

**Class 2 Curriculum Overview- Spring Term 2026**  
Main Curriculum Theme: Our world -materials and weather

**Special Event: The Wonderdome Planetarium Visit**

**Collective Worship:** The themes for collective worship this term are Respect and Justice

**Language**

**Literacy**

Children will develop their grammar skills through listening, modelling and creating new sentence structures. They will form ideas using the books studied but by also drawing on knowledge learnt in History and Geography. Class 2 will continue to access spelling and phonics using the Read write Inc program.

**Spanish - Animals:**

- To identify masculine and feminine words
- To identify and name animals found on a farm
- To identify and name animals found in the wild
- Introduction of soy (I am)

**Maths**

The children shall continue to access the white rose resources as well as continuing to be challenged with reasoning tasks. In class 2, the children will cover the following topics:

**Addition and Subtraction within 100**

- Use number bonds and related facts to add and subtract mentally.
- Add and subtract 2-digit numbers using tens and ones (with and without exchanging).
- Apply strategies such as partitioning, counting on/back, and using number lines.
- Solve addition and subtraction word problems involving measures and money.
- Recognise patterns in addition and subtraction (e.g. near doubles, bridging through ten).
- Check answers using the inverse operation.

**Multiplication and Division**

- Understand multiplication as repeated addition and arrays.
- Recognise and make equal groups; use concrete and pictorial representations.
- Learn and recall 2, 5 and 10 times tables (Year 1 focus on counting in steps of 2, 5, and 10).
- Understand division as sharing and grouping.
- Relate multiplication and division facts (e.g.  $5 \times 2 = 10$  and  $10 \div 2 = 5$ ).
- Solve simple one-step multiplication and division problems.
- Use reasoning to explain how arrays and grouping link to the commutative property.

**Length and Height**

- Compare and order lengths and heights using comparative language (taller, shorter, longer).

- Measure using non-standard units (Y1) and standard units (cm, m) with rulers.
- Choose appropriate units and tools for measuring.
- Estimate, measure and record lengths and heights.
- Solve practical problems involving length and height (e.g. Who built the tallest tower?).
- Understand that measurement involves accuracy and consistency.

#### Fractions

- Recognise, find and name **a half** as one of two equal parts of an object, shape or quantity
- Recognise, find and name **a quarter** as one of four equal parts of an object, shape or quantity
- Understand that fractions must be **equal parts**
- Identify halves and quarters of **shapes**
- Identify halves and quarters of **quantities and sets of objects**
- Use practical resources and visual representations to explore fractions
- Begin to use simple **fraction language** (half, quarter, equal parts)

### Science and Technology

#### Science

- Distinguish between an object and the material from which it is made
- Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
- Describe the simple physical properties of a variety of everyday materials
- Compare and group together a variety of everyday materials based on their simple physical properties.
- Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.
- Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.
- Observe and describe the weather associated with the seasons.
- Observe and describe how day length varies.
- Recognize that the weather changes throughout the year and how it relates to the different seasons (autumn, winter, spring, and summer).
- Understand that seasonal changes can affect plants, animals, and the environment.
- The changes in the weather and day length across the seasons.
- The impact of these changes on living things and the environment.

#### Computing

The first unit of work learners will:

- Develop their understanding of the various aspects of using a computer to create and manipulate text
- To become more familiar with using a keyboard and mouse to enter and remove text and change the look of their text

The second unit of work children will:

- Progress onto exploring how music can make them think and feel.
- To make patterns and use those patterns to make music with both percussion instruments and digital tools
- To create different rhythms and tunes, using the movement of animals for inspiration
- To share their creations and compare creating music digitally and non-digitally

## The Arts

**Music:** Children will access the music curriculum through singing lessons as well as listening to high quality music. They will gain some experience of playing the xylophone in music lessons with Mrs Aldridge.

**Art:**

- To use a range of materials creatively to design and make products, to develop and share their ideas, experiences and imagination
- To develop a wide range of art and design techniques in using pattern, texture, line, shape, form and space
- About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.
- Link to: Materials in science
- Children will explore the medium of clay to understand it's properties. They will create a thumb pot and use tools to create a unique design to decorate it. The children will observe the work of artists Grayson Perry and Dame Lucie Rie to compare their work in ceramics.

**Skills:**

- Manipulate malleable materials in a variety of ways including rolling and kneading
- Manipulate malleable materials for a purpose to make a thumb pot

**Drama:** A variety of drama techniques will be used to help children develop a deeper understanding of our class texts and its plot and characters. These include: role playing hot seating and freeze frames.

## Humanities

**Religious Education:** Our big questions for this term are, 'Why do people have different views about the ideas of God?' and 'What does the cross mean to Christians?' In the first half term we will explore the key beliefs about God in Christianity and Islam. In the second half term we will be exploring the cross as a symbol for Christians and the meaning behind it.

**History:**

- Know about changes within living memory: toys and how they have changed to reveal changes in national life - e.g. mechanical/ electronic devices
- Explain what they know about toys today.
- Explain how we can find out about the past.
- Describe features of different toys.

- Recognise old and new toys.
- Use words relating to the passing of time.
- Begin to identify old and new things across periods of time through pictures, photographs and objects
- Begin to understand that some things change and some things stay nearly the same.

**Geography:**

- To identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.
- To use simple observational skills to note weather and weather changes

## Health and Wellbeing

**Personal, Social, Health, Emotion Education and Citizenship**

In our theme of rights and responsibilities, we will be thinking about how we look after our environment, finding out about money and why we keep it safe. During the theme of 'Being my best', we will look at healthy eating and treating each other well.

**Physical Education: Gymnastics**

- To work on gymnastics mat work and small and large apparatus
- To explore body shape and space varying levels
- To copy and explore basic actions with control and coordination
- To link actions to make their own sequences.

**Physical Education: Dance**

- To creatively explore and use a variety of actions and space
- To use dynamics at times in relation to the theme
- To copy, remember and repeat actions to represent a theme
- Explore and create their own actions in response to a theme/idea
- To begin to work with a partner with unison, matching and mirroring and question and answer

**Physical Education: Swimming Y1/2**

- Gain confidence in the water
- Put their head in the water
- Develop motor competence and use recognised arm and leg actions, lying on front and back
- Enter and vacate the water safely
- Demonstrate an awareness of pool rules