖ I can solve problems with addition and subtraction: applying increasing knowledge of mental and written methods.
- ❖ I can recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.
- ❖ I can add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones.
- ❖ I can add and subtract numbers using concrete objects, pictorial representations, and mentally, including: two two-digit numbers.
- ❖ I can add numbers using concrete objects, pictorial representations, and mentally, including: adding three one-digit numbers.
- ❖ I can recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.

Place Value

- ❖ I can count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward.
- ❖ I can recognise the place value of each digit in a two-digit number (tens, ones).
- ❖ I can identify, represent and estimate numbers using different representations, including the number line.
- ❖ I can compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs.
- ❖ I can read and write numbers to at least 100 in numerals and in words.
- ❖ I can use place value and number facts to solve problems.

Vocabulary

Number
Greater / Less than
Equal to, the same as
Odd, even
Pair
Units, ones, tens
Ten more/less
Digit
Numeral
Figure(s)
Compare
(In) order/a different order
Size
Value
Between, halfway between
Above, below
Compare

Vocabulary

Numerals
Digits
Tens
Ones
Number Line
Multiples
Greater / Less than
Addition
Equal to
Subtraction
Minus
Inverse
Difference between

Concrete – children should have the opportunity to use concrete objects and manipulatives to help them understand what they are doing.

Pictorial – alongside this children should use pictorial representations. These representations can then be used to help reason and solve problems.

Abstract – both concrete and pictorial representations should support children's understanding of abstract methods.

Reasoning – explaining why – use the word 'because' to explain how you know.

Problem solving – real life examples of when the maths might be used.