



Curriculum Summary

Spring 2026

Year 2

Spring Term 1 Topic:
'Leo and the Octopus' - book led unit

Spring Term 2 Topic:
The Rome Zone

Spring Term Wow Day
Leo and the Octopus
Wow Day

English

The Rainbow Fish by Marcus Pfister

- Sequence and retell the story
- Develop character description and use of adjectives
- Include speech and dialogue with correct punctuation
- Use conjunctions (and, but, because) to extend sentences
- Explore morals/themes in the text: sharing, friendship
- Begin to use past and present tense correctly

Flotsam by David Wiesner

- Persuasive writing and adverts
- Identify key features of an advert
- Use persuasive language and exciting adjectives/verbs
- Include capital letters, full stops, question marks, exclamation marks correctly
- Use conjunctions to join ideas (and, because, so)
- Organise writing clearly with headings, bullet points, or paragraphs
- Use of illustrations and visuals in an advert

Science

Animals including humans

- Animals including humans and their offspring which grow into adults
- Reproduction in animals
- Plant reproduction
- The basic needs of animals, including humans, for survival
- The importance of exercise, eating the right amounts of different types of food and hygiene

Plants

- Observe and describe seeds
- Investigate what seeds need to grow

Mathematics

Place Value & Number

- Tens and ones, ordering, rounding, estimating
- Recognise patterns, even/odd numbers

Addition & Subtraction

- Solve problems using mental strategies, number lines, and column methods

Multiplication & Division

- Recall 2, 5, 10 times tables; develop 3 and 4 times tables
- Solve problems using arrays, repeated addition/subtraction

Fractions

- Recognise, find, and write simple fractions ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$, $\frac{3}{4}$)

Time

- Tell and write time to 5 minutes, including quarter past/to

Measurement

- Capacity/volume (litres, millilitres)
- Length/height, mass/weight

Data Handling

- Collect, represent, interpret data using pictograms, tally charts, block diagrams)

Mental Arithmetic & Fluency

- Quick recall of number facts, addition, subtraction, multiplication, division

Drama

- Still image skills and simple storytelling
- Small group improvisation and role-play
- Introduction to characterisation and use of voice and gesture to communicate emotion and action
- Reflection and sharing to encourage performance confidence
- Giving and receiving feedback using Drama terminology

Humanities

History- Link to Book led unit: Leo and the Octopus

- Explore how society has understood and supported people with differences, including autism and Asperger's
- Learn about historical figures whose differences shaped their achievements
- Discuss how attitudes and support have changed over time
- Explore the role of families, schools and communities in supporting children with different needs
- Celebrating and reflecting on friendship, empathy and unique qualities

Geography - Link to Book led unit: Leo and the Octopus

Oceans and Seas

- Identify where octopuses and other sea creatures live
- Compare different oceans and seas around the world

Environmental awareness

- Discuss human impact on marine habitats
- Explore ways to look after our oceans and reduce pollution
- Discuss the importance of protecting wildlife and biodiversity

Mapping skills

- Locate oceans and continents on a map/globe
- Use simple symbols to mark sea creatures or habitats

Climate and habitats

- Learn about the conditions animals need to survive
- Compare habitats in different parts of the world

Humanities

RS

Families and Faith Communities

- Explore the importance of families and faith communities in daily life
- Discuss how they help shape identity and a sense of belonging

Relationships with Others, the World, and God

- Reflect on how relationships influence personal values and behaviour
- Consider connections with others, the wider world, and God

Worship in Christianity and Judaism

- Understand worship as an expression of shared beliefs
- Explore key practices and symbols in Christian and Jewish worship

Developing Understanding and Reflection

- Encourage discussion, empathy, and respect for diversity

Music

- Pitch, rhythm and note value work using glockenspiels, recorders and percussion
- Composing ostinato patterns
- Creating rhythm ensembles using children's own ideas
- Identifying changes in pitch, tempo and dynamics

French

- Les Superhérois:
- Learning the colours
- High frequency verbs
- Learning a song with actions
- Performing the song from memory

Computing

Learning to write and understand algorithms

- Describe a series of instructions as a sequence
- Understand what a sequence of instructions is
- Explain what happens when we change the order of instructions
- Use logical reasoning to predict the outcome of a program
- Explain that programming projects can have code and artwork
- Design an algorithm
- Create and debug a program that I have written
- Problem solve

Data, pictograms and charts

- Recognise that we can count and compare objects using tally charts.
- Recognise that objects can be represented as pictures
- Create a pictogram
- Select objects by attribute and make comparisons
- Recognise that people can be described by attributes
- Explain that we can present information using a computer
- Design and build data charts in MS Excel
- Compare the difference between a chart and a pictogram

PE, Games and Swimming

- Development of fundamental movement skills with particular focus and refinement of gymnastics movements and skills, both as an individual and working with partners and as a team
- Refinement of rugby: development of passing technique and timing, running with the ball, in isolation, with teammates and within competitive practice

PE, Games and Swimming cont.

- Athletics
- Improvement of water safety, stroke technique, speed and endurance in swimming

PSHE

Internet Safety

- Understand how to use the internet safely and responsibly
- Learn strategies for keeping personal information private
- Recognise safe and unsafe online content

Friendships – More Than Just One Friend

- Explore having different friends and respecting different points of view
- Discuss how to be a good friend and resolve simple conflicts

Family Relationships – People Who Are Special to Me

- Identify people who are special in their lives and why
- Understand different types of families and relationships
- Discuss feelings associated with family and close friends

Philosophy

In this topic, KS1 children will explore the heart and lungs through philosophical thinking. Pupils will discuss questions such as:

“Why do the heart and lungs work together?”
“What does it mean for something to be alive?”
“Which is more important—the heart or the lungs?”

The focus is on encouraging curiosity, reasoning, and discussion, helping children develop their ability to think deeply and express their ideas about how their bodies work.

Art and DT

Octopus-Themed Unit

- Explore and evaluate artwork inspired by octopuses and marine life (e.g., Ernst Haeckel, Hokusai, Charley Harper)
- Experiment with techniques such as drawing, painting, printmaking, collage and sculpture to represent octopuses and underwater scenes
- Develop ideas and refine work by combining patterns, textures, and colours inspired by marine life
- Discuss and reflect on how art can represent living creatures and habitats
- Discuss and describe artwork using appropriate vocabulary (line, shape, colour, pattern, texture, mood)
- Compare artists' styles and identify similarities and differences
- Create original artwork inspired by the techniques and styles studied
- Develop ideas through sketching, experimenting, and refining work

How you can support your child continued...

RWI

- Regularly practise the recognition of Read Write Inc set 1, 2 and 3 sounds.
- Continue to use the RWI posters sent home last term for reading and spelling work.
- When your child is trying to spell a new word, refer to the RWI rhymes as this will create consistency for your child.

Maths

- Practise with place value columns
- Reinforce quick recall of number bonds to 10 and 20, both mentally and on paper.
- Practise with a hundred square—counting forwards, backwards, and identifying patterns
- Use the following online games to help: Hit the Button, Daily Ten, Hundred Square Splat and Place Value Basketball, Times Tables Rockstars

How you can support your child

Reading

Read with your child for at least 10 minutes every day.

Writing

Support your child's writing by practising:

- Expanded noun phrases e.g. the small, fluffy cat
- Capital letters for names, places, and sentence starts
- Spelling using Read Write Inc. strategies
- Making sentences more interesting by adding detail or joining ideas

Science

- Use everyday activities to name parts like arms, legs, eyes, and discuss what they help us do.
- Encourage conversations about eating a balanced diet, drinking water, and why exercise keeps us strong.
- Look at pets or wildlife and talk about similarities and differences in body parts and what they need to survive.
- Go for a walk or look in your garden and name different plants. Talk about what they need to grow: water, light, air, and soil.

How you can support your child continued...

Science continued

- Plant cress seeds or beans in a clear container so your child can watch roots and shoots grow. Ask: What happens if we don't water it?
- Use scientific vocabulary by encouraging words like roots, stem, leaves, flower and germination when observing plants.

PSHE

- Continue to help your child use the Zones of Regulation vocabulary at home. Talk about feelings using the Blue, Green, Yellow, and Red Zones to help your child recognise their emotions, understand how they feel, and practise strategies to manage them. Simple questions like, "Which zone are you in right now?" or "What could help you move back to the Green Zone?" can support your child's self-awareness and emotional skills.

Philosophy

This term, children are exploring the heart and lungs through philosophical thinking. You can support this at home by asking open-ended questions such as:

- Why do the heart and lungs work together?
- What makes our body alive?
- Which is more important—the heart or lungs?

These discussions encourage children to think deeply, reason carefully, and share their ideas, just like young philosophers exploring big questions about the body and life.

PE

- Practise balancing on one leg on a wobbly or uneven surface – how long can they last? Can they do it with their eyes closed
- Practise throwing a ball to themselves and with a partner.
- Practise dribbling a football with themselves in the garden and passing a ball to a partner or off a wall.
- Practise shooting a ball in a netball/basketball net, or throw a ball at a target.

