

**Hazel Wood Year 2**  
**Autumn 2: 02.11.26 – 18.12.26**

| <b>Remember, Remember</b><br><b>02/11/26-27/11/2026</b><br><b>(4 weeks)</b>                                                                                                                                                                                                                                                                                                                                        | <b>Splendid Skies</b><br><b>30/11/26-04/12/26</b><br><b>(1 week)</b>                                                                                                                                                              | <b>Christmas</b><br><b>07/12/26-18/12/26</b><br><b>(2 weeks)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| <p style="text-align: center;"><b>English – Writing</b><br/> <i>Please see Year 2 Long Term Writing Plan</i></p>                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <p style="text-align: center;"><b>Maths</b><br/> <i>Please see Year 2 Long Term Plan</i></p>                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <p><b>History: Famous People: Guy Fawkes</b></p> <ul style="list-style-type: none"> <li>- Events beyond living memory: Bonfire Night &amp; The Gunpowder Plot</li> <li>- Hot seating Guy Fawkes</li> <li>- Learning about primary and secondary sources of information</li> <li>- Ask questions about the past</li> <li>- Retell the story of the gunpowder plot</li> <li>- Create a timeline of events</li> </ul> | <p><b>Science: Seasonal change</b></p> <ul style="list-style-type: none"> <li>- Observe changes across the four seasons</li> <li>- Observe and describe weather associated with the seasons and how day length varies.</li> </ul> | <p><b>DT: Sliders and Levers – moving Christmas cards</b></p> <ul style="list-style-type: none"> <li>- Discuss 3 different designs; A snowman whose hat slides up, A reindeer whose head turns, A Santa who pops up</li> <li>- Demonstrate cutting and split pin skills</li> <li>- Discuss different mechanisms <b>Slider mechanism</b> (pull tab moves image) <b>Lever mechanism</b> (pivot using split pin)</li> <li>- Design Christmas card</li> <li>- Make Christmas card focusing on the learning objectives and skills taught</li> </ul> |
| <p><b>Computing: Searching for Information</b></p> <ul style="list-style-type: none"> <li>- Teacher-led search: Model how to use a child-friendly search</li> </ul>                                                                                                                                                                                                                                                | <p style="text-align: center;">-</p>                                                                                                                                                                                              | <p><b>RE: Waiting – Advent</b></p> <ul style="list-style-type: none"> <li>- Explore times/situations when you have had to wait for something.</li> <li>- What does waiting mean?</li> </ul>                                                                                                                                                                                                                                                                                                                                                    |

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| <p>engine or website to find information about Guy Fawkes.</p> <ul style="list-style-type: none"> <li>- Website exploration: Navigate a child-friendly website to find answers to simple questions.</li> <li>- Digital scavenger hunt: Children work through a list of questions and use online sources to find the answers.</li> </ul>                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>- Learn that advent is a time when Christians wait for Christmas.</li> <li>- Why is waiting at Advent important for Christians?</li> </ul> |
| <p><b>Art: firework pictures</b></p> <ul style="list-style-type: none"> <li>- Creating textures using scratching skills</li> <li>- I can layer colours to prepare a surface for scratching.</li> <li>- I can use tools to scratch lines, shapes and textures.</li> <li>- I can describe the textures I create.</li> </ul> <p>Oil pastels and covering in a dark paint</p> <p>Evaluate ; Children describe textures they created using key words: "Rough", "sharp", "smooth", "scratchy", "bright underneath</p> | <p><b>Geography: Daily Weather Patterns</b></p> <ul style="list-style-type: none"> <li>- To identify seasonal and daily weather patterns in the UK.</li> <li>- Children record the weather, rainfall and temperature of each day for a week. Children to record their findings in a simple table (drawings/writing)</li> <li>- Children present their findings on the Friday as 'Weather reporters.'</li> </ul> |                                                                                                                                                                                   |
| <p><b>Music: Wispy Willow: Pitch</b><br/> <b>Singing, listening and responding</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                   |

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- Listen: People with Long Ears from Carnival of the Animals by Camille Saint-Seans. Identify the pattern. Sing along. Show the high and low notes with hands.
- Learn *Granny Came to Our House* from High Low Dolly Pepper by Veronica Clark. Use "climbing up" hand actions while singing "1 2 3 4 5 6 7 8 " as if they are climbing the stairs with their hands. Learn to play the climbing up pattern on pitched instruments: C D E F G A B C
- Learn the Wispy Willow song together as a class. Play the notes indicated on a tuned percussion instrument. Children can decide which order to play the notes in

**PSHE: Celebrating Difference**

- **I understand some ways in which boys and girls are similar and feel good about this.**
- I understand some ways in which boys and girls are different and accept that this is OK.
- I can tell you how someone who is bullied feels.
- I can be kind to children who are bullied.
- I know when and how to stand up for myself and others.
- I know how to get help if I am being bullied.
- I understand we shouldn't judge people if they are different.
- I know how it feels to be a friend and have a friend.
- I understand these differences make us all special and unique.