

Autumn 1 Overview Year 2

2026/2027

Let your true colours shine!

 Livingstone Road Primary Federation Together We Can Learn, Laugh, Dream, Grow	Week 1 07.09	Week 2 14.09	Week 3 21.09	Week 4 28.09	Week 5 05.10	Week 6 12.10	Week 7 19.10
Reading	Class novel: Rainbow Grey by Laura Ellen Anderson	Class novel: Rainbow Grey by Laura Ellen Anderson	Class novel: Rainbow Grey by Laura Ellen Anderson	Class novel: Rainbow Grey by Laura Ellen Anderson	Class novel: Rainbow Grey by Laura Ellen Anderson	Class novel: Rainbow Grey by Laura Ellen Anderson	Class novel: Rainbow Grey by Laura Ellen Anderson
Writing	The Return: Freeze frames and short narrative. The Day the Crayons Quit by Oliver Jeffers: Letter to persuade.						
Maths	Exploring 2D and 3D shapes.	Securing fluency to 20	Place Value. Making tens and some more	Place Value. Partition numbers to 100.	Place Value. Estimate and compare numbers	Place Value. Order numbers and count in 2s, 5s and 10s.	Addition and Subtraction. Number bonds to 100.
Science	Transition Focus	To know the meaning of squashing, bending, twisting, stretching, pushing and pulling.	To investigate the effects of squashing, bending, twisting and stretching some solid objects	To know how to classify materials that can be changed by squashing, bending, twisting and stretching.	To perform a simple test	To apply my understanding of bending, twisting and stretching when solving a problem.	To use my observations and ideas to suggest answers to questions
RE	Transition Focus	To know that there are three main deities in Hinduism	To know that Brahma is the creator of the Universe	To know that Vishnu is the preserver of the Universe	To know that Shiva is the destroyer of the Universe	To identify the main deities and their role in the religion of Hinduism	To identify the main deities and their role in the religion of Hinduism

Art	Transition Focus	To know what tonal value is.	To know how to identify tonal value in the work of Kandinsky.	To know how to experiment with tonal value.	To know how to mix colours to create a particular colour for my artwork.	To know how I can use a range of brushes to create different strokes.	To apply knowledge of tonal value to create my own artwork in the style of Kandinsky.
History	Transition Focus	To know the dates and events important to Florence Nightingale's life.	To know the dates and events important to Mary Seacole's life.	To know when these people lived in relation to other significant figures.	To know the legacy of Florence Nightingale.	To know the legacy of Mary Seacole.	To compare the life and legacy of Florence Nightingale and Mary Seacole.
Music	Transition Focus	To understand why warming up our voices is important, before singing.	To begin to learn the lyrics of the song.	To have secure knowledge of the song's lyrics.	To play instruments alongside singing the song.	To experiment using different instruments for the song.	To perform the song to an audience.
PE	Team Building	To understand and follow instructions, and work with others.	To co-operate and communicate in a small group to solve challenges.	To create a plan with my group to solve challenges.	To communicate clearly and build trust.	To use teamwork skills to solve problems.	To work with my group to copy and create a map.
	Fundamentals	To explore how the body moves at different speeds.	To develop changing direction and dodging.	To develop balance, stability and landing safely.	To explore and develop jumping, hopping and skipping actions.	To develop co-ordination and combine jumps.	To develop combination jumping and skipping in an individual rope.
RHE	Transition Focus	To know my rights and responsibilities as a member of the class and the school.	To know how treating others with mutual respect will help me and others learn.	To know about the needs of other people and animals and my responsibilities of caring for them.	I know that touching or eating some plants can be dangerous	I know that wearing bright, reflective clothing ensures I can be seen when walking	I know I rules I need to follow as a passenger when travelling in a car

Computing	Transition Focus	I know the uses and features of Information Technology.	I know the uses of Information Technology in school.	I know the uses of Information Technology beyond school.	I know the ways Information Technology can help us.	I know the safe ways to use Information Technology.	I know the choices made when using Information Technology.
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