



Year Group: Two

Value Focus: Enjoy

SPRING TERM 1 School Year 2025-2026

RRS: Article 31: Every child has the right to relax, play and take part in a wide range of cultural and artistic activities

British Values: Individual liberty and Mutual respect

	05/01/2026	12/01/2026	19/01/2026	26/01/2026	02/02/2026	09/02/2026
Whole School Events	Inset Day Establishing Week	Welcome Meetings/Books and Biscuits	After School Clubs and Job Centre starts IEP Meetings X Factor	E1 Moderations Budget closes	Attendance Focus Fortnight Children Mental Health Week HT Open Morning Number Day	Attendance Focus Fortnight Safer Internet Week and Buzz Day
Enrichment	Year 1 Teddy Bear Hospital Chess League	Y3 Ideas Store trip Bow Arts – Reception	Bow Arts Years 1-4	Bow Arts Years 1-4 Janet – KS1 and LKS2	Y3 trip to NPG Cameron – Bank of England Chess League Janet – EYFS + UKS2	Y3 trip to NPG Whiffin – Bank of England Y3 Science Workshops Bow Arts Years 1-4 Year 5 Life Exhibition
Class Read (Story time)	Canon of Literature books: these books are no longer on the curriculum and there are whole class sets so they can be utilised for story time. 0. Whole School Recommended Reading Lists Choose texts from Recommended Reading List Class Read Michael Morpurgo- Aesop's Fable					
English Reading	Flexible week – Block 7 Quangle Wangle optional Poetry enrichment	Coming to England Block 8 Focus on the core text for prediction and retrieval Focus on the non-chronological report for retrieval	Coming to England Block 8 Focus on the poem for inference and the core text for a personal response	Flexible week	The Street Beneath My Feet Block 9 Focus on the core text and an information text for summarising and retrieval	The Street Beneath My Feet Block 9 Focus on the narrative extract for inference and the core text for a personal response
Reading Outcomes		Know: Predictions can be supported with text, titles and illustrations The meaning of words can be inferred using the words around them Be able to: Make a reasoned prediction Use text features to retrieve specific details quickly			Know: Organisational devices can support locating facts easily Inference means making a conclusion from clues given Be able to: Use sub-headings to locate information Infer a character's feelings from their actions	
English Writing	Flexible week	Formal invitations	Non-chronological reports	Non-chronological reports	Non-chronological reports	Flexible week

	Poetry Humorous – optional	Explicit teaching of the grammatical structures and text conventions required Formal invitations Structural understanding and execution of extended task	Explicit teaching of the grammatical structures and text conventions required	Structural understanding, planning and execution of extended task	Opportunities to apply taught content and focused editing teaching	
Writing Outcomes		Know The difference between a formal and an informal tone The key information needed for an invitation Be able to Use statements and commands in their writing Organise information so that it is easy to understand	Know The difference between a statement and a question How subheadings help the reader to navigate the text Be able to Maintain the present tense Use simple subordinating conjunctions (e.g.when, if, because) Write to inform Know The difference between a formal and an informal tone The key information needed for an invitation Be able to Use statements and commands in their writing Organise information so that it is easy to understand			
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		Number: Place Value (repeat) Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward Recognise the place value of each digit in a two-digit number (tens, ones) Read and write numbers to at least 100 in numerals and in words	Number: Division Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers Even and Odd, Ring a Ring of Numbers, Clapping Times, Double or Halve?, Always, Sometimes or Never?, How Odd, Two Numbers Under the Microscope, Odd Times Even, More Numbers in the Ring, Number Detective Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs Ordering Cards, Which Symbol?, I'm Eight Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts Our Numbers, Ip Dip, Magic Plant, The Amazing Splitting Plant, The Tomato and the Bean, Lots of Lollies, Growing Garlic, Are You Well Balanced?, Birthday Sharing, Catrina's Cards Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot NCETM Division Power Maths, NRich: Even and Odd, Ring a Ring of Numbers, Clapping Times, Double or Halve?, Always, Sometimes or Never?, How Odd, Two Numbers Under the Microscope, Odd Times Even, More Numbers in the Ring, Number Detective, Ordering Cards, Which Symbol?, I'm Eight, Our Numbers, Ip Dip, Magic Plant, The Amazing Splitting Plant, The Tomato and the Bean, Lots of Lollies, Growing Garlic, Are You Well Balanced?, Birthday Sharing, Catrina's Cards Books: My Even Day (Doris Fisher and Dani Sneed), One Odd Day (Doris Fisher and Dani Sneed), The Great Divide (Dayle Ann Dodds) EXS ITAF: Recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary	Number: Addition and Subtraction (repeat) Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: A two-digit number and ones A two-digit number and tens Two two-digit numbers Adding three one-digit numbers Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot

			GD ITAF: Recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts			
Maths vocabulary		Ones, tens, multiples	Commutative, dividend, divisor, quotient, multiple, factor, grouping/sharing			Minuend, subtrahend, difference, addend, sum
Maths Basic Skills	1. Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces 2. Solve problems involving <u>multiplication</u> and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts 3. Read and write numbers to at least 100 in numerals and in words	1. Identify 2-D shapes on the surface of 3-D shapes, (for example, a circle on a cylinder and a triangle on a pyramid) 2. EXS ITAF: Recall <u>multiplication</u> and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary 3. Know the number of minutes in an hour and the number of hours in a day	1. EXS ITAF: Name and describe properties of 2-D and 3-D shapes, including number of sides, vertices, edges, faces and lines of symmetry 2. Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs 3. Recognise the place value of each digit in a two-digit number (tens, ones)	1. Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts 2. Solve problems with addition and subtraction: - Using concrete objects and pictorial representations, including those involving numbers, quantities and measures - Applying their increasing knowledge of mental and	1. Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts 2. EXS ITAF: Recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary 3. Read and write numbers to at least 100 in numerals and in words	1. Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value 2. Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times 3. EXS ITAF: Read scales in divisions of ones, twos, fives and tens (in the form of a number line of a practical measuring situation)

				written methods 3. EXS ITAF: Partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus		
Science	<u>Uses of everyday 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					
	Revisit Autumn	What are materials used for? Categorising and comparing wood, metal, plastic and glass	What are materials used for? Categorising and comparing ceramics, rock, paper, card and fabric	What happens when we squash, bend, twist or stretch a material?	What's the right material for the job?	What's the best absorbent material? Who invented waterproofing?
	Tier 2 Artificial, brittle, extracted, fabric, manufactured, natural Tier 3 Ceramic, durable, inflexible, reflective, rigid, translucent					

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Foundation Subjects (Blocked) • History • Geography • RE • Art • DT • PSHE		Geography Study human and physical geography of a contrasting non-European country London vs Nairobi <u>Cooking:</u> Mandazi or Sukuma Wiki wraps (Spinach) <u>Drama:</u> My Journey to Kenya Pretend to board a plane, show passport, watch a pretend safety video. Children describe what they might see out the window as they “fly”. <u>Art:</u> Nairobi/London collage OR diorama OR build and decorate a matatu. <u>Games:</u> Kenyan playground games e.g. ‘Kati’ with soft ball <u>National Curriculum:</u>		ART Block E – Year 1 - 3D <i>(Revisit Year 1 objectives)</i> Exploration of materials and techniques Explicit teaching of techniques Applying knowledge, skills and techniques Know: Sculptures can be made out of many different materials Artists take inspiration from the work of others Be able to: Select materials based on their properties Take inspiration from the work of an artist https://vimeo.com/578764278/2172be5661		PSHE Computer Safety Image Sharing understand how your online activity can affect others be able to identify the positives and negatives of using technology know who and how to ask for help be able to list rules for keeping and staying safe

		Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. Cusp outcomes: • Where is London and what is it like? • Where is the country of Kenya? • What are the physical and human features of Kenya? Describe the physical and human features. • Where is Nairobi and what is it like? What is a day in the life of a child in Nairobi like? https://www.bbc.co.uk/bitesize/clips/zmqtf8 • How are London and Nairobi similar or different? (Physical and human geography) • DESIRABLE Structured Assessment Task What do we know and remember about London and Nairobi?	Block E – Year 2 - 3D Exploration of artform and techniques Explicit teaching of techniques Applying knowledge, skills and techniques Know: Sculptors make their ideas come to life by joining or molding materials together Sculptors sometimes first make smallscale models of their work called maquettes Be able to: Join materials together to form a 3D work of art Make a small rough draft of a sculpture to explore ideas https://vimeo.com/578771064/466df1d7b4	Computer Safety Documentary understand how your online activity can affect others be able to identify the positives and negatives of using technology know who and how to ask for help be able to list rules for keeping and staying safe
Vocabulary		Tier 2 Weaver Devastated Founded Converted Chronology Memorial Tier 3 Migration Immigration Artefact Textile	nuksuk smooth pebble balance construct model indigenous inspired sacred depth maquette sculpt	
Computing	Junior Jam			
Music	Junior Jam			
MFL - Spanish	Junior Jam			
Singing	https://www.singup.org/singing-schools/quick-sings https://www.singup.org/song-bank/sing-up-playlists/singing-schools#c867 T:\2. Curriculum Leadership\Singing			

P.E.	<u>Attack, Defend and Shoot – invasion games</u> • Select and apply a small range of simple tactics • Begin to look for space to pass into or run to in order to receive • Select the more appropriate skill to move forwards to shoot • Can send a ball using feet • Can receive a ball using feet • Link combinations of skills e.g. dribbling and passing with hands in isolation and combination • Can send a ball using hands • Can receive a ball using hands • Can play in a variety of positions in both defence and attack • Work with a partner and in small groups to develop skills • Show awareness of teammates and opponents in games					
	Aim, attack, compete, control, cooperate, receive, restart, side-line.					
PSHE Weekly Reflection (Scheme Blocked)	New Year's Resolutions	Be happy on purpose	Enjoy your learning	Thomas Buxton is a Bully Free Zone	Accentuate the positive, eliminate the negative.	Calm Down! Ways to keep your cool.
P4C Skills	Clarify and refine ideas. Ask different types of questions and explore question language					
P4C Enquiries	PSHE		Religion or spiritual education		Wellbeing	