

Year 2 Spring Term 2026 – Curriculum Overview

Amazing Africa!

Golden Thread Question – What would a journey across the 54 countries of Africa look like?

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| Spectacular starter – ZooLab African animal workshop | Marvellous Middle – Making cushions | Fantastic Finale – Showcase |
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| Curriculum area | Focus/skills | Further information |
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| English | <p>Reading- word reading Read further common exception words, noting unusual correspondences between spelling and sound, and where these occur in a word Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</p> <p>Reading- Comprehension Build up a repertoire of poems learnt by heart, appreciating them and reciting some, with appropriate intonation to make the meaning clear Understand books read by drawing on what is already known or on background information and vocabulary provided by the teacher Check that text makes sense as it is read and correct inaccurate reading Make inferences on the basis of what is being said and done Answering and asking questions Predict what might happen on the basis of what has been read so far</p> <p>Writing – Handwriting Write capital letter and digits of the correct size, orientation and relationship to one another and to lower case letters</p> <p>Writing – Composition Write for different purposes Encapsulating what they want to say, sentence by sentence Re-read to check writing makes sense Use verbs to indicate time correctly and consistently, including verbs in the continuous form</p> <p>Writing – Vocabulary, grammar and punctuation Learn the possessive apostrophe (singular) Use familiar and new punctuation correctly including commas for lists and apostrophes for contracted forms</p> | <p>Spring 1 Book: Splash, Anna Hibiscus by Atinuke Note – writing to Anna’s grandparents to invite them to splash with her Poetry – follow a structure to compose poetry about Anna’s time in the water. Persuasion – persuasive speech to convince Anna’s family to splash with her Diary entry – in role as Anna about her last day</p> <p>Spring 1 Book: One Day on our Blue Planet... in the Savannah - Ella Bailey Information text – facts cards about lions Poem – write a free verse poem about what can be seen in the Savannah Non-chronological report – research and write a report about ostriches.</p> <p>Spring 2 Book: The Enormous Crocodile by Roald Dahl Character description – animals in the story News flash - news report about the events of the story, featuring interviews with the children and animals Narrative – planning a new trick for the enormous crocodile and writing a story to include this</p> |

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| | <p>Use sentences with different forms; command</p> <p>Use present and past tenses correctly and consistently , including the progressive form</p> <p>Use subordination</p> <p>Use irregular past tense verbs</p> | |
| Maths | <p>Multiplication and division</p> <ul style="list-style-type: none"> -Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers -Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs -Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot -Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. <p>Money</p> <ul style="list-style-type: none"> -Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value -Find different combinations of coins that equal the same amounts of money -Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change <p>Measurement – Length and Height, Mass, Capacity and Temperature</p> <ul style="list-style-type: none"> -Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}$C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels -Compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$ | |
| Computing | <p>Programming</p> <p>Begin to create and debug simple programs</p> <p>Begin to use logical reasoning to predict the behaviour of simple programs</p> <p>Information Technology</p> <p>Use technology purposefully to create, organise and store digital content</p> <p>e-safety</p> <p>Recognise and respond to issues of safety relating to self and others</p> <p>Know where to get help</p> <p>Recognise and manage risk</p> | <p><i>IT – Pictograms</i></p> <p>Count and compare objects using a tally chart</p> <p>Select objects by attribute and make comparisons</p> <p>Recognise that objects can be represented as pictures</p> <p>Create a pictogram</p> <p>Explain that information can be presented using a computer</p> <p><i>Programming – Robot algorithms</i></p> <p>Describe a series of instructions as a sequence</p> <p>Explain that a sequence of commands has an outcome</p> <p>Combine four directions to make a sequence</p> |
| Science | Working Scientifically | Knowledge and understanding |

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| | <p>Record observations in a structured form, e.g. food chain Sort information into more than 2 categories, e.g. living, dead and never lived Use observations to explain their thinking in simple terms, e.g. the caterpillar cannot live underground like the worm as it needs fresh leaves to eat. Describe the characteristics used to identify a living thing</p> | <p>Living things and their habitats Explore and compare the differences between things that are alive, once alive and never alive Describe how living things are suited to their habitats and how animals and plants in them depend on each other Identify and name a variety of plants and animals in their habitats, including micro-habitats Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. Presenting scientific information – focusing on different habitats and animals found within the continent of Africa.</p> |
| Humanities | <p>Geography Describe some geographical similarities and differences between the continents of the world based on their locations. Name and locate the world's oceans. Observe and describe some geographical similarities and differences between locations studied. Identify the key physical and human geographical features of a non-European country. Use world maps, globes and atlases to identify locations studied.</p> <p>History Evaluate the usefulness of sources Identify different ways in which the past is represented</p> | <p>Geography Comparing countries near the equator to the UK Understand the difference between physical and human geographical features, sorting photos into the two categories. Contrast different physical features of Africa. Understand geographical similarities and differences Label hot and cold places in the world Comparing Berrylands to a similar (small/suburban town) in Africa.</p> <p>History Understand and recognise ways in which we learn about the past (Continents) Identify different ways in which the past is represented (Africa) Describe significant people from the past.</p> |
| Music | <p>Singing Pitch 3 notes Show change of pitch through the voice Instrumental work Rehearse with others</p> | <p>Charanga scheme: Year 2, Unit 1: Hands, Feet, Heart Hands, Feet, Heart/KS1 Units of Work – Kingston Music Service (charanga.com) Listen and Appraise the song 'Hands, Feet, Heart' - a song that celebrates South African music</p> |

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| | <p>Rhythm Speak 'ta ti-ti' rhythm in 4 beat phrases Use a rest in 4 beat rhythm phrase Listening and Appraising Listen to music Identify specific elements of a piece of music which sound good, beginning to explain reasoning</p> | <p>Learn to sing the song: vocal warm-ups and singing Play Instruments with the song Improvise with the song: using voices and instruments</p> <p>Djembe drumming workshop</p> <p>Exploring and experimenting with African instruments</p> |
| Design Technology | <p>Prior learning Explored and used different fabrics. Cut and joined fabrics with simple techniques. Thought about the user and purpose of products. Designing Design a functional and appealing product for a chosen user and purpose based on simple design criteria. Generate, develop, model and communicate their ideas as appropriate through talking, drawing, templates, mock-ups and information and communication technology. Making Select from and use a range of tools and equipment to perform practical tasks such as marking out, cutting, joining and finishing. Select from and use textiles according to their characteristics. Evaluating Explore and evaluate a range of existing textile products relevant to the project being undertaken. Evaluate their ideas throughout and their final products against original design criteria. Technical knowledge and understanding Understand how simple 3-D textile products are made, using a template to create two identical shapes. Understand how to join fabrics using different techniques e.g. running stitch, glue, over stitch, stapling. Explore different finishing techniques e.g. using painting, fabric crayons, stitching, sequins, buttons and ribbons. Know and use technical vocabulary relevant to the project.</p> | <p>Topic link – African pattern printing – sewing to make a cushion</p> |
| Art | <p>Show a greater understanding of the impact of a choice of colour. Recognise and discuss similarities and differences between a range of artists. Add detail using appropriate tools (sculpting). Design three dimensional representations. Shape and construct malleable materials from observation. Explore manipulating materials and making simple joins."</p> | <p>Use a range of materials creatively to design and make products. Design, plan and create an African mini beast</p> |
| Exploring | <p>Identify main aspects of Jewish way of life</p> | <p>Introduction to Judaism</p> |

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| <p>cultures (Religious Education)</p> | <p>Compare to own way of life</p> <p>Identify celebration times</p> | <p>Identify places of worship and learning in the community Identify that a synagogue is a place of worship and learning for Jews Recognise the main features of synagogue and discuss their purpose Identify preparation for special times for families Examine the meaning of and preparation for Shabbat Identify objects that are special in the home and compare to special objects used to celebrate Shabbat Identify that the Torah is a special book for Jews and talk about main features Read and discuss the meaning of a story from the Torah Espresso faiths videos Label Torah/yad/synagogue Shabbat customs Creating a leaflet Christianity Retell the Easter story Identify why Easter is a special time for Christians Describe how Christians prepare for and celebrate Easter</p> |
| <p>RHE</p> | <p>Health and Well being Learn about the importance of and reasons for bathing and showering Understand the importance of maintaining personal hygiene Know about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. Learn about the importance of effective teeth cleaning and good dental hygiene Know about the importance of a healthy lifestyle Learn how to take care of teeth, in addition to brushing Understand the importance of good dental hygiene Know the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health) Find out which foods are good for us Learn about the importance of medicine safety Know that all household products , including medicines, can be harmful if not used properly Identify and respect similarities and differences between boys and girls Learn about the process of growing from young to old Learn the names for different parts of the body</p> | <p>3D PSHE scheme Health and Wellbeing: Unit 2 – Hygiene (keeping clean and dental hygiene) Unit 5 – The uses of medicine when unwell Unit 3 – Similarities and differences, changing needs Unit 1 – Physical activity (muscles and exercise)</p> |

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| | <p>Recognise similarities and differences based on gender Learn about the physical changes in our bodies as we grow Understand emotional changes as we grow up Know that they have rights over their own bodies Learn about how our needs change and grow as we develop Understand how muscles work Learn to make simple choices that improve health and well-being Know simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests Know the importance of building regular exercise into daily and weekly routines and how to achieve this Understand the importance of physical activity and rest as part of a balanced, healthy lifestyle</p> | |
| <p>Physical Education</p> | <p>Games Catch a moving ball Know and understand the term 'feed' Continue to develop fundamental movement skills, becoming increasingly competent and confident Use a broad range of opportunities to extend agility, balance and coordination, individually and with others Engage in competitive and cooperative physical activities in a range of increasingly challenging situations</p> <p><u>Indoor PE</u> Swimming</p> | <p>Complete PE Scheme Unit – Games: Location (Dodging) Unit – Games: Attack v Defence (Games for Understanding)</p> <p>Specialist swimming teacher</p> |