

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

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

	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.
--	-------------------------------	----------------------------	---	------------	---	--------------	----------------------------------	------------------------------------	--	-----------	---

Half term
-----------

Week	Events	R.E.	Flourish	English	Maths	Science	Humanities	Art/DT	Music	Computing	PE
24 <sup>th</sup> 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 <sup>rd</sup> Mar	St David's Day (guiding /scouting uniforms)  Book week (6/3/26 – Book day)  Ash Wednesday  Blue 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

	Big lent Walk										
<b>10<sup>th</sup> Mar</b>	Fr Richards to visit <b>Blue</b> 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
<b>17<sup>th</sup> Mar</b>	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
<b>24<sup>th</sup> Mar</b>	Mass (24/3/26)  Fr Richards to visit <b>Violet</b> Class  <b>Violet</b> 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
<b>31<sup>st</sup> Mar</b>	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