

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

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

Discrete Subjects

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

- 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 show 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