

Year 2 Spring Two Curriculum Overview 2026

Topic: London Now and in 1666 during the Great Fire
Key Text: On the Way Home by Jill Murphy/ Samuel Pepys - Great Fire of London
Additional Text: The Queen’s Hat by Steve Antony
Key Curriculum Drivers: History / Geography of London now and in the past
Trips/Workshops: London Boat trip and Great Fire of London workshop (Visitors in School)
Significant People: Samuel Pepys, Royal family, Christopher Wren

Key Dates

<p><u>Monday 23rd February</u> Inset Day</p>	<p><u>Tuesday 3rd March</u> London Boat Trip</p> <p><u>Thursday 5th March</u> World Book Day</p>	<p><u>Friday 13th March</u> Y2 Parent drop-ins</p>	<p><u>Tuesday 17th March</u> Eid Assembly</p> <p><u>Tuesday 17th and Wednesday 18th</u> Parent consultations</p>	<p><u>Tuesday 24th March</u> Easter Assembly</p> <p><u>Wednesday 25th March</u> Great Fire of London Workshop</p> <p><u>Thursday 26th March</u> Passover Assembly</p>
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Homework

<p>Sent Out: 27th Feb Due: 11th March</p>		<p>Sent Out: 13th March Due: 25th March</p>		
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Subject	Week 1 23rd February - 27th February (4 Days)	Week 2 2nd March -6th March	Week 3 9th March - 13th March	Week 4 16th March - 20th March	Week 5 23rd March - 27th March
<p>English/ Speaking and Listening/ Drama/ Writing</p>	<p style="text-align: center;"><u>London Landmarks</u></p> <p>Lesson 1: London Landmark research facts (Group work) I can read and retrieve information about London Landmarks.</p> <p>Lesson 2/3: London Landmark leaflet (assessment)</p>	<p style="text-align: center;"><u>On the Way Home/Boat Trip</u></p> <p>Lesson 1: Write own version of On the Way Home I can write a simple narrative which makes sense.</p> <p>I can use capital letters and full stops in <u>most</u> of my sentences.</p> <p>Lesson 2: Recount of Boat Trip</p>	<p style="text-align: center;"><u>Great Fire of London</u></p> <p>Lesson 1: WOW Display (Link with History) I can find out about the past using a range of artefacts, pictures and stories.</p> <p>Lesson 2: GFOL Questions</p>	<p style="text-align: center;"><u>Great Fire of London</u></p> <p>Lesson 5: Samuel Pepys Research I can read and retrieve information about Samuel Pepys.</p> <p>Lesson 6: Samuel Pepys Diary Plan</p>	<p style="text-align: center;"><u>Great Fire of London</u></p> <p>Lesson 5: Recount of the Workshop (assessment) I can write about real events, simply and clearly.</p> <p>I can use the present and past tenses <u>mostly</u> correctly and consistently.</p> <p>I can use coordination (or/and/but) to join clauses.</p>

	<p>I can write effectively for different purposes using what I read to help with my grammar and vocabulary.</p> <p>I can use the present and past tense mostly correctly and consistently.</p> <p>Read: On the Way Home by Jill Murphy</p> <p>Lesson 4: Plan Class version of On the Way Home I can plan a narrative by writing down ideas, key words, including new vocabulary.</p>	<p>I can write about real events, simply and clearly.</p> <p>Lesson 3: World Book Day: My favourite book is.... because... I can use spacing between words which reflects the size of the letters.</p> <p>I can use subordination when/if/that/because</p>	<p>I can write questions and use question marks when needed.</p> <p>I can write about real events, simply and clearly.</p> <p>Lesson 3: Great Fire of London fact file – (research) (Link to History) I can read and retrieve information about the Great Fire of London.</p> <p>Lesson 4: Great Fire of London fact file (Link to History) I can write about real events, simply and clearly.</p>	<p>I can plan a narrative by writing down ideas, key words, including new vocabulary.</p> <p>Lesson 7/8: Samuel Pepys Diary Entry I can write a simple narrative which makes sense. I can use the present and past tenses <u>mostly</u> correctly and consistently.</p>	
Spelling Programme	<p>Unit 4 The 'W special' How do 'w' and 'qu' change the sounds that 'a', 'ar' and 'or' make in some words?</p>		<p>Unit 5 Why do I swap the 'y' for an 'i' when I add the suffix -es?</p>	<p>Unit 6 Why do some words have the spelling 'ey' for the sound /ee/?</p>	<p>Unit 7 Why do some words end -le, -al, -il or -el?</p>
English / Handwriting	Unit 13: Practising joining ascenders: al	Unit 14: Practising joining from the letter o	Unit 15: Practising printing	Unit 16: Practising joining to and from the letter c	Unit 17: Practising writing the letter g
Maths	<p><u>Multiplication</u> I can explain how groups of 5 and 10 are related</p> <p>I can explain the relationship between multiples of five and ten</p> <p>I can use knowledge of the relationships between the five and ten times tables to solve problems</p>	<p><u>Multiplication</u> I can explain how a factor of zero or one affect the product</p> <p>I can represent multiplication equations in different ways</p> <p>I can use knowledge of the two, five and ten times tables to solve problems</p>	<p><u>Multiplication</u> I can explain how a multiplication equation with two as a factor is related to doubling</p> <p>I can double two-digit numbers</p> <p>I can multiply efficiently when one of the factors is two</p> <p>I can explain how halving and doubling are related</p> <p>I can halve two-digit numbers</p>	<p><u>Division</u> I can explain that objects can be grouped equally & identify when they can't be grouped equally</p> <p>I can explain the relationship between division expressions and division stories</p> <p>I can calculate the number of equal groups in a division story</p> <p>I can use my knowledge of skip counting and division to solve problems relating to measure</p>	<p><u>Division</u> I can use their knowledge of division to solve problems</p> <p>I can use skip counting to solve a sharing problem</p> <p>I can skip count using the divisor to find the quotient</p> <p>I can solve a variety of division problems, explaining my understanding</p>

				I can use my knowledge of skip counting and division to solve problems relating to measure	
Geography / History	<p>What does a map of London look like?</p> <p>To use sources to explore/extract info about a place</p> <p>To explore a map of London, locating key features and landmarks</p> <p>To create a simple map of London that includes a key</p>	London Boat Trip	<p>What was the Great fire of London and when did it happen?</p> <p>To be able to ask/answer historical questions, to show that they know and understand key features of events</p>	<p>How and why did the fire spread?</p> <p>To identify and use a range of artefacts, pictures, stories, online resources, to find out about the past</p> <p>To label a timeline, to include significant people</p>	<p>Great Fire of London Workshop</p> <p>What would it be like to live in 1666? (workshop)</p> <p>To be able to ask/answer historical questions, to show that they know and understand key features of events.</p> <p>Why has a fire like the one in 1666 not happened again?</p> <p>To compare aspects of life from different periods</p> <p>To use sources of evidence from the unit to explain why a fire like the GFOL in 1666 would not happen again.</p>
<p>Science Materials</p> <p>Which material is best?</p> <p>To identify and describe the suitability of a variety of everyday materials, including wood, metal, glass, brick, rock, paper and cardboard for particular uses</p>	<p>What is it made of?</p> <p>To identify and describe the properties of everyday materials using a variety of objects</p> <p>Scientific Enquiry: Identifying, grouping and classifying:</p>	<p>Why are objects made of different materials?</p> <p>To identify and describe the suitability of a variety of everyday materials for particular uses</p> <p>Scientific Enquiry: Observing and comparing</p>	<p>Which objects can change shape? (double lesson)</p> <p>To find out how the shapes of solid objects can be changed by squashing, bending, twisting and stretching</p> <p>Scientific Enquiry: Comparative testing</p>	<p>Which material would make the best pair of curtains?</p> <p>To explore the suitability of materials for different uses</p> <p>Scientific Enquiry: Comparative testing</p>	<p>Great Fire of London Workshop</p> <p>What is the best fabric for a pair of curtains?</p> <p>To carry out simple tests and record data</p> <p>Scientific Enquiry: Comparative testing</p>
PSHE Keeping Safe	I know how to keep safe at home	London Boat Trip	To know how to stay safe around strangers	To know the difference between a secret and a surprise	<p>To know people who can help</p> <p>To know how to tell a trusted adult if/when I am worried for</p>

	I know how to get help in an emergency	To know how rules and restrictions keep me safe outside I know how to get help in an emergency To know who can help me if I am in danger	To know when to say yes, no, I'll ask or I'll tell To know how to get help in an emergency To write a list of rules on how to keep safe around strangers	To list things I should keep private to keep myself and others safe To know what privacy means To know how to avoid and remove myself from potentially unsafe situations	myself or others, if I feel unsafe or if something scares or concerns me
RE Big Question 4: What is our situation?	<p>Situation is about understanding the position we find ourselves in, the person we are and how we live and interact in the world. How does a person's position or situation form a 'lens' through which they may understand the world?</p> <ul style="list-style-type: none"> • learn and use new vocabulary such as religion, worldview, secular, belonging, lens, community and organised groups • talk about the different organised groups in the school and wider community • categorise these groups into secular and religious categories • explore why people may belong to a range of secular or religious groups • reflect on how belonging to an organised group may make them different from others outside that group 				
Art and Design Collage and Drawing	To use their sketchbooks and models/photos of animals as reference for their own design ideas	To make a pop-up card of London buildings	To make a pop-up card of London buildings	To investigate a range of tones through drawing light/dark lines, shapes and patterns To observe and draw a group of shapes from observations Drawing houses from 1666	To investigate a range of tones through drawing light/dark lines, shapes and patterns To observe and draw a group of shapes from observations Drawing houses from 1666
Computing	Scratch Junior To explore a new application (lesson 1)	London Boat Trip	Scratch Junior To create an animation (lesson 2)	Scratch Junior To follow an algorithm (lesson 4)	Scratch Junior To plan and create code to create an algorithm (lesson 5)

<p>PE</p>	<p><u>Sending and Receiving L1</u> To roll a ball towards a target</p> <p><u>Sending and Receiving L2 & L3</u> To track, send and receive a ball with your feet</p>	<p><u>Sending and Receiving L4 & L5</u> To develop throwing and catching skills</p> <p><u>Sending and Receiving</u> To send and receive a ball using a racket</p>	<p><u>Yoga</u> To copy and repeat yoga poses</p> <p>To develop an awareness of strength when completing yoga poses</p>	<p><u>Yoga</u> To develop an awareness of flexibility when completing yoga poses</p> <p>To copy and remember actions linking them into a flow</p>	<p><u>Yoga</u> To create a flow and teach it to a partner</p> <p>To explore poses and create a yoga flow</p>
<p>Music Classical Music</p>	<p>To learn about the classical period</p>	<p>To perform the Hen chant fluently in 6 groups</p>	<p>To create a Hen chant development</p>	<p>To create our own version of the Hen Symphony</p>	<p>To listen to the Hen symphony and recognise the 6 ideas and the sonata parts.</p> <p>To sing songs about The Great Fire of London</p>