

Year 2 Spring One Curriculum Overview 2026

Topic: Homes and Habitats

Key Text: Meerkat Mail by Emily Gravett. Film: Catch It. ESMA.

Additional Text: The Great Kapok Tree by Lynne Cherry.

Key Curriculum Drivers: Science - Living things and their habitats / Humanities - Comparing homes in different countries

Trips: Spirit of the Wild (Visitors in School)

Significant People: David Attenborough

Key Dates

Monday 5th January School Starts		Wednesday 21st January Spirit of the Wild		Monday 2nd Feb National Storytelling Week	Monday 9th Feb Children's Mental health week
				Thursday 5th February PTA KS1 Disco	Tuesday 10th February Safer Internet Day
					DT week

Homework

Sent Out: 9 th January Due: 28 th January			Sent Out: 30 th January Due: 10 th February		
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Subject	Week 1 5 th January – 9 th January	Week 2 12 th January – 16 th January	Week 3 19 th January – 23 rd January	Week 4 26 th January – 30 th January	Week 5 2 nd February – 6 th February	Week 6 9 th February – 13 th February
English/ Speaking and Listening/ Drama/ Writing	<p>Catch it - Film</p> <p>Lesson 1: Prediction I can write a prediction using my phonic knowledge effectively to spell</p> <p>I can use capital letters and full stops in <u>most</u> of my sentences</p>	<p>Meerkat Mail/Fact file</p> <p>Lesson 1: WOW. Introduce Meerkat Mail character profile and Sunny's Suitcase I can use adjectives</p> <p>I use spacing between words which reflects the size of the letters</p>	<p>Spirit of the Wild</p> <p>Lesson 1: Spirit of the Wild Prep I can use question marks</p> <p>I can use my phonic knowledge effectively to spell</p> <p>I can use spacing between words which reflects the sizing of letters</p>	<p>The Great Kapok Tree</p> <p>Lesson 1: WOW - Vocab Building I can identify adjectives</p> <p>Lesson 2: Role Play and Sentence Level Work I can use expanded noun phrases</p>	<p>The Great Kapok Tree</p> <p>Lesson 4: Storytelling The Great Kapok Tree I can practice what I want to write by say my sentencing out loud.</p> <p>Lesson 5: Exploring Features of a Letter and Planning</p>	<p>The Great Kapok Tree</p> <p>Lesson 7: Senses - Sentence Level Work I can use expanded noun phrases</p> <p>I can plan a narrative by writing down ideas/sentences/key words, including new vocabulary</p>

	<p>Lesson 2: Sentence Level Writing I can use my phonic knowledge effectively to spell</p> <p>I can use punctuation that I have been taught, mostly correctly</p> <p>Lesson 3: Acting and Sequencing the Film I can plan a narrative by writing down ideas/sentences/key words, including new vocabulary</p> <p>Lesson 4: Retelling the story of Catch it I can write simple narratives, which make sense, using my own experiences</p>	<p>I can use some subordination (when/if/that/because) to join clauses</p> <p>Lesson 2: Fact File Exploration/Meerkat Fact File Research I can research my chosen animal</p> <p>I can use my phonic knowledge effectively to spell</p> <p>Lesson 3: Meerkat Fact File Plan</p> <p>I can plan a narrative by writing my ideas down ideas/sentences/key words, including new vocabulary</p> <p>Lesson 4: Meerkat Fact File I can write effectively for different purposes using what I read to help with my grammar and vocabulary</p>	<p>Lesson 2/3: Spirit of the Wild Recount (Assessment Piece) I can write about real events, simply and clearly</p> <p>I can use the past tense mostly correctly and consistently</p>	<p>I can use coordination (or/and/but) to join clauses</p> <p>I can use punctuation that I have been taught, mostly correctly and consistently</p> <p>Lesson 3: Speech bubbles writing in character I can use some subordination (when/if/that/because) to join clauses</p> <p>I can use punctuation that I have been taught, mostly correctly</p>	<p>I can plan a narrative by writing down ideas/sentences/key words, including new vocabulary</p> <p>Lesson 6: Letter Writing (assessment piece) I can write simple narratives, which make sense, using my own or others experiences (real or fictional)</p> <p>I can use the present and past tenses <u>mostly</u> correctly</p>	<p>Lesson 8: Diary Entry Prep I understand the features of a diary entry</p> <p>I can use some subordination (when, if, that, because) to join clauses</p> <p>I can plan a narrative by writing down ideas/sentences/key words, including new vocabulary</p> <p>Lesson 9: Diary Entry I can write simple narratives, which make sense, using my own or others experiences (real or fictional)</p> <p>I can use the present and past tenses <u>mostly</u> correctly and consistently I can use coordination (or/and/but) to join clauses</p> <p>I can use some subordination (when/if/that/because) to join clauses</p>
Spelling Programme	Unit 1: Why do some words have the spellings 'kn' and 'gn' for /n/ and 'wr' for /r/?	Unit 2: Why do I drop the 'e' when I add the suffixes -ed, -ing, -er, -est and -y?	Unit 3: Why do some words end 'ge' or 'dge'? Why can /j/ be spelled 'j' or 'g' in different words? Review			
SPaG	Sentence Writing	Sentence Writing	Homophones	Noun Phrases	Noun Phrases	

English / Handwriting	Unit 8 – Practising joining to the letter a: ea	Unit 9 – Practising joining to the letter r: er	Unit 10 – Practising the horizontal join: ou	Unit 11 – Practising small letters – same height and size: or	Unit 12 – Practising joining to the letter r: ar	Unit 12 – Practising joining to ascenders: al
<p>Maths</p> <p>Money pence, pound, coins, notes, worth, value, total, amount</p> <p>Multiplication & Division repeated addition, lots of, equal groups</p>	<p>Money</p> <ul style="list-style-type: none"> Count money – pence Count money – pounds (notes and coins) Count money - pounds and pence Choose notes and coins Make the same amount 	<p>Money</p> <ul style="list-style-type: none"> Compare amounts of money Calculate with money Make a pound Find change Two step problems 	<p>Money</p> <ul style="list-style-type: none"> Consolidation Money Assessment Equal & unequal groups Describe groupings Group as repeated addition 	<p>Multiplication</p> <ul style="list-style-type: none"> Group as repeated addition & multiplication Group as multiplication Explain multiplication with 0 & 1 Understand multiplication equation Calculate the product 	<p>Multiplication</p> <ul style="list-style-type: none"> Represent 2x table in different ways Use knowledge of 2x table to solve problems Understand the relationship between adjacent multiples of 2 Factor pairs can be written in any order 10 x table 	<p>Multiplication</p> <ul style="list-style-type: none"> Represent 10x table in different ways Understand the relationship between adjacent multiples of 10 5x table Represent 5x table in different ways Understand the relationship between adjacent multiples of 5
<p>Mastering Number</p> <p>Week 12-17</p>	<p>Week 12 Practise recalling and recording bonds of 6 and 7 using a systematic approach Use bonds in missing number equations</p>	<p>Week 13 Identify that the numbers 11–19 are composed of '10 and a bit' and complete missing number equations</p>	<p>Week 14 Apply knowledge of the numbers 11–19 as '10 and a bit' Identify missing parts using subtraction strategies</p>	<p>Week 15 Identify when 3 numbers sum to 10 and identify missing numbers in equations when 10 is the sum</p>	<p>Week 16 Revisit the structure of the linear number system within 20, making links between the midpoints of 5 and 10, and 15.</p>	<p>Week 17 Apply their knowledge of number bonds within 10 to calc within 20, developing an understanding of the relationships between facts.</p>
<p>PSHE Making and Breaking Friendships</p> <p>consequences friendly joking, bullying, teasing apologising stereotyping</p>	<p>To know what makes a good friend</p>	<p>To know how to help my friends</p> <p>To understand how things changing might make a person feel</p> <p>To use strategies to deal with changes</p>	<p>To recognise when people are being unkind to me and others</p> <p>To know the difference between teasing and bullying (including online)</p> <p>To know there are different types of teasing and bullying and that</p>	<p>To understand the difference between saying sorry and being sorry</p> <p>To understand the consequences from anti-social and aggressive behaviours</p>	<p>To identify some stereotypes in the community</p>	<p>DT Week</p>

			these are wrong and unacceptable To know why bullying is wrong and how to get help.			
RE Big Question: How do we know? Illusion Interpretation Perception Belief True, False	Can discuss that different people might see things in different ways and this is ok	Can discuss that different people might see things in different ways and this is ok	Can talk about what is true and what is false and why interpretations may differ	Can talk about what is true and what is false and why interpretations may differ	Can reflect personally on what they see as true and false and how they know this. (e.g. family, friends, books, television, internet, community)	DT Week
Geography Big question: How do our homes differ? Continent, Country, Ocean, Equator, climate zones biome	To recall knowledge about a world map To know the difference between a country and a continent.	To know the names of the climate zones To begin to locate the climate zones on a world map	To know the climate zones of Africa To understand how sources can help build a mental picture of climate zones	To use different sources to discuss and describe physical and human features of Kenya/Nairobi	To compare the physical and human geography of two cities (London and Nairobi)	DT Week
Science Unit Focus: Living things and their Habitats Big Question Why does this animal live there? Macro-habitat, adaptation, survive, food chain, predator, prey, producer,	Why does it live there? I can identify that most living things live in habitats to which they are suited I can recall knowledge about which habitat different animals live in I can suggest reasons why animals live in different habitats	How do animals and plants survive in the desert? I can identify that most living things live in habitats to which they are suited (desert) <u>Working scientifically</u> To research and identify adaptations that animals and plants have to help them survive in desert conditions	SPIRIT OF THE WILD WORKSHOP I can identify that most living things live in habitats to which they are suited I can research and identify animal/plant adaptations and how they help them survive in rainforest conditions <u>Working scientifically</u> To research and identify adaptations that animals	How do animals and plants survive in the rainforest? I can describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other	What food do animals eat? 2 x lessons I can identify and name animals that are carnivores, herbivores and omnivores I know what is meant by carnivore, herbivore and omnivore What is a food chain? I can describe how animals obtain their food from plants and	DT Week

consumer			and plants have to help them survive in desert conditions		other animals, using a simple food chain, and identify and name different sources of food	
Art and Design Painting Drawing Printmaking Visual texture Viewpoint Monoprint	To use thin brushes for small spaces and thick brushes for larger spaces when painting a dragon To make line drawings and marks to show patterns and visual texture To evaluate their paintings of dragons	To use thin brushes for small spaces and thick brushes for larger spaces when painting a dragon To make line drawings and marks to show patterns and visual texture To evaluate their paintings of dragons	To draw a model animal from observation, including from different viewpoints To add patterns, texture and details to drawings	To draw a model animal from observation, including from different viewpoints. To add patterns, texture and details to drawings	To explore monoprinting printing	To explore monoprinting printing
Computing Unit Focus: Algorithms & debugging predict, debug algorithm, artificial intelligence abstraction,	Crazy Character Task I can use and improve an algorithm	Dinosaur Decomposing I understand what decomposing is	Machine learning I understand that computers can use algorithms to make predictions	Classroom Map I understand what abstraction is	Debugging I can debug an algorithm	SAFER INTERNET WEEK Online Safety – Lesson 3 To recognise when to deny permission online
PE Sending and Receiving Dance	Gymnastics L3 To demonstrate different shapes, take off and landings when performing jumps Gymnastics L4/ L5 To develop rolling and sequence building	Dance (The Secret Dancing) To remember, repeat and link actions to tell the story of my dance Dance (The Secret Dancing) To develop an understanding of	Dance (The Secret Dancing) To use counts of 8 to help you stay in time with the music Dance (The Circus) To copy, remember and repeat actions using facial expressions to show different characters	Dance (The Circus) To explore pathways and levels Dance (The Circus) To remember and rehearse our circus dance showing expression and character	Sending and Receiving L1 To roll a ball towards a target Sending and Receiving L2 & L3 To track, send and receive a ball with your feet	Sending and Receiving L4 & L5 To develop throwing and catching skills Sending and Receiving To send and receive a ball using a racket

		dynamics and how they can show an idea				
Design Technology vehicles wheels, axle chassis					DT WEEK Mechanisms: Wheels + Axles Design and make a vehicle to carry an animal safely	
Music Unit Focus: Composing music on Garage Band using I pads	Learning how to import loops in garage band	Learning to create a song that has ABCD structure	Learning how to create contrast and edit your work	Playing the song to the class and receive feedback	Storytelling Week Soundtrack your story	DT Week