



Year Group: Two

Value Focus: Aspire

SPRING TERM 2 School Year 2025-2026

RRS: Article 29: Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

British Values: Democracy and Individual liberty

	Week 7 23.02.2026	Week 8 02.03.2026	Week 9 09.03.2026	Week 10 16.03.2026	Week 11 23.03.2026
Whole School Events	T&L Review Days SEND Review	World Book Week SIP Questionnaires Data Deadline	Science Week Strategy Day Reports Deadline Pick and Mix	PPMs Reports go home 4 day week – Eid	Eid celebrations Janet – singing workshops Display Deadlines
Enrichment		Brick Lane Bookshop visits Bow Arts – Year 5 and Year 6 KS2 Parasports	Bow Arts – Year 5 and Year 6 Sustainability Ambassadors & Y5 workshops Bank of England trips Year 6		Bank of England trip – Year 3
Class Read (Story time)	Canon of Literature books: whole class sets can be utilised for story time. T:\2. Curriculum Leadership\English\1a. Reading\Book Lists\0. Whole School Recommended Reading Lists Choose texts from Recommended Reading List Class Read: Vlad and the Great Fire				
English Reading <i>(Little People Big Dreams Block 12 from LTP not covered)</i>	PiXL Assessments The Rhythm of the Rain Block 10 Focus on the core text for summarising and retrieval Focus on the explanation text for retrieval Focus on the descriptive text for inference and a personal response	World Book Week	The Rhythm of the Rain Block 11 Focus on the core text for summarising and sequencing Focus on the information text for retrieval Focus on the poem for inference and the core text for a personal response	RWI Assessment week Continue The Rhythm of the Rain	
Reading Outcomes	Know: Illustrations add extra detail and meaning Mood can be inferred from the writer's language choices Be able to: Retrieve information from illustrations Infer the mood of a section of text		Know: Non-fiction texts can include illustrations and poetic language Inference combines evidence from the text and personal experience to draw a conclusion Be able to: Retrieve facts from descriptions Make an inference linking evidence from the text with personal experience		

English Writing	Year 2 Comparative Judgement writing week	World Book Week	Recount from personal experience > changed to Simple Retelling of Narrative (Block B)	Explicit teaching of the grammatical structures and text conventions required Structural understanding, planning and execution of extended task
Writing Outcomes			Know Chronological order How to use adjectives, adverbs and expanded noun phrases to describe an event Be able to Write in the first person Write in the past tense Recount a real event or experience	
VGPS	Introduce: Commas to separate items in a list Past progressive and present progressive tense Use of the suffixes –er, –est in adjectives Use of –ly in Standard English to turn adjectives into adverbs Synonyms and antonyms Revisit: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name] Past and present tense Compounding to make new nouns Formation of adjectives using suffixes such as –ful, –less Expanded noun phrases Statement, command, question, exclamation sentences			
Spoken Language Expectations	• Listen and respond to adults and their peers • Ask questions to extend their understanding and knowledge • Use relevant strategies to build their vocabulary • Articulate opinions • Give descriptions, narratives for different purposes, including for expressing feelings • Maintain attention and participate in collaborative conversations • Speak audibly • Participate in discussions, performances, role play, improvisations			
Maths	PiXL Assessments Number: Fractions	Number: Multiplication (repeat) Recall and use multiplication and division facts for the 2, 5 and 10	Number: Division (repeat) Recall and use multiplication and division facts for the 2, 5 and 10	

	Recognise, find, name and write fractions of a length, shape, set of objects or quantity $\frac{1}{3}$ $\frac{1}{4}$ $\frac{2}{4}$ $\frac{3}{4}$ Recognise, find, name and write fractions of a number or shape, and know that all parts must be equal parts of the whole $\frac{1}{3}$ $\frac{1}{4}$ $\frac{2}{4}$ $\frac{3}{4}$ Write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$ White Rose Power Maths Books: My Half Day (Doris Fisher and Dani Sneed) Assessment: White Rose Fractions, Answers		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 (x), division (÷) and equals (=) signs Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot	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 (x), division (÷) and equals (=) signs Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot	
Maths vocabulary					
Maths Basic Skills					
Science	<u>Revisit materials</u> - 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			<u>Revisit living things and their habitats</u> explore and compare the differences between things that are living, dead, and things that have never been alive	
	What is it made from?	What materials do our pets have or need? Why is that?		What is alive, what is not alive and what has never been alive?	
	T2: artificial, brittle, extracted, fabric, manufactured, natural			T2: wither, dormant, mature, bulb, anchor, sustain	
	T3: ceramic, durable, inflexible, reflective, rigid, translucent			T3: germination, perennial, carbon dioxide, glucose, clone	

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Foundation Subjects (Blocked)	PSHE Being Responsible Practice Makes Perfect be able to name ways you can improve in an activity or sport understand the importance of trying hard and not giving up be able to see the benefits of practising an activity or sport be able to learn ways to set goals and work to reach them Helping Someone in Need know how you can help other people be able to recognise kind and thoughtful behaviours and actions understand the risks of talking to people you don't know very well in the community be able to identify the differences between being responsible and being irresponsible	History Significant historical events, people and places in our locality <u>National Curriculum:</u> Significant historical events, people and places in their own locality <u>Cusp outcomes:</u> What is Brick Lane like today? Who were the Huguenots and why did they come to Brick Lane? Why did Jewish people come to Brick Lane? Why did Bangladeshi people come to Brick Lane?	Link Materials to DT- Wheels + Axels? - consider a variety of materials used to build car- plastic, paper, card, wood, metal wire etc. Science Week – See separate information. Focus on practical activities, enrichment opportunities and revisit previous learning using &iLearn to identify and address any curriculum gaps.	Continue History	RE Unit 1.6 How and why do we celebrate special and sacred times? Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion Re-tell stories connected with Christmas/ Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers
Vocabulary		Weaver, Devastated, Founded			

		Converted, Chronology, Memorial Migration, Immigration, Artefact, Textile			
Computing	(Junior Jam) iMedia – iCreate				
Music	(Junior Jam) Keyboards				
Spanish	(Junior Jam) Unit 4				
Singing	https://www.singup.org/singing-schools/quick-sings https://www.singup.org/song-bank/sing-up-playlists/singing-schools#c867 Teacher Share – KS1 and KS2 Voices Curriculum and resources - Singing				
P.E. Russell – Y1, Y3, Y5 Leire – Y2	<u>Dance</u> • Select movements that show a clear understanding of the theme/story/idea of the dance • Show confidence to perform in front of others • Show some sense of dynamic, expressive and rhythmic qualities in their own dance • Use different parts of the body in isolation and combination • Perform with control and balance and demonstrating coordination • Explore and use basic choreography including levels, speed changes, unison and cannon • Move with imagination responding the music • Perform with expression • Attempt to work as part of a group to perform a dance • Able to comment on ideas and emotions and how they can be portrayed through dance				
	Direction, huddle, group, mood, feeling, penguin, musicality, respond, galloping, flying, friendship, abandonment				
PSHE Weekly Reflection (Scheme Blocked)	I have a dream – you’ve got to have a dream to have a dream come true	You have brains in your head and feet in your shoes	I am special – 10 fascinating facts about me.	Spring has sprung! Turning over a new leaf.	You’re never too young to change the world
P4C Skills	Clarify and refine ideas Move away from context of stimulus to ask broad questions.				
P4C Enquiries	Resilience and growth mindset		Curriculum area		Gender, culture and diversity