

**Design and Technology**

**Mechanisms and stable structures**  
 We will make a fire engine (with ladder and light) to save London.  
**Design** We will tell someone about our design ideas And make a mock-up of our design and discuss it.  
**Make** Through exploring and assembly, we will find ways to make my structures more stable so they are freestanding. e.g. The use of a base, overlapping joints, different folds.

**Art and Design**

**Drawing/Painting/Textiles**  
 We will weave wool to create a simple design with an Arctic landscape.  
**Developing/ Applying Ideas**  
 We will show our ideas through drawing and painting, taking Inspiration from Art History and Artists - **David Hockney**

**Computing**

**Programming – Robot Algorithms**  
 Developing understanding of instructions in sequences and using logical reasoning to predict outcomes. We will develop artwork and test it for use in a program. We will design algorithms, test those algorithms and debug them.  
**Scratch - Computer Science**  
 Designing algorithms and programs that use events to trigger sequences of code to make an interactive quiz.

**Music**

**Charanga I Wanna Play in a Band (Rock) & Zootime (Reggae)**  
 These units will focus on finding the pulse, clapping rhythms and singing in all different music styles.  
 We will have the opportunity to play tuned and un-tuned instruments including glockenspiel, drums and triangle musically and listen with concentration and understanding to a range of high-quality recorded music. Composing a simple melody and performing and sharing to our class audience.

**Physical Education**

**Hit, Catch, Run 1**– We will develop hitting skills with a variety of bats, practice feeding/bowling skills, hit and run to score points in a game.  
**Dance** – We will describe and explain how performers can transition and link shapes and balances, perform basic actions with control and consistency, move imaginatively when responding to music, work as part of a team to perform short movement sequences to music.  
**Attack, Defend and Shoot** – We will select and apply a small range of simple tactics, recognise good qualities in ourselves and others, build basic attacking play.  
**Hit, Catch, Run 2** - We will score runs in different ways, work in teams to field, begin to play the rule of wicketkeeper or backstop.

**Personal, Social, Health, Relationship Economic Values**

**PSHE – Health and Wellbeing** Develop an understanding of a healthy lifestyle, Including physical and mental health upkeep. To recognise the different components of health and wellbeing including a healthy diet.  
**Keeping safe** To learn about age restrictions and dangers of online gaming. Exploring a range of household products which may be harmful and how to keep safe. Understanding what an emergency is and making a 999 call.  
**Relationships** Rrecognising hurtful behaviour and bullying, learning how to report this. Identifying and reporting online bullying.

**Year 2 - Spring 2026**
**Ice and Fire**

**Wow moments**

Wow Day – Fire Station visit

**Science**

**Working scientifically** - We will recognise that questions can be answered in different ways e.g. testing the suitability of materials for different purposes. gather and record data to help answer questions e.g. seeing how the shapes of some materials can be changed.  
**Everyday Materials** - We will identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.  
 We will find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

**Geography**

**Locational knowledge**  
 name and locate the world's seven continents and five oceans.  
**Human and Physical Geography**  
 Identify the location of cold areas of the world in relation to the Equator and the North and South Poles.

**History**

**Events beyond living memory that are significant nationally**  
 We will learn about The Great Fire of London and The Plague, what life was like in 1600s and how this compares to today. Compare and contrast the Fire Service in 1666 and 2022.  
**The lives of significant individuals in the past who have contributed to national and international achievements using these to compare aspects of life then and now**  
 We will learn about the lives of Samuel Pepys and Mary Seacole.

**Religious Educaiton**

**How do we show we care for others? Why does it matter?**  
**We will think about** how people show that they care for others (e.g. by giving to charity), making a links to stories and texts. We will think, talk and ask questions about what difference believing in God makes to how people treat each other.  
**How do we show we care for Earth and why does it matter?**  
 We will think about how people can show that they care for the Earth, making a link to a creation story.

## English

### Phonics – National Curriculum

Suffixes – adding ing, ed, ly, er, ful, less, tion. The l/or/al/ sound spelt el, al, il at the end of words, Common exception words for year 2.

Vocabulary, Grammar and Punctuation:

Identifying verbs, adverbs, apostrophes – for contractions and plural and possessive, exclamations and statements, past and present tense, progressive past and present tense.

### Reading and VIPERS (vocabulary, infer, predict, explain, retrieve, sequence/summarise):

Through studying The Ice Bear, Togo and Vlad and the Great Fire of London we will:

- develop our understanding by drawing on what we already know or on background information and vocabulary provided by the teacher

Through studying our familiar book box texts and key texts we will:

- develop pleasure in reading, motivation to read, vocabulary and understanding by becoming increasingly familiar with and retelling stories, fairy stories and traditional tales

### Key texts: The Ice Bear, Arctic Song, Rainbow Bear, A selection of non-fiction books on arctic animals, Togo, Balto the Greatest Dog Ever, Vlad and the Great Fire of London, The Great Plague and Fire Dogs.

Develop positive attitudes towards and stamina for writing through planning, drafting and editing by:

- writing about real events, including a trip to the local Fire Station.
- writing for different purposes through writing a letter to the Mayor of Nome, a setting description, fact files, diary entries.
- writing narratives about personal experiences and those of others through letter writing, recount of visit, writing a recount as Togo. Diary entry as a child in The Great Fire of London.
- Writing descriptive narratives – a story based on predictions of The Ice Bear,

In order to support with the above we will partake in a range of speaking and listening and drama activities particularly when studying the plague and the Great Fire of London.

## Maths

### Number: Multiplication and Division Statistics

Recognise, make and add equal groups

Multiplication sentences using the X symbol

Multiplication sentences using pictures

Using arrays

Making doubles

2, 5, 10 times tables

Making equal groups – sharing

Making equal groups – grouping

Dividing by 2

Odd and even numbers

Dividing by 5

Dividing by 10

### Statistics

Making tally charts

Drawing pictograms

Interpreting pictograms

Drawing pictograms (2, 5, 10s)

Interpreting pictograms (2, 5, 10s)

Block diagrams

### Properties of Shape

Recognise 2d and 3d shapes

Make 2d and 3d shapes

Count sides and vertices on 2d shapes

Draw 2d shapes

Lines of symmetry

Sort and make patterns with 2d shapes

Count faces, edges and vertices on 3d shapes

Sort and make patterns with 3d shapes

### Fractions

Working with parts and wholes

Make equal parts

Recognise a half, find a half

Recognise a quarter, find a quarter

Recognise a third, find a third

Unit fractions, non-unit fractions

Equivalence of a half and 2 quarters

Find three quarters

Count in fractions