

CARDINAL NEWMAN CATHOLIC PRIMARY SCHOOL
YEAR 2 TERMLY OVERVIEW – Spring 2026
What a Wonderful World



| Week | Events | R.E. | Flourish | English | Maths | Science | Humanities | Art/DT | Music | Computing | PE |
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| 5 th Jan | Epiphany Mass 6/1/26 | <u>From the Gailee to Jerusalem</u> The preaching of John the Baptist. | <u>I am unique</u> To learn that we are unique, with individual gifts, talents and skills. | <u>Talk for Writing: The Papaya the Spoke (non-fiction newspaper)</u> Cold task/ Immersion of text and retelling the story through drama. | <u>Properties of Shape</u> Faces, edges & vertices of 3d shapes. Sort and make patterns with 3d shapes | <u>Habitats</u> Life process. | <u>Geography – India</u> Where is India? | <u>DT - Structures (A chair for Baby Bear)</u> Evaluating structure. | <u>Great Fire of London: Year 2 production</u> To explore dynamics through listening and performing. | <u>Programming</u> Giving instructions. | <u>Fitness</u> Running <u>Ball Skills</u> Hitting a target |
| 12 th Jan | | <u>From the Gailee to Jerusalem</u> Jesus is baptised. | <u>Girls and Boys</u> That girls and boys have been created by God to be both similar and different. | <u>Talk for Writing: The Papaya the Spoke (non-fiction newspaper)</u> Exploring the text. | <u>Money</u> To count money – notes and coins. | <u>Habitats</u> It feels good to be alive. | <u>Geography – India</u> What are the physical features of India? | <u>DT - Structures (A chair for Baby Bear)</u> How does the shape of something effect its strength. | <u>Great Fire of London: Year 2 production</u> To explore dynamics through composition and performance. | <u>Programming</u> Robot algorithms. | <u>Fitness</u> Jumping <u>Ball Skills</u> Stop a rolling ball |

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| 19 th Jan | | <u>From the Gailee to Jerusalem</u> Cure of a paralytic. | <u>Clean and healthy</u> Our bodies are good, and we need to look after them. | <u>Talk for Writing: The Papaya the Spoke (non-fiction newspaper)</u> Innovation | <u>Money</u> Calculate with money and find change. | <u>Habitats</u> Introduction to habitats. | <u>Geography – India</u> What are the physical features of the UK and how do the two compare? | <u>DT - Structures (A chair for Baby Bear)</u> How does the thickness of material effect its strength. | <u>Great Fire of London: Year 2 production</u> To perform with a steady pulse with a partner. | <u>Programming</u> Making predictions. | <u>Fitness</u> Skipping <u>Ball Skills</u> Dribbling |
| 26 th Jan | Science: Explorer Dome | <u>From the Gailee to Jerusalem</u> The choice of the twelve. | <u>Clean and health</u> How to maintain personal hygiene. | <u>Talk for Writing: The Papaya the Spoke (non-fiction newspaper)</u> Invention of our own text. | <u>Multiplication and division</u> Making and recognising equal groups. | <u>Habitats</u> Woodland habitats. | <u>Geography – India</u> How are the climate and weather different in the UK to Chembakoli? | <u>DT - Structures (A chair for Baby Bear)</u> Making a chair for baby bear. | <u>Great Fire of London: Year 2 production</u> To identify beat groupings. | <u>Programming</u> Creating maps and routes. | <u>Fitness</u> Changing direction <u>Ball Skills</u> Kicking a ball |
| 2 nd Feb | Fr Richard visit to Violet Class | <u>From the Gailee to Jerusalem</u> The calming of the storm. | <u>Internet Safety</u> To know that information found online is not always true | <u>Poetry repeating patterns</u> Exploring poetry. | <u>Multiplication and division</u> Introducing multiplication with arrays and equal grouping. | <u>Habitats</u> Rainforest and ocean habitats. | <u>Geography – India</u> <u>What are some the human features of Chembakoli?</u> | <u>DT - Structures (A chair for Baby Bear)</u> Making a chair for baby bear. | <u>Great Fire of London: Year 2 production</u> To create and perform rhythms using notation. | <u>Programming</u> Algorithm design | <u>Fitness</u> Developing strength <u>Ball Skills</u> Throwing and catching |
| 9 th Feb | Parents evenings | <u>From the Gailee to Jerusalem</u> The | <u>Children's Mental Health</u> To create our | <u>Poetry repeating patterns</u> | <u>Multiplication and division</u> | <u>Habitats</u> | <u>Geography – India</u> How does | <u>DT - Structures (A chair for Baby Bear)</u> | <u>Great Fire of London: Year</u> | <u>Programming</u> | <u>Fitness</u> Agility, balance |

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| | Children's Mental Health Week | parable of the lost sheep. | <u>Week</u> This is my place – to know that I belong | own poems. | 2 times tables, dividing by 2. Doubles and halves. | Food chains. | Chembakoli compare with Hersham? | Evaluating my chair for baby bear. | <u>2 production</u> To perform a rhythm using notation as part of a whole class ensemble. | Debugging | and coordination <u>Ball Skills</u> Dribbling a ball with your hands. |
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Half term

| Week | Events | R.E. | Flourish | English | Maths | Science | Humanities | Art/DT | Music | Computing | PE |
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| 24 th Feb | Science Fair | <u>Desert to the Garden</u> Jesus enters Jerusalem | <u>Feelings, likes and dislikes</u> That it is natural for us to relate to and trust each other. | <u>Talk 4 Writing – Newspapers (Non-Fiction)</u> Cold task/ Immersion of text and retelling the story through drama. | <u>Multiplication and division</u> 10 times tables, dividing by 10. Doubles and halves. | <u>Microhabitats</u> Identifying and classifying minibeasts. | <u>History – The Great fire of London</u> How did the fire start? | <u>Art – Texture and Form (Tudor Houses)</u> Features of Tudor houses | <u>Great Fire of London: Year 2 production</u> Rehearsals | <u>Data and information</u> Counting and comparing | <u>Dance</u> Stories through dance <u>Team building</u> Working with others |
| 3 rd Mar | St David's Day (guiding /scouting uniforms) Book week (6/3/26 – Book day) Ash Wednesday <u>Blue</u> class mission week | <u>Desert to the Garden</u> The last supper | <u>Feeling Inside Out</u> Understanding that feelings and actions are different. | <u>Talk 4 Writing – Newspapers (Non-Fiction)</u> Exploring the text. | <u>Multiplication and division</u> 5 times tables, dividing by 5. Doubles and halves. | <u>Microhabitats</u> Introduction to scientific enquiry. | <u>History – The Great fire of London</u> Why did the fire spread so quickly? | <u>Art – Texture and Form (Tudor Houses)</u> What is texture and form? | <u>Great Fire of London: Year 2 production</u> Rehearsals | <u>Data and information</u> Entering data | <u>Dance</u> Developing an idea <u>Team building</u> Communication |

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| | Big lent Walk | | | | | | | | | | |
| 10 th Mar | Fr Richards to visit Blue class Inset Day (14/3/26) Year 2 Library Visit | <u>Desert to the Garden</u> The crucifixion and death of Jesus | <u>Healthy Relationships</u> Resolving conflict. | <u>Talk 4 Writing – Newspapers (Non-Fiction)</u> Innovation | <u>Measurement</u> Length and height | <u>Microhabitats</u> Minibeast hunt. | <u>History – The Great fire of London</u> How did we know so much about the fire? | <u>Art – Texture and Form (Tudor Houses)</u> Exploring texture and form | <u>Great Fire of London: Year 2 production</u> Rehearsals | <u>Data and information</u> Creating pictograms | <u>Dance</u> Moving to the beat <u>Team building</u> Solving a challenge |
| 17 th Mar | Year 2 Great Fire of London Production (20/3/26) | <u>Desert to the Garden</u> The Easter Vigil | <u>Super Susie gets angry</u> Managing feelings | <u>Talk 4 Writing – Newspapers (Non-Fiction)</u> Invention of our own text. | <u>Measurement</u> Compare mass and measure in grams and kilograms. | <u>Microhabitats</u> Planning an experiment | <u>History – The Great fire of London</u> How did the fire end | <u>Art – Texture and Form (Tudor Houses)</u> Making a Tudor house | <u>Great Fire of London: Year 2 production</u> Performance | <u>Data and information</u> What is an attribute? | <u>Dance</u> Facial expressions <u>Team building</u> Communication and trust |
| 24 th Mar | Mass (24/3/26) Fr Richards to visit Violet Class Violet Class mission week | <u>Desert to the Garden</u> Peter's message | <u>Feelings and emotions</u> Exploring what to do when you are angry | <u>Diary Entries</u> Exploring diaries. | <u>Measurement</u> Compare volume and capacity, measure in millilitres and litres. | <u>Microhabitats</u> Woodlice experiment | <u>History – The Great fire of London</u> How did the fire end? | <u>Art – Texture and Form (Tudor Houses)</u> Making a Tudor house | <u>Great Fire of London: Year 2 production</u> Evaluation | <u>Data and information</u> Describing people using attributes | <u>Dance</u> Pathways and levels <u>Team building</u> Team skills |
| 31 st Mar | Holy week | <u>Desert to the Garden</u> Peter at the tomb | <u>Healthy relationships</u> Looking after our well being | <u>Diary Entries</u> To create our own diary entries. | <u>Measurement</u> Temperature | <u>Microhabitats</u> What is a botanist? | <u>History – The Great fire of London</u> Was the Great fire of London really a disaster? | <u>Art – Texture and Form (Tudor Houses)</u> Evaluation | <u>Great Fire of London: Year 2 production</u> Evaluation | <u>Data and information</u> Presenting information | <u>Dance</u> Creating and rehearsing a dance <u>Team building</u> Creating a map |

End of Term