

Year 2 Curriculum Overview Spring Term 2026

		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6						
MATHEMATICS	<u>On-going application of mental, communication, problem solving and reasoning skills</u>							Assessment Week	<u>On-going application of mental, communication, problem solving and reasoning skills</u>				
	<p>Money</p> <ul style="list-style-type: none">To recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular valueTo choose notes and coinsTo make the same amount using different coinsTo compare amounts of moneyTo calculate with moneyTo find different ways of making a pointTo find changeTo find different combinations of coins that equal the same amounts of moneyTo solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change <p>Multiplication and Division</p> <ul style="list-style-type: none">To recall and use multiplication and division facts for the 2, 5 and 10 times tables (doubling/ halving) including recognising odd and even numbersTo solve problems involving multiplication and division, using materials, arrays, repeated addition and mental methods.								<p>Multiplication and Division</p> <ul style="list-style-type: none">To solve problems involving multiplication and division, using materials, arrays, repeated addition and mental methods.To calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs <p>Length and Height</p> <ul style="list-style-type: none">To measure in centimetres and metresTo compare lengths and heightsTo order lengths and heightsTo use the four operations with lengths and heightsTo compare massTo measure in grams and kilogramsTo use the four operations with massTo compare volume and capacityTo measure in millilitres and litresTo use the four operations with volume and capacityTo understand language used for temperature. <p>Fractions</p> <ul style="list-style-type: none">To recognise, find, name and write fractions 1/3, 1/4, 2/4, and 3/4 of a length, shape, set of objects or quantityTo count in steps of 2, 5, and 10 from 0 and from any number, forward and backwardTo recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbersTo calculate mathematical statements for multiplication and division within the multiplication tables.				
ENGLISH	<p><u>Vocab building</u></p> <ul style="list-style-type: none">To understand and use suffixes to create longer words. <p><u>Writing Outcomes</u></p> <ul style="list-style-type: none">RecountsPoems- sound <p><u>The Fox and the Star</u></p> <ul style="list-style-type: none">To explore creative story writing using story mountain structureTo describe settings and charactersTo create new characters and settingsTo write an alternative endingTo make predictionsTo write in role <p><u>Possible Writing Outcomes</u></p> <ul style="list-style-type: none">Creative writingAlternative ending/ predictionCharacter and setting descriptions <p>Non-fiction fact-file.</p>							HALF TERM	<p><u>Recounts</u></p> <ul style="list-style-type: none">To understand the features, using past tense and first personTo include emotive language and time words. <p><u>Writing Outcomes</u></p> <ul style="list-style-type: none">Recount <p><u>The Lonely Beast – Power of Reading</u></p> <ul style="list-style-type: none">To write character descriptionsTo expand noun phrases to describe and specifyTo retell and write the story of the beast’s journeyTo use different sentence forms in Newspaper ReportsTo write a persuasive piece of writing. <p><u>Possible Writing Outcomes</u></p> <ul style="list-style-type: none">Character DescriptionNewspaper ReportPersuasive Writing <p>Narrative Recount.</p>				

Year 2 Curriculum Overview Spring Term 2026

SCIENCE	<p><u>Animals including humans</u></p> <ul style="list-style-type: none">To know that animals, including humans, have offspring which grow into adultsTo find out and describe the basic needs of animals, including humans, for survival (water, food and air)To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygieneTo know the basic stages in a life cycle for animals, including humans. <p>Star scientist: Florence Nightingale – pioneer of modern nursing in GB</p>						<p><u>The Environment</u></p> <ul style="list-style-type: none">To understand ecological challenges that face the modern worldTo engage with environmental issuesTo understand the simple changes we can make to live more sustainable lives <p>Star scientist – Greta Thunberg</p>				
HISTORY							<p><u>Communication then and now</u></p> <ul style="list-style-type: none">Children will consider all the modern ways in which people can communicate with each other. They will then explore how people starting communicating through cave paintings, then look at ancient Egyptian hieroglyphics. They will start to understand that the ways people communicate changes over time.The invention of the printing press.Children will learn about ways in which people sent messages and post to each before telegraphs before looking at how telegrams changed the way people communicated. They will learn about Morse code and learn to translate simple Morse code words.Alexander Graham Bell and the invention of the telephone.The invention of the World Wide Web. They will consider how the internet has changed the ways in which people can communicate and share information.				
GEOGRAPHY	<p><u>Why is our world wonderful?</u></p> <p>Using</p> <p>Identify and locate characteristics of the UK on a map.</p> <p>Identify human and physical features.</p> <p>Locate significant human and physical features on a world map.</p> <p>Explain the difference between oceans and seas.</p> <p>Name and locate the five oceans on a world map.</p> <p>Use an aerial photograph to draw a simple sketch map.</p> <p>Collect data by sketching findings on a map and completing a tally chart.</p> <p>Present their findings in a bar chart.</p>										
ART	<p><u>Colour Chaos</u></p> <ul style="list-style-type: none">Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint. Work out ideas for drawingsExperiment with the visual elements; line, shape, pattern and colourMix a range of secondary colours, shades and tones – teach about the colour wheelExperiment with tools and techniques, inc. layering, mixing media, scraping through etcTry different activities and choose how to develop their workUse the skills appropriate for their year group and choose techniques deliberately for a purposeExpress clear preferences about their artwork and work of others. Giving reasons, e.g. I like this because. <p><u>Artists – recommended</u></p> <p>Mondrian, Pollock, Kandinsky</p>										

Year 2 Curriculum Overview Spring Term 2026

DT							<p>The Beast’s Picnic:</p> <ul style="list-style-type: none">• Children to discuss and explore different picnic foods and where they have come from. They will make rainbow omelette cakes, practising how to follow instructions and use equipment appropriately• Children to discuss and explore different picnic foods and what are the most appropriate foods to take on a picnic. They will also consider what are healthy and balanced food choices using an ‘eat well plate’, related to Science and taste different types of picnic foods using appropriate vocabulary to describe them• Children will discuss appropriate foods to take on a picnic. They will then make Beast Biscuits by following a set of instruction• Children to design a food skewer to take on a picnic. They will consider healthy options using the ‘eat well plate’ and think about safety and hygiene when preparing food• Children to follow their designs to make their food skewers, remembering to be safe and careful. They can enjoy eating their skewers once all the children have finished• Children to sit together as a whole class (with their teddies ‘Beasts’) and evaluate pictures of their picnic food. They can complete an evaluation sheet once they have finished the whole-class discussion. <p>Designers: Look at supermarkets picnic choices</p>
COMPUTING	<p>COMPUTING STRAND: Information Technology Unit 2.5 Effective Searching - Programs; Browser, 2Quiz, Writing Templates</p> <ul style="list-style-type: none">• To understand the terminology associated with searching• To gain a better understanding about searching on the Internet• To create a leaflet to help someone search for information on the Internet.			<p>COMPUTING STRAND: Information Technology Unit 2.3 Spreadsheets – Program; 2Calculate</p> <ul style="list-style-type: none">• To review prior use of spreadsheets• To copy and paste totalling tools• To use a spreadsheet to add amounts• To create a table and block graph.			<p>COMPUTING STRAND: Information Technology Unit 2.4 Questioning - Programs; 2Question, 2Investigate,</p> <ul style="list-style-type: none">• To show that the information provided on pictograms is of limited use beyond answering simple questions• To use yes/no questions to separate information• To construct a binary tree to separate different items• To use 2Question (a binary tree) to answer questions• To use a database to answer more complex search questions. To use the Search tool to find information.
PE	<p><u>Invasion Skills</u></p> <ul style="list-style-type: none">• To change speed whilst running.• To change direction.• To dodge/catch others in the class.• To understand who to pass to and why.• To understand what being ‘in possession’ means.						<p><u>Sending and Receiving</u></p> <ul style="list-style-type: none">• To roll a ball towards a target.• To track and receive a rolling ball.• To send and receive a ball with your feet.• To develop catching skills.• To develop throwing and catching skills.• To send and receive a ball using a racket.
MUSIC	<p>Unit: Singing Theme: On this Island</p> <ul style="list-style-type: none">• To breathe after each phrase in a song when singing.• To sing a song from memory.• To use different pitches while singing (high and low notes).• To sing lyrics accurately.• To perform actions that match lyrics.• To collaborate and communicate within a group.• To use sounds creatively to represent a chosen environment.• To perform a composition.• To apply pitch and dynamics to enhance a composition.• To read notation from left to right.						<p>Unit: Contrasting Dynamics Theme: Space</p> <ul style="list-style-type: none">• To use their voice to create a variety of sounds.• To use dynamics to create an atmosphere.• To collaborate with peers to contribute to a group soundscape.• To correctly identify changes in dynamics.• To show changes in dynamics using bodies and vocals.• To compare two pieces of music using musical vocabulary to describe the changes in dynamics.• To interpret music in a visual form.• To identify and discuss patterns in different pieces of music.• To successfully create and play patterns, notating them.• To create and play a simple pitch pattern accurately.

Year 2 Curriculum Overview Spring Term 2026

SRE/ PSHE	<p><u>Internet Safety</u></p> <ul style="list-style-type: none">• To explain rules for keeping safe online• To understand what personal information is and who you can share it with, including the need to keep passwords private• To begin to recognise the need to know who they are sharing their learning with online and recognise the difference between real and imaginary online experiences. <p><u>Daily Issues</u></p> <ul style="list-style-type: none">• to share their views and opinions (for example talking about fairness)• To identify and respect the differences and similarities between people. (Through the Happy Families series). <p><u>Cross-Curricular with Science</u></p> <ul style="list-style-type: none">• To feel the effect of exercise on their bodies• To explain why physical activity is healthy, what physical activity they play and explain what choices they make that are healthy• To explain the different kinds of food they should eat. They can explain how some foods can harm their bodies (teeth etc.) They can make healthy choices in their food. <p><u>Children’s Mental Health Week – 9th – 15th February 2026 – ‘This is my place.’</u></p> <ul style="list-style-type: none">• To know about how it feels when there is change or loss• To demonstrate that they can manage some feelings in a positive and effective way• To feel positive about sharing concerns and worries with others.	<p><u>RSHE</u></p> <ul style="list-style-type: none">• To describe some of the similarities and differences between boys and girls• To understand that some people have fixed ideas about what boys and girls can do• To describe some differences between male and female animals. They understand that making a new life needs a male and a female• To know and use the correct names for the main parts of the body of boys and girls• To understand it is important to look after their bodies because that can help them have a healthy lifestyle. They understand that everyone’s body is different and that we celebrate difference. <p><u>Cross Curricular with English</u></p> <ul style="list-style-type: none">• To share their opinions on things that matter to them and explain their views through discussions with one person and the whole class. (Through reading The Lonely Beast). <p><u>Daily Issues</u></p> <ul style="list-style-type: none">• To share their views and opinions (for example talking about fairness)• To identify and respect the differences and similarities between people. (Through the Happy Families series). <p><u>Neurodiversity Week – 17th – 23rd March 2026</u></p> <ul style="list-style-type: none">• To recognise how behaviour affects other people and how not everyone feels the same thing at the same time.• To recognise the effect of their behaviour on other people and can cooperate with others (for example by playing and working with friends or classmates).• To appreciate that it’s okay to be different and to be a good friend to someone who is neurodiverse.
	<p>Module 2</p> <p>Celebrate</p> <p>Children will learn:</p> <ul style="list-style-type: none">- About the same 5 Character Strengths as Year 1, but they will be asked to think about what each strength means and of some examples of the strengths in action.- That when we use our Character Strengths, we can be our very best selves, that we all have our own unique set of strengths, and we are all different.- What Neuroplasticity is and how we can grow our Character Strengths if we practise using them.- About how to recognise the Character Strengths in themselves.- How to think about which Character Strengths they would like to grow or use more of.	<p>British Values – Mutual Respect and Tolerance</p> <p>Module 3</p> <p>Appreciate</p> <p>Children will learn:</p> <ul style="list-style-type: none">- That ‘being thankful’ or ‘having gratitude’ are other ways of saying ‘appreciating’.- What the Wheel of Gratitude is and that it is important to focus on all parts of the Wheel of Gratitude: themselves, others, and experiences.- That when we show gratitude to someone it makes them feel good. When we make someone feel good, it makes us feel good too. This is because a special chemical gets released into our brains which makes us feel amazing.- That Team H-A-P love it when we appreciate ourselves, so it is important to be kind to ourselves and others. <p>How being grateful for ourselves can be hard and how Happy Breathing can help us.</p>
	<p>J’Apprends Le Francais (I Am Learning French)</p> <ul style="list-style-type: none">• To pinpoint France and other French speaking countries on a map of the world• To ask and answer the question ‘How are you?’ in French• To say ‘Hello’ and ‘Goodbye’ in French• To ask and answer the question ‘What is your name?’ in French• To count to 10 in French• To say 10 colours in French.	<p>Les Instruments (The Instruments)</p> <ul style="list-style-type: none">• To recognise, recall and spell up to 10 instruments in French with the correct definite article/determiner• To understand articles/determiners better and that the definite article/determiner ‘the’ has a plural form in French• To learn to say and write ‘I play an instrument’ in French using the high-frequency 1st person regular verb ‘je joue’ (I play) with up to 10 different instruments.

Year 2 Curriculum Overview Spring Term 2026

JEWISH STUDIES	<p>Hebrew writing:</p> <ul style="list-style-type: none">To be able to recognise and write the letters yud, kaf, chaf, final chaf, lamed, mem, final mem, nun, final nun, samech, ayin, peh and feh, final feh in script. <p>Hebrew Reading:</p> <ul style="list-style-type: none">To know how to split words into havarotTo be able to blend words with 2/3/4 havarot. <p>Parasha:</p> <ul style="list-style-type: none">Parashat Shemot – respect for a holy placeParashat Vaera – Hashem protects Bnei YisraelParashat Bo – the mitzvah of keeping PesachParashat Beshalach – Expressing gratitudeParashat Yitro – showing respect.Parashat Mishpatim- Respecting other people’s property. <p>Chagim: Tu BiShvat</p> <ul style="list-style-type: none">To understand why trees are importantTo know the shivat haminimTo make grass menTo participate in a Tu BiShvat seder.		<p>Chagim: Purim</p> <ul style="list-style-type: none">To see, hear, act, sequence and write about the Purim storyTo understand the four mitzvot of Purim – matanot l’evyonim, seuda, megillah twice and mishloach manotTo make hamantaschen for PurimTo celebrate Purim at school. <p>Chagim: Pesach</p> <ul style="list-style-type: none">To know the difference between chametz and kosher lePesachTo know the story of PesachTo know what is on the seder plate and understand whyTo know why we have four cups of wine at seder and what they representTo know the order of the seder and a brief idea of what happens in each sectionTo know about Eliyahu and his link to sederTo understand who the four sons areTo participate in the school sederTo create a hagadah to be used at your own seder.