

## English

### Reading

To further develop fluency and expression, pleasure in reading, vocabulary and understanding of texts.  
To continue developing comprehension, focusing on using prior knowledge, making inferences and making predictions.

### Writing

To write for a variety of purposes and audiences, including non-chronological reports, letters, news reports, diary writing and narratives.

### Spelling, Grammar and Punctuation

To learn statutory spellings and spelling patterns, including contractions and suffixes.

To demarcate sentences with capital letters, full stops, question marks, exclamation marks and speech marks.

To understand and correctly use present, past and future tenses of verbs.



## Curriculum Map Spring Term 2026 Year 2

## Mathematics

To estimate and measure length in cm and m.

To order and compare length in cm and m using mathematical vocabulary and greater than and less than symbols.

To estimate and measure mass in g and kg.

To order and compare mass in g and kg using mathematical vocabulary and greater than and less than symbols.

To solve word problems involving measure.

To read temperature in Celsius on a thermometer.

To estimate and solve problems involving temperature.

To collect data.

To read, interpret, analyse and create a pictogram.

To continue to develop rapid recall of multiplication and division facts.

## Science

### Animals including humans

To notice that animals have offspring that grow into adults, comparing stages of lifecycles.

To find out about and describe the basic needs of animals for survival.

To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

### Plants

To observe and describe how seeds and bulbs grow into mature plants.

To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

## Geography

### Beside The Seaside

To locate our nearest seaside resort on a map and begin to find other UK seaside resorts.

To explain that seaside resorts can be found in the UK and around the world.

To recognise and classify features of seaside places as 'natural' or 'man-made'.

To use maps, symbols, and simple compass directions to plan routes and ask questions about places.

### Forest School- One Half Term.

## History

### Stately Homes

To learn the names and locations of stately homes in the UK.

To learn about Dunham Massey Hall and the lives of the people who lived there.

To learn about Tatton Park and the lives of the people who lived there.

### Seaside Holidays in the Past

To use sources to find out about seaside holidays in the past.

To explore what a Victorian seaside holiday was like.

To find out when and how seaside holidays became popular.

To compare seaside holidays in the past with seaside holidays now.

## R.S.

### Leaders, Teachers and Followers

To know that some people are leaders and teachers who help others.

To talk about a religious leader or teacher and what they did.

To understand that followers listen, learn and try to do what is taught.

To give examples of how leaders and teachers show kindness and care.

To think about how we can be good followers in school and at home.

## P.S.H.E.

To discuss making resolutions and how these have an impact.

To explain and give examples of perseverance.

To talk about success and achievements.

To think of small steps which would contribute to achieving a goal.

To learn to work as part of a team.

To understand the importance of making healthy choices and talk about how we can keep our bodies and minds healthy.

## Computing

### Word Processing

To learn about giving and denying permission online.

To learn about the setup and layout of a keyboard and explore the basics of touch typing.

To search the internet to find text that can be copied and pasted.

## P.E.

To apply basic rules independently during team games.

To pass and receive with increasing accuracy in rugby-based games.

To develop simple attacking skills such as moving into space.

To practise hockey skills with greater control and awareness.

To work effectively with others to achieve a shared goal.

## Art & D.T.

To explore the work of focus artist (Gormley).

To draw out 3D designs.

To use clay media to create a simple sculpture.

To experiment with simple paint effects for movement.

To use silhouette drawing techniques.

To develop cutting skills.

To design and build simple celebration artwork (Easter).

## Ways to support your son at home:

### Mathematics

Topmarks <https://www.topmarks.co.uk/maths-games>

Times Table Rock Stars <https://ttrockstars.com/> (use school login details)

Mathletics <https://login.mathletics.com/> (use school login details)

### English

Spelling Frame <https://spellingframe.co.uk/>

Free ebooks and audio books <https://www.borrowbox.com/> (requires free library membership)

Free ebooks <https://www.oxfordowl.co.uk/for-home/find-a-book/library-page> (requires free registration)

Daily reading to an adult and noting of new vocabulary

### Organisation and responsibility

Practise tying shoe laces, tying own tie, doing up and undoing tricky buttons, packing own bag, remembering homework and checking pencil case is stocked with pencils, a ruler, a rubber and a glue stick.

### Awareness of the wider world

<https://www.firstnews.co.uk/>

<https://www.bbc.co.uk/newsround>

## Spanish

To learn about 'El Dia de los Reyes Magos' in Spain on 6<sup>th</sup> January.

To learn the names of some family members and to ask and answer questions about family.

To learn the names of pets and to talk about your own pets.

To learn the names of farmyard animals and talk about numbers of animals.

To learn the names of items of clothing.

To understand how Easter is celebrated in Spain.

## Music

### Notation:

To be able to recognise the music symbols for a crotchet, quaver and rest.

To be able to follow a basic rhythmic pattern and play this unassisted.

To develop ensemble playing skills.

### The Carnival of the Animals:

To be able to describe how a piece of music achieves its purpose.

To be able to use musical vocabulary when describing music.

To be able to choose musical elements appropriately when composing music to a brief.

To be able to play in time as an ensemble.