



# Year 2 Spring Planning 2026



Subject	Planning	
<b>Religious Education</b>	<p><b>Branch 3 Galilee to Jerusalem</b></p> <p>Pupils will deepen their understanding of Jesus through his baptism by John the Baptist, learning about the symbolism of water as cleansing and new birth. They will explore how baptism begins a relationship with God and how the Holy Spirit is present in this sacrament. By examining the role of John the Baptist in calling people to turn back to God, pupils will connect with themes of repentance and forgiveness, and reflect on how Jesus' parables and miracles reveal God's love and call to make good choices.</p> <p>Pupils will be able to:</p> <p>Retell the story of John the Baptist and Jesus' baptism</p> <p>Recognise parables as a special kind of story Jesus used in the Bible</p> <p>Recognise that everyone is tempted to make bad choices (sin), but that God loves and forgives all people</p> <p>Correctly use religious words and phrases to understand how Catholics say sorry to God in prayer</p> <p>Recognise that the miracles of Jesus are signs that He is the Son of God</p> <p>Understand that Jesus chose twelve special friends, called Apostles, to help Him share God's love with others</p>	<p><b>Branch 4 – Desert to Garden</b></p> <p>Pupils will deepen their understanding of Jesus through learning about His time in the desert, where He was tempted but chose to do what was right. They will explore how Jesus shows us how to resist temptation and trust in God. Pupils will reflect on how prayer helps people grow closer to God and make good choices in their own lives.</p> <p>Through studying key Gospel stories, pupils will learn how Jesus taught people about God's love and forgiveness, and how He invites everyone to live in loving relationships with God and others. Pupils will also explore how Christians try to follow Jesus' example by caring for others and choosing what is good.</p> <p>Pupils will be able to:</p> <p>Retell the story of Jesus being tempted in the desert</p> <p>Recognise that Jesus shows us how to make good choices, even when things are difficult</p> <p>Recognise that people sometimes make wrong choices (sin), but God always loves and forgives us</p> <p>Correctly use religious words and phrases to describe how Catholics ask for God's forgiveness in prayer</p> <p>Recognise that Jesus teaches people about God through stories and actions</p> <p>Understand that prayer helps Christians grow closer to God and follow Jesus' example</p>
<b>English</b>	<p><b>Purpose:</b> To narrate</p> <p><b>Instructions:</b> How to build a habitat</p> <p><b>Purpose:</b> To instruct</p>	<p>Build on previous units &amp; focus on:</p>



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	<p>Build on previous units &amp; focus on: Formation of adjectives using suffixes e.g. –ful, –less Use of the suffix –ly to turn adjectives into adverbs Build on previous units &amp; focus on: Correct choice and consistent use of past and present tense throughout writing</p> <p>Build on previous units &amp; focus on: Use of capital letters, full stops and question marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling (contractions)</p> <p><b><u>Spring Two</u></b> Purpose: To narrate Purpose: To inform</p> <p>Build on previous units &amp; focus on: Use of the Suffixes –er &amp; –est in adjectives Use of the suffix –ly to turn adjectives into adverbs Expanded Noun Phrases for description and specification</p> <p>Build on previous units &amp; focus on: Correct choice and consistent use of past and present tense throughout writing including progressive forms of verbs Build on previous units &amp; focus on:</p> <p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Apostrophes to mark singular possession in nouns</p>	<p>Learn that the grammatical patterns in sentence indicates its function as a question and an exclamation</p> <p><b>Spellings</b> Revision of Year 1 spelling rules and</p> <ul style="list-style-type: none"><li>• Learning about the past tense, adding –ed to verbs</li><li>• Using capital letters, full stops, exclamation marks and question marks.</li><li>• Using the conjunctions: because, when if and that</li><li>• Using Standard English when speaking and writing</li><li>• Learning about the four types of sentences – statements, questions, commands and exclamation</li></ul> <p>Learning about nouns, adjectives and verbs</p> <p><b>Reading for Pleasure:</b> Stories linked to the Vehicle Texts Various familiar stories</p>
<b>Maths</b>	<p><b>Daily Practice</b></p> <ul style="list-style-type: none"><li>• Retrieval – FB4</li></ul>	<p><b><i>Multiplication and Division</i></b></p> <ul style="list-style-type: none"><li>• recall and use multiplication and division facts for the 2, 5 and 10 multiplication</li></ul> <p><b><i>Fractions</i></b></p>



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	<ul style="list-style-type: none"><li>Counting from 1 to 100</li><li>Basic skills games</li></ul>	<ul style="list-style-type: none"><li>tables, including recognising odd and even numbers</li><li>calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (<math>\times</math>), division (<math>\div</math>) and equals (=) signs</li><li>show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot</li><li>solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts</li><li></li></ul>	<ul style="list-style-type: none"><li>find, name and write fractions of a length, shape, set of objects or amount, including <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math>, and <math>\frac{3}{4}</math></li><li>write simple fractions facts such as <math>\frac{1}{2}</math> of 6 = 3 and <math>\frac{2}{4} = \frac{1}{2}</math></li><li>Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (<math>^{\circ}\text{C}</math>); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels</li><li>Compare and order lengths, mass, volume/capacity and record the results using <math>&gt;</math>, <math>&lt;</math> and <math>=</math></li><li>Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value</li><li></li></ul>
	<p><b>Money</b> Find different combinations of coins that equal the same amounts of money</p> <ul style="list-style-type: none"><li>Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change</li></ul> <p>All maths will have reasoning and problem solving interwoven throughout the children's learning.</p>		



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<b>Science</b>	<p><b><i>Living things and their habitats</i></b></p> <ul style="list-style-type: none"><li>• Explore and compare the differences between things that are living, dead and things that have never been alive</li><li>• Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants and how they depend on each other</li><li>• Identify and name a variety of plants and animals in their habitat including microhabitats</li><li>• Learn how animals adapt to extreme environments like deserts and polar regions.</li><li>• Describe how animals obtain their food from plants and other animals, using the idea of simple, food chain and identify and name different sources of food</li><li>• Develop scientific skills through observation, data collection, and classification activities.</li></ul> <p><b><i>Plants</i></b></p> <ul style="list-style-type: none"><li>• Explore the diverse parts of plants, including flowers, leaves, stems, and roots, through hands-on observation and grouping activities.</li><li>• Investigate what plants need to grow and stay healthy, focusing on water, sunlight, and temperature.</li><li>• Practical experiments will explore how plants grow differently in light and dark environments.</li><li>• Develop scientific skills such as making predictions, planning experiments, and observing changes over time</li></ul>		
<b>Computing</b>	<table><tr><td data-bbox="315 978 1196 1540"><p><b><i>Programming using Scratch Jr</i></b></p><ul style="list-style-type: none"><li>• Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions.</li><li>• Create and debug simple programs. Use logical reasoning to predict or estimate or guess the behaviour of simple programs.</li><li>• Use logical reasoning to predict and debug more complex programs.</li><li>• Can create and debug with improved confidence and efficiency. Begin to program using simple block code.</li><li>• Programme a robot or software to do a particular task.</li><li>• Be able to explain the order needed to do things to make something happen and to talk about it as an algorithm.</li></ul></td><td data-bbox="1196 978 2096 1540"><p><b><i>Storing &amp; Presenting Data</i></b></p><ul style="list-style-type: none"><li>• Use technology purposefully to create, organise, store, manipulate and retrieve digital content</li><li>• Recognise common uses of information technology beyond school. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the Internet or other online technologies.</li><li>• Identify the benefits of using technology, such as creating content and communicating efficiently.</li><li>• Create a graph or chart using data collected on a specific topic area.</li><li>• Talk about the data that is shown in their chart or graph.</li></ul></td></tr></table>	<p><b><i>Programming using Scratch Jr</i></b></p> <ul style="list-style-type: none"><li>• Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions.</li><li>• Create and debug simple programs. Use logical reasoning to predict or estimate or guess the behaviour of simple programs.</li><li>• Use logical reasoning to predict and debug more complex programs.</li><li>• Can create and debug with improved confidence and efficiency. Begin to program using simple block code.</li><li>• Programme a robot or software to do a particular task.</li><li>• Be able to explain the order needed to do things to make something happen and to talk about it as an algorithm.</li></ul>	<p><b><i>Storing &amp; Presenting Data</i></b></p> <ul style="list-style-type: none"><li>• Use technology purposefully to create, organise, store, manipulate and retrieve digital content</li><li>• Recognise common uses of information technology beyond school. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the Internet or other online technologies.</li><li>• Identify the benefits of using technology, such as creating content and communicating efficiently.</li><li>• Create a graph or chart using data collected on a specific topic area.</li><li>• Talk about the data that is shown in their chart or graph.</li></ul>
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	<ul style="list-style-type: none"><li>Understand what an algorithm is and demonstrate simple linear algorithms.</li></ul>	<ul style="list-style-type: none"><li>Use a variety of software to manipulate and present digital content in different ways with increasing independence.</li></ul>
<b>Spanish</b>	<ul style="list-style-type: none"><li>Name, feelings, where you live, age</li><li>Family members, Familia Dedo song.</li><li>Ricitos de Oro, El Pequeno Elefante story</li><li>Colours (10), Numbers 1-20/20-1</li></ul>	
<b>History</b>	<ul style="list-style-type: none"><li>Discuss the lives of significant individuals in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods (Florence Nightingale and Agnes Jones).</li><li>Ask and answer questions, choosing parts of stories and other sources to show that he/she knows and understands key features of events</li><li>Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented</li></ul>	
<b>Geography</b>	<p><b>Comparing Liverpool to Medellin, Colombia</b></p> <ul style="list-style-type: none"><li>How are the City of Liverpool and the City of Use maps to gather information about the city of Liverpool and the city of Medellin in Colombia</li><li>Locate places/landmarks on a map.</li><li>Use aerial photographs to recognise basic human and physical features.</li><li>Recognise basic map symbols.</li><li>Use simple fieldwork skills to study the geography of Liverpool.</li><li>Make simple observations.</li><li>Make comparisons of the physical and human features of Liverpool and Medellin.</li></ul>	
<b>Music</b>	<p><b>Jupiter</b></p> <ul style="list-style-type: none"><li>To perform a fanfare inspired by the music of Richard Strauss.</li><li>To create a class performance inspired by the music of Gustav Holst.</li><li>To create a group performance inspired by the music of Gustav Holst.</li><li>To refine, rehearse and perform our Jupiter piece as a group.</li><li>To recognise changes in tempo and perform in time with the pulse.</li><li>To create a school anthem inspired by the music of Gustav Holst.</li></ul> <p><b>Folksongs</b></p>	



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	<ul style="list-style-type: none"><li>• To identify the pulse, playing on beat 1 to accompany singing.</li><li>• To embed pulse and explore key features of folk songs.</li><li>• To understand how texture can be created when singing in a round.</li><li>• To use texture and dynamics in a class performance.</li><li>• To understand the difference between pulse and rhythm.</li><li>• To read and respond to notated rhythm patterns.</li></ul>	
<b>Art</b>	<p><b><i>Van Gogh</i></b></p> <p>Children will draw with different skills from other artists, they will develop understanding of how to adapt hatching and stippling into hatch crossing and other more complex drawing markings. Children will have an understanding of different artists' techniques to compare styles and how that creates mood.</p>	
<b>Design Technology</b>	<p><b><i>Making a Healthy Snack</i></b></p> <ul style="list-style-type: none"><li>• Understand the need for a variety of food in the diet.</li><li>• Understand that all food has to be farmed grown or caught.</li><li>• Use a wider range of cookery techniques to prepare food safely.</li></ul>	
<b>PE</b>	<p><b><i>Gymnastics</i></b></p> <ul style="list-style-type: none"><li>• To perform gymnastic shapes and link them together.</li><li>• To perform gymnastics shapes with control and link them together.</li><li>• To use shapes to create balances.</li><li>• To use shapes to create balances.</li><li>• To link travelling actions and balances using apparatus.</li><li>• To develop travelling actions and balances using apparatus.</li></ul>	<p><b><i>Dance</i></b></p> <p>THEME: Secret Garden</p> <p>To remember, repeat and link actions to tell the story of my dance. To develop an understanding of dynamics and how they can show an idea. Use counts of 8 to help you stay in time with the music.</p> <p>THEME: The Circus</p> <p>To copy, remember and repeat actions using facial expressions to show different characters. To explore pathways and levels. To remember and rehearse our circus dance showing expression and character.</p> <p>THEME: The Rainforest</p> <p>To copy, repeat and create actions in response to a stimulus. To copy, create and perform actions considering dynamics. To</p>



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		<p>create a short dance phrase with a partner showing clear changes of speed.</p> <p>THEME: Jack Frost</p> <p>To copy, repeat and create movement patterns in response to the theme. To create and perform using unison, mirroring and matching with a partner. To remember and repeat actions and dance as a group.</p>
PSHE	<p><b>Healthy minds</b> – To understand that mental wellbeing is a normal part of daily life, in the same way as physical health. To know that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</p> <p><b>Different types of responsibilities</b> - To learn about things they can do to help look after their environment.</p>	
RSHE	<p><b>Physical</b></p> <p>To describe ways of being safe in communities.</p>	
Enrichment weeks	<ul style="list-style-type: none"><li>• Children's MH week</li><li>• STEM week</li><li>• El Dia de la paz</li><li>• Hispanic Week</li><li>• Lenten activities</li></ul>	