Year Group: 2 Curriculum Planning Pentecost 1 2026

Class Teacher: Mrs Harrison & Mrs Astley(Monday afternoon) Teaching Assistants: Miss Carroll

Word of the Week:

Faith, Vocation, Witness, Example, Communication, Pentecost

PSHE: Developing a positive attitude, learning about wellbeing, keeping my body healthy – the importance of cleanliness, diet and exercise.

R.E.

Spread the Word
Rules
Treasures

CENTRAL THEME

Invaders & Settlers
Knights & Castles

Plants

CREATIVE ARTS

Music: Provider - The pupils will explore further the inter-dimensions of sound by forming a classroom band - this will include the combination of the learning covered in Advent and Lent Terms.

PE: Provider x1 session – Striking and fielding (cricket) Net & Wall Games

Art: Clay shields and castles

To develop techniques using hands and tools to shape clay, adding decorations and using drawing to design a castle/shield tile. Investigate and collect images of Medieval shields, coats of arms and castles. To create your own coat of arms/castle design with meaningful symbols. Creating a clay shield using air dried clay and repeating patterns. Decorating using acrylic paint, display and evaluate.

HUMANITIES: Knights & Castles History:

To recognise and sequence castles through time, recognising chronological order. To ask and answer questions about the location of castles: Why were castles built in certain locations? To ask and answer questions using different sources of information to find out what life was like in medieval castles buildings. To compare castle buildings with homes today. To ask and answer questions about different roles people had in castles. To analyse and evaluate the impact of people on castle life. To compare castles life/jobs with present day roles. **Geography:** To use a world map to locate castles in each of the seven continents. To revise the seven continents, oceans, poles and equator line. To locate Nottingham castle on a map of the UK. To revise countries and capital cities of the UK.To use a simple key and N, S, E, W compass points. To use **locational** & **directional language** (near, far, left, right).

Computing: Rodocodo

To learn how to create and use functions.
To create basic loops.
To fix bugs in programs.

ENGLISH- 'Knights & Castles - Dragons'

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

X3 weeks **Myths & Legends** – Dragon Stoorworm
X3 weeks **Poetry** - Dragons

SPaG – Sentence: Fronted adverbs, subordination, dialogue, using commas for noun and adjective lists, CL . , ? ! '

Word & Phrases: adjective, noun, verb, adverb, noun phrases (2 adjectives before a noun), progressive tense, singular and plural, suffixes –ful –less –ment –ness –ly.

Creative Grammar: Rhyme, alliteration, onomatopoeia, imagery.

Little Wandle Spelling Units: a/ar/or, el/il/al/le, ey/ee/ea, suffix –ies Homophones

MFL-French -

Provider - pupils will learn various items of food vocabulary and will be able to order a snack and a drink from a menu. They will also look at venues such as the market and the ice-cream parlour.

SCIENCE: Plants

To identify a range of common plants and identify how plants may grow from either seeds or bulbs. To know the life cycle of a flowering plant - that seeds germinate and grow into seedlings which then continue to grow into mature plants. These mature plants may have flowers which then develop into seeds, berries, fruits etc. To know that plants need light, soil nutrients, water, air and a particular temperature to grow well. To know that seeds and bulbs need to be planted outside at particular times of the year and they will germinate and grow at different rates, that certain plants prefer certain growing conditions in terms of lights, space and soil type.

Working scientifically: To explore the world of plants and question how things change and how they happen. To recognise that there are different ways in which questions can be answered. To carry out tests to notice and measure change over time using standard units of measurement (plant growth). To use practical resources to gather evidence to answer questions. To record measurements and observations using grids, graphs and diagrams. To use measurements and identify patterns to help suggest answers to questions. To communicate findings by presenting some data in grids and graphs.

MATHS: (White Rose)

Daily Practice – Number Fluency
Fractions
Telling the Time
Statistics
Problem Solving & Efficient Methods

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)