

Year Group: 2 Curriculum Planning Lent 1 2026

Class Teacher: Mrs Harrison

PHSE - Keeping Myself Safe

- Harold's picnic
- How safe would you feel?
- What should Harold say?
- I don't like that!
- Fun or not?
- Should I tell? Some secrets should never be kept.

Word of the Week:

Epiphany, Baptism,
Discipleship, Scripture,
Inspiration, Diversity.

R.E.

Books
Thanksgiving
Opportunities

CREATIVE ARTS

Music: Provider – 'Reggae'

PE: Provider – Fitness **CT:** Gymnastics

African Story Telling Art: To develop a range of drawing/mark making techniques, undertaking observational drawings, learning how to create expressions to illustrate characters. To develop illustrations to tell a story – being inspired by the artist Quentin Blake.

HUMANITIES:

Geography – Africa

To use maps and identify the seven continents and oceans.
To recognize and describe the physical features of Africa.

History – Nelson Mandela

To study and compare the lives of significant individuals in history.
To understand the significance and impact of the life of Nelson Mandela – creating a life timeline.

CENTRAL THEME

Continents



Africa

Technology Computing:

Multimedia

Creating a fact-file of **African Animals**, developing digital literacy, creating, editing and saving a word document.

Copy and paste images and changing text types.

ENGLISH- 'AFRICA'

Weekly reading comprehension – fiction & non-fiction using topic context.

X3 weeks **African Folk Tales** – The Spider Weaver – retelling a folk tale.

X3 weeks **African Familiar Story** – 'The Hunter' by Paul Geraghty – persuasive writing.

SPaG – CL . ? ! commas (list & subordination) and apostrophe for omission. Subordinating clause/conjunction (because, when, if, that), expanded noun phrase, exclamations, adverbs, singular and plural.

Little Wandle bridge to spelling: Complete the code Year 2 spellings and rules for adding suffixes.

MFL-French
Provider –
learning
about
animals and
family.

SCIENCE: Living Things & Habitats (UK .v. AFRICA)

Can you explore and compare the differences between things that are living, dead, and things that have never been alive? Can you identify that most living things live in habitats that they are suited to and describe how different habitats provide for the basic needs of different kinds of plants and animals, and how they depend on each other?

Can you describe how animals obtain their food from plants and other animals, using the idea of a simple food chain?

Working Scientifically: Can you use information texts to help you find out about scientific ideas? Can you use simple equipment to carry out a comparative test? Can you say whether you were surprised or not by what happened? Can you identify, group and classify things observing similarities and differences? Can you share what you have found out by talking, drawing and writing using scientific vocabulary? Can explain information in a bar chart or table? Can you see and explain patterns in results?

Differentiation

Teacher and TA support differentiation through task, time, intervention or outcome.

Provision Maps for pupils with SEN

Support resources (word banks/writing frames/ICT, visual timetable etc where appropriate)

MATHS: (White Rose)

Daily Practice – Number Fluency

3D Shapes

Money

Multiplication & Division