



YEAR 2 CURRICULUM PLAN

Spring Term 2026

This term Year 2 children will be learning about:

	Spring 1 – Grace and Family - The Gambia	Spring 2 – The Great Fire of London
ENGLISH	<ul style="list-style-type: none"> Non-fiction facts about the Gambia and Africa Fiction - Developing narrative writing skills e.g. description of the scene including characters and their feelings Using correct punctuation (capital letters, full stops, question marks and exclamation marks) Spelling all Year 2 Common Exception words correctly in writing Forming all lower and upper case letters correctly 	<ul style="list-style-type: none"> Range of non-fiction texts related to Great Fire of London Poetry linked to science (Who am I?) Writing outcomes include: <ul style="list-style-type: none"> Note making Labelled drawings Describe senses Diary entry Simple recount Instruction writing Using correct punctuation (capital letters, full stops, question marks and exclamation marks) Spelling all Year 2 Common Exception words correctly in writing Forming all lower and upper case letters correctly
MATHS	<p>Money – (1 week)</p> <ul style="list-style-type: none"> -recognising different denominations of coins and notes -making different amounts with missed coins <p>Multiplication and division (5 weeks)</p> <ul style="list-style-type: none"> --Recognise equal groups -Make equal groups -Add equal groups -Introduce the multiplication symbol -Use arrays -Make equal groups – grouping -Make equal groups – sharing -Times tables (2, 5, 10 and 3s) -Doubling and halving -Odd and even numbers 	<p>Shape (3 weeks)</p> <ul style="list-style-type: none"> -identify and describe the properties of 2-D shapes, including the number of sides, and line symmetry in a vertical line - identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces - identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid] - compare and sort common 2-D and 3-D shapes and everyday objects <p>Fractions (2 weeks)</p> <ul style="list-style-type: none"> - recognise, find, name and write fractions - write simple fractions



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Spring Term 2026

SCIENCE	<p>Living things and habitats</p> <ul style="list-style-type: none"> -compare differences between living, dead and never alive -identify a range of habitats and how these provide the basic needs for different animals and plants -identify food chains 	<p>Plants</p> <ul style="list-style-type: none"> -observe and describe how seeds and bulbs grow into mature plants -find out and describe how plants need water, light and a suitable temperature to grow and stay healthy -know and use the vocabulary germination, nutrients, temperature, survival, reproduce
GEOGRAPHY	<p>Continents/oceans/countries</p> <ul style="list-style-type: none"> -name and locate the world's 7 continents and 5 oceans -identify the location of hot and cold areas in the world in relation to the Equator and the North and South Poles. -identify the human and physical features of the two localities studied. 	<p>Seasons and Weather patterns</p> <ul style="list-style-type: none"> -Cause of the fire in relation to Great Fire of London <p>Maps</p> <ul style="list-style-type: none"> -mapping a local area
HISTORY	<p>Life of a famous artist</p> <p>Banksy and Gambian street art</p>	<p>Great Fire of London</p> <ul style="list-style-type: none"> -Know about the lives of significant individuals in the past who have contributed to national and international achievements -Samuel Pepys -Events beyond living memory that are significant nationally or globally
COMPUTING	<p>Internet Safety</p> <ul style="list-style-type: none"> -safer internet day -discussing how to stay safe online (use of passwords, age-appropriate websites and monitoring) <p>Sharing our learning with parents at the Reading Cafe</p>	<p>Digital photography</p> <ul style="list-style-type: none"> -I can take photos in both landscape and portrait format -I can discuss how to take a good photograph -I can focus on an object -I can explore the effect that light has on a photo
ART	<p>Drawing and Painting: watercolour and poster paint painting on different surfaces.</p> <ul style="list-style-type: none"> -Use drawing and painting to develop and share their ideas, experiences and imagination -Use line and tone to represent objects 	<p>3D Art</p> <ul style="list-style-type: none"> -Compares and re-creates form and shape (e.g. Modrock). -Develops an awareness of contrast in texture and colour. -Uses loose parts to explore form, pattern, colour and shape.



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	<ul style="list-style-type: none"> -Use colour to express moods and feelings Looking at the Art of Banksy - Control the range of marks and lines made when drawing and representing shape 	<ul style="list-style-type: none"> -Engages in more complex activities e.g. cutting and sewing a range of materials.
DESIGN TECHNOLOGY	<p>Animal Sculpture</p> <p>Suggest ideas and explain what they are going to do</p> <ul style="list-style-type: none"> -Select from a range of tools, materials and components -Assemble, join and combine materials and components together using a variety of temporary methods e.g. glue or masking tape -Know how freestanding structures can be made stronger, stiffer and more stable 	<p>Structures – Design and make a pulley (link to Great Fire of London)</p> <ul style="list-style-type: none"> -Suggest ideas and explain what they are going to do -Select from a range of tools, materials and components -Assemble, join and combine materials and components together using a variety of temporary methods e.g. glue or masking tape -Know how freestanding structures can be made stronger, stiffer and more stable -Talk about the strengths of their product and how to make it better -Talk about what they like and dislike about an existing product and explain why
MUSIC	<p>Using Classroom Instruments: Ukulele lessons</p> <ul style="list-style-type: none"> -Play instruments by shaking, scraping, rattling, tapping etc -Imitate a rhythm pattern on an instrument -Play a repeated rhythmic pattern (<i>rhythmic ostinato</i>) to accompany a song -Play with help the rhythmic pattern of a spoken sentence 	<p>Using Classroom Instruments: Ukulele lessons</p> <ul style="list-style-type: none"> -Play instruments by shaking, scraping, rattling, tapping etc -Imitate a rhythm pattern on an instrument -Play a repeated rhythmic pattern (<i>rhythmic ostinato</i>) to accompany a song -Play with help the rhythmic pattern of a spoken sentence
PE	<p>Gymnastics - Developing Balance</p> <ul style="list-style-type: none"> -be able to balance on a piece of apparatus -climb on apparatus -bench walk -different types of rolls e.g. forward, pencil. -Sequences 	<p>Dance -</p> <ul style="list-style-type: none"> -Move to a selection of beats -Link a short series of dance sequences together -Understand dance language
PSHE	<p>Economic Wellbeing - Financial Capability</p> <p>Where does money come from and where does it go when we 'use' it?</p> <p>How might I get money and what can I do with it?</p>	<p>Healthy and Safer lifestyles - Drug Education</p> <p>Which substances might enter our bodies, how do they get there and what do they do?</p> <p>What are medicines and why and when do some people use them?</p>



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	<p>How do we pay for things? What does it mean to have more or less money than you need? How do I feel about money? How do my choices affect me, my family, others?</p> <p>Healthy and Safer lifestyles - Digital lifestyles What is meant by “identity” and how might someone’s identity online be different from their identity in the physical world? What are some examples of online content or contact which might mean I feel unsafe, worried or upset? When might I need to report something and how would I do this? What sort of rules can help to keep us safer and healthier when using technology? Who can help me if I have questions or concerns about what I experience online or about others’ online behaviour?</p>	<p>When and why do people have an injection from a doctor or a nurse? Who is in charge of what medicine I take? What different things can help me feel better if I feel poorly? How can I keep safe with medicines and substances at home and at school? What is persuasion and how does it feel to be persuaded?</p>
RE	<p>What happens in a place of worship? Visit to the Mosque and the Church.</p>	<p>Why is Easter the most important festival for Christians? -Name the different beliefs and practices of Christianity and at least one other religion and begin to look for similarities between religions. -Talk about and find meanings behind different beliefs and practices. -Suggest meanings of some religious and moral stories.</p>
Other	<p>-safer internet day -local trip (Mosque) -local trip (Church) -ukelele lessons</p>	<p>-World Book Day -Science Week</p>