

## Curriculum Overview

### Millipedes (Year 2) Spring Term 2026

#### Interdisciplinary Question: How did London adapt and change after the Great Fire?

| Key Texts  | Anticipated Writing Outcomes  |
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| <p><b>English</b> The Great Fire of London - Emma Adams and James Weston Lewis<br/> Fire Cat - Pippa Goodhart<br/> Vlad and the Great Fire of London - Katie Cunningham<br/> The Great Fire of London by Paul Perro (poetry)</p>   | <ul style="list-style-type: none"> <li>Non-fiction text incorporating different text types: a poster and a diary entry in role.</li> <li>Writing a setting description</li> <li>Nonfiction writing - writing a newspaper report</li> <li>Writing an advert (Science cross-curricular link)</li> </ul>   |
| Science  | Geography   |
| <p><b>Everyday Materials (Spring 1)</b></p> <p><b>Tudor Houses</b></p> <ul style="list-style-type: none"> <li>Investigation on magnetism</li> <li>Investigation on absorbancy</li> <li>To make contributions to planning a comparative test - Which materials make the best invisible ink?</li> <li>Learn about the properties of materials used in modern building construction, including around the exterior of the school.</li> <li>Discuss the properties of ideal buildings, including function and materials</li> <li>Recycling - why and how</li> <li>Properties of materials - which resume original shape after stretching, bending or rolling?</li> </ul> <p><b>Plants (Spring 2)</b></p> <ul style="list-style-type: none"> <li>What do plants need to grow and stay healthy - plan investigation</li> <li>Describe how seeds grow into mature plants</li> <li>Describe how bulbs grow into mature plants</li> <li>Describe what plants need to grow and stay healthy - checking results from week 1</li> <li>Explain how some materials are less harmful to our planet</li> </ul> | <p><b>Exploring the United Kingdom</b></p> <ul style="list-style-type: none"> <li>Identifying the countries and capitals of the UK and Ireland</li> <li>Locating UK cities using compass directions (focussing on London)</li> <li>Identifying human and physical features of the UK</li> <li>Investigating satellite photos of the UK (focussing on London)</li> <li>Comparing the city and the countryside</li> <li>Identifying famous features and characteristics of countries of the UK</li> <li>Identifying flags of the United Kingdom</li> <li>Identifying the four seasons of weather in the UK</li> </ul>   |
|  | <p style="text-align: center;"><b>History</b></p> <p><b><u>Why did the Great Fire of London cause so much destruction?</u></b></p> <ul style="list-style-type: none"> <li>To know when the Great Fire of London happened</li> <li>To identify differences and similarities between ways of life in different periods</li> <li>To know and understand key features of an event beyond living memory that are nationally significant.</li> <li>To understand some of the ways in which we find out about the past and identify different ways in which it is represented.</li> <li>To understand some of the ways in which we find out about the past and identify different ways in which it is represented.</li> <li>To understand key features of events, choosing and using parts of stories and asking and answering questions.</li> <li>What happened after the great fire?</li> <li>Exploring how London changed after the Great Fire</li> <li>Understanding how fire safety has changed since the Great Fire</li> </ul> |

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|   | <p style="text-align: center;"><b>Art and Design (Spring 1)</b></p> <p><b><u>Pudding Lane Scene</u></b></p> <ul style="list-style-type: none"> <li>• Colour mixing - research and experimentation             <ul style="list-style-type: none"> <li>◦ To use a variety of colours to represent fire (primary, secondary, tertiary)</li> <li>◦ To name colour swatches</li> </ul> </li> <li>• Drawing using different media.             <ul style="list-style-type: none"> <li>◦ To create the shape patterns of fire using mark making, sketching and shading</li> </ul> </li> </ul>  |
| <b>Music</b>  | <b>Design and Technology (Spring 2)</b>   |
| <p><b><u>Spring 1 - Bolero and Ravel</u></b></p> <ul style="list-style-type: none"> <li>• To listen with concentration and understanding to a range of high-quality live and recorded music.</li> <li>• To identify orchestral instruments by their sound and understand how they contribute to a piece of music.</li> <li>• To identify changes in dynamics in music and why the dynamics change</li> <li>• To compose and write out short rhythms using crotchet and quaver notation and dynamics</li> <li>• Play the glockenspiel and evaluate a piece of music</li> </ul> <p><b><u>Spring 2 - The Firebird</u></b></p> <ul style="list-style-type: none"> <li>• To listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>• To understand that different instruments can be used to create different images and effects</li> <li>• To put sounds together to create a piece about a Firebird</li> <li>• To compose a piece to describe part of a bird's life story</li> <li>• To respond to music in different ways</li> </ul> | <p><b><u>Pudding Lane Bakery following recipes to make King's biscuits, rock cakes and pomanders.</u></b></p> <ul style="list-style-type: none"> <li>• Handle ingredients safely and hygienically</li> <li>• Measure or weigh using measuring cups or electronic scales.</li> <li>• Assemble or cook ingredients.</li> </ul> <p><b><u>Building Tudor houses</u></b></p> <ul style="list-style-type: none"> <li>• Cut materials safely using tools provided.</li> <li>• Measure and mark out to the nearest centimetre.</li> <li>• Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen).</li> </ul> |

## Discrete Subjects

| Maths   |  |
|---|--|
| <p><b>Measurement: Money</b></p> <ul style="list-style-type: none"> <li>Counting money</li> <li>Making the same amount</li> <li>Identifying notes</li> <li>Identifying total groups of notes</li> <li>Comparing money- to review in SODA time</li> <li>Finding totals and differences</li> <li>Finding change</li> <li>Two-step problems involving money – SODA time.</li> </ul> <p><b>Number Multiplication and Division</b></p> <ul style="list-style-type: none"> <li>Make equal groups - sharing.</li> <li>Make equal groups grouping.</li> <li>Divide by 2</li> <li>Odd and Even numbers</li> <li>Divide by 5 and 10</li> <li>Recall division facts for 2,5,10 times table</li> </ul>  | <p><b>Measurement: Length and height</b></p> <ul style="list-style-type: none"> <li>Measure length (cm, m)</li> <li>Compare and order lengths.</li> <li>Use four operations with lengths.</li> </ul> <p><b>Measurement: Mass, capacity and temperature</b></p> <ul style="list-style-type: none"> <li>Compare mass</li> <li>Measure mass (g and Kg)</li> <li>Compare capacity</li> <li>Millilitres and litres</li> <li>Begin to measure Temperature.</li> </ul>                  |
| Religious Education   | Relationships, Sex and Health Education  |
| <p><b><u>Spring 1</u></b></p> <p>Why do Jewish families talk about repentance at New Year?<br/>(The Emmanuel Project)</p> <ul style="list-style-type: none"> <li>Why do Jewish families talk about repentance at New Year?</li> <li>Retell the story of Jonah and begin to talk about its meanings.</li> <li>Describe what happens in a synagogue at Yom Kippur</li> <li>Why is the Torah such a joy for the Jewish community?</li> </ul> <p><b><u>Spring 2</u></b></p> <p>Why does Easter matter to Christians?</p> <p><b>Understanding Christianity: Salvation (Digging Deeper)</b></p> <ul style="list-style-type: none"> <li>Recognise that Incarnation and Salvation as part of a ‘big story’ of the Bible.</li> <li>Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation.</li> <li>Recognise that Jesus gives instructions about how to behave.</li> <li>Give at least three examples of how Christians show their beliefs about Jesus’ death and resurrection in church worship at Easter.</li> <li>Think, talk and ask questions about whether the story of easter has anything to say to them about sadness, hope or heaven, exploring different ideas</li> </ul> | <p><b>Jigsaw</b></p> <p><b><u>Spring 1 - Dreams and Goals</u></b></p> <ul style="list-style-type: none"> <li>Goals to success</li> <li>My learning goals</li> <li>Learning with others</li> <li>A group challenge</li> <li>Celebrating our achievements</li> </ul> <p><b><u>Spring 2 - Healthy me</u></b></p> <ul style="list-style-type: none"> <li>Being healthy</li> <li>Being relaxed</li> <li>Medicine safety</li> <li>Healthy eating</li> <li>Healthy, Happy me</li> </ul> |
| Physical Education  | Computing  |
| <p><b><u>Spring 1</u></b></p> <p><b>Dance (indoor)</b></p>  | <p><b><u>Presentation Skills</u></b></p> <ul style="list-style-type: none"> <li>Use technology safely and</li> </ul>   |

- Theme: Secret Garden
- Theme: The Circus
- Theme: The Rainforests
- Theme: Jack Frost

### **Team Building (outdoor)**

- To follow instructions and work with others
- To co-operate and communicate in a small group to solve challenges
- To create a plan with a group to solve challenges
- To communicate effectively and develop trust
- To use teamwork skills to work as a group to solve problems
- To work with a group to copy and create a basic map

### **Spring 2**

#### **Fitness (indoor)**

- To learn how to run for a long time
- To develop jumping in a long rope using timing
- To develop coordination individual skipping
- To develop stamina and change of direction
- To explore exercises to develop strength
- To develop agility, balance and coordination

#### **Target Games (outdoor)**

- To consider how much power to apply when aiming at a target
- To understand how to score using overarm and underarm throwing
- To develop striking to a target
- To develop hitting a moving target
- To select and apply the appropriate skill to the target game
- To shown an improvement in my personal best

respectfully.

- Use technology purposefully to create, organise, store, manipulate and retrieve digital content.
- New slide, slide layout
- Add and format an image
- Reorder slides and present
- Searching and printing