







# Ruby Class – Year Two



Our learning plan for the 2025/26 academic year

	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Topic Title / Information:	<p>UK and the wonderful world</p>  <p>We will learn about the location of countries, continents and oceans of the world in relation to our own locality.</p>	<p>War and Remembrance</p>  <p>We will learn about the First World War and how it is commemorated through Remembrance. We will learn about individuals such as Walter Tull.</p>	<p>Nurturing Nurses</p>  <p>We will learn about significant nurses and consider how they have influenced nursing today.</p>	<p>Sensational Africa</p>  <p>Off we go! We are travelling to Kenya to learn about the Big 5 animals and learning what life is like in parts of Kenya.</p>	<p>Kings and Queens</p>  <p>The crown jewels are sparkling as we learn about the Royal family as well as our own family trees!</p>	<p>Beside the Seaside</p>  <p>We will learn about human and physical features found of the seaside.</p>

<b>Enquiry Question</b>	What are the continents of the world and how can I describe their key features?	What was life like in the World War One trenches?	Who were Florence Nightingale, Mary Seacole and Edith Cavell? Can I compare and contrast their lives?	How are parts of Africa different to places we know within the United Kingdom?	Can I investigate and create my own family tree?	Can I describe a local seaside location and use a map to plan where I would like to explore?
<b>Enrichments including trips/visitors</b>	Gymnastics	Gymnastics  Christmas Performance		Trip to Chester Zoo		Trip to the seaside
<b>Maths</b>	We use White Rose Maths as the basis for our planning.  Place Value Addition and Subtraction Shape		Money Multiplication and Division Length and Height Mass, Capacity and Temperature		Fractions Time Statistics Position and Direction	
<b>English</b>	<p>As <b>Writers</b>, we will develop our skills in 'Talk for Writing' through a range of genre including: writing a quest story, a non-chronological report, a rags to riches story and instructions.</p> <p>As <b>Readers</b>, we will develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>Listening to, discussing and expressing views about a wide range of poetry, stories and non-fiction at a level beyond that at which they can read independently.</li> <li>We will discuss the sequence of events in books and how items of information are related, becoming increasingly familiar with and retelling</li> </ul>		<p>As <b>Writers</b>, we will continue to develop our skills in 'Talk for Writing' through a range of genre including: discussion, a tale of fear, a journey story and an explanation.</p> <p>As <b>Readers</b>, we will be introduced to non-fiction books that are structured in different ways. We will be learning to recognise simple recurring literary language in stories and poetry. We will discuss and clarify the meanings of words, linking new meanings to known vocabulary. We will discuss our favourite words and phrases with our peers. We will be learning to read most words quickly and accurately, without overt</p>		<p>As <b>Writers</b>, we will develop our skills in 'Talk for Writing' through a range of genre including: persuasion and a tale of defeating the monster.</p> <p>As <b>Readers</b>, we will understand both the books that they can already read accurately and fluently and those that we listen to by:</p> <ul style="list-style-type: none"> <li>Drawing on what we already know or on background information and vocabulary provided by the teacher.</li> <li>Checking that the text makes sense to us as we read, and correcting inaccurate reading.</li> <li>Making inferences on the basis of what is being said and done. We will be learning to answer and ask</li> </ul>	

	a wider range of stories, fairy stories and traditional tales.		sounding and blending, when they have been frequently encountered. We will read aloud books closely matched to our improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. We will also reread these books to build up our fluency and confidence in word reading.		<p>questions predicting what might happen on the basis of what has been read so far.</p> <ul style="list-style-type: none"> <li>• Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.</li> <li>• Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</li> </ul>	
<b>Science</b>	Animals including humans (Autumn 1)  Everyday Materials (Autumn 2)		Living things and their habitats		Plants	
<b>Geography</b>	Wonderful World		Continent study on Africa and a focus on a country within Africa		Seaside	
<b>History</b>	War and Remembrance		Nurturing Nurses		Royal Family	
<b>Art</b>	3D Sculpture		Painting and Mixed Media		Textiles	
<b>D.T</b>	Mechanisms		Structures		Mechanisms	
<b>Music</b>	Rock music	Christmas Play music	South African music	Reggae music.	Friendship song	As <b>Musicians</b> we will consolidate all our learning and perform.

<b>P.E</b>	<p>As <b>Athletes</b> we will work on ball skills to develop passing, dribbling and receiving.</p> <p>As <b>Athletes</b> we will also learn to perform actions with control and consistency with different speeds and levels through gymnastics.</p>	<p>As <b>Athletes</b> we will learn about attacking and defending in games.</p> <p>As <b>Athletes</b> we will also learn to perform actions with control and consistency with different speeds and levels through gymnastics.</p>	<p>As <b>Athletes</b> we will learn to perform simple movements and patterns through the art of dance.</p> <p>As <b>Athletes</b> we will work on ball skills focussing on dribbling and kicking the ball.</p>	<p>As <b>Athletes</b> we will develop the skill of dodging and apply this in game scenarios.</p> <p>As <b>Athletes</b> we will develop skills using rackets to strike and balls to throw and catch.</p>	<p>As <b>Athletes</b> we will learn to run, jump and throw through athletics.</p> <p>As <b>Athletes</b> we will learn to throw, catch and strike.</p>	<p>As <b>Athletes</b> we will develop skills such as agility, balance and co-ordination.</p> <p>As <b>Athletes</b> we will learn about team work within sports and apply this within game activities.</p>
<b>RE</b>	<p>As a <b>Theologian</b> we will study Christians and their beliefs about the Kingdom of God.</p> <p>What books (&amp; stories) are special to Christians? E.g. Bible/Creation.</p>	<p>As a <b>Theologian</b> we will study Jews and their beliefs about the Kingdom of God.</p> <p>How &amp; why do people have special ways of welcoming babies? (Jews, Christians &amp; Others)</p> <p>Why are celebrations important for Jewish families?</p>	<p>As a <b>Theologian</b> we will study Christians and their beliefs about the Kingdom of God.</p> <p>What happened when Jesus went to Jerusalem?</p>	<p>As a <b>Theologian</b> we will study Christians and their beliefs about the Kingdom of God.</p> <p>How do Christians know how to care for others?</p>	<p>As a <b>Theologian</b> we will study Christians and their beliefs about the Kingdom of God.</p> <p>What is the most important teaching of Jesus?</p>	<p>As a <b>Theologian</b> we will study Christians and their beliefs about the Kingdom of God.</p> <p>What is the most important teaching of Jesus? What is God like for Christians? (Father Son &amp; Holy Spirit).</p>

PSHE/SMSC themes	Family and Relationships	Family and Relationships	Health and Wellbeing	Safety and the Changing Body	Citizenship	Economic Wellbeing
<b>Computing</b>	As <b>Computer Scientists</b> we will learn about the importance of e-safety and keeping safe online.		As <b>Computer Scientists</b> we will begin to learn about computer science and programming through the use of Bee-Bots and Scratch Junior.		As <b>Computer Scientists</b> we will begin to use the word processing program to create our own digital documents.	