



Holy Trinity C of E Primary School Curriculum Overview

Term: Spring

Year: 2

Year 2: Our Key Adults

Class teacher: Ms Kurban

Support staff: Mr Georgie and Ms Fatima

Other important adults: Ms Mackenzie (Headteacher), Ms Mather (Deputy Head), Mr Gorner- Patel (Assistant Head and SENDco), Chelsea Sewell (Admin officer), Mr Aaron (Attendance officer and PE coach).

Homework return and reading book change day- Friday

Texts we will read in English lessons



Mathematics

- Introduction to multiplication
- Introduction to division structures
- Shape
- Time
- Position and Direction

For more information on the Maths curriculum we use at Holy Trinity, please click here:

[Year 2 curriculum map | NCETM](#)



Reading






Setting	Initial	Intermediate
All the beginning of the story... All the end of the story... The character thinks that... The book belongs to that person... The word/phrase is important because...	The word 'helps' is 'helps' because... The word 'helps' is 'helps' because... The word 'helps' is 'helps' because... The word 'helps' is 'helps' because... The word 'helps' is 'helps' because...	I predict that 'because'... This is similar to... The word 'because' is 'because' because... The word 'because' is 'because' because... The word 'because' is 'because' because...
Progression	Summarising	Writing lines
The word 'because' is 'because' because... The word 'because' is 'because' because... The word 'because' is 'because' because... The word 'because' is 'because' because... The word 'because' is 'because' because...	The paragraph is about... The paragraph is about... The paragraph is about... The paragraph is about... The paragraph is about...	This reminds me of 'because'... This reminds me of 'because'... The character 'reminds me of'... The character 'reminds me of'... The character 'reminds me of'...

Strong reading skills are vital for success across the curriculum, but they also nurture creativity and expression. By seeing how authors use language, structure, and style our methodology ensures reading is about more than just recognising words — it's about understanding, enjoying, and thinking deeply about what we read.

From Year 2 upwards, children are taught strategies such as predicting what might happen next, working out tricky vocabulary, asking questions, and making inferences to uncover hidden meanings. These skills not only help them make sense of stories and information but also inspire their own writing. The more children read, the more ideas, words, and styles of writing they absorb, which strengthens their imagination and expression.

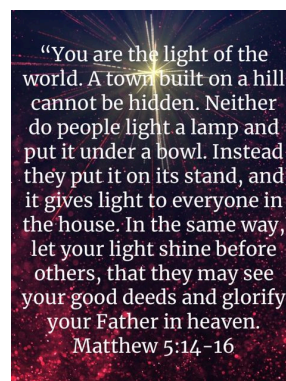
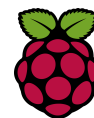
Science	Religious Education
<p><u>Growing seeds and bulbs:</u></p> <ul style="list-style-type: none"> observe and describe how seeds and bulbs grow into mature plants find out and describe how plants need water, light and a suitable temperature to grow and stay healthy identify and name the basic parts of a flowering plant, including roots, stem, leaves and flowers recognise that plants are living things and grow and change over time observe and record changes in plants as they grow, using simple observations compare how different plants grow from seeds and bulbs <p><u>Growing up (Animals and Humans)</u></p> <ul style="list-style-type: none"> notice that animals, including humans, have offspring which grow into adults observe and describe changes in animals, including humans, as they grow older describe the basic stages of the life cycle of humans and other animals identify the basic needs of animals, including humans, for survival, including food, water and air 	<p>At Holy Trinity, we follow the RE Curriculum designed by the LDBS. More information about the LDBS curriculum can be found here:</p> <p>https://ldbs.co.uk/primary-re-syllabus#gsc.tab=0</p> <p>This term we will answer the following questions:</p> <p><u>Judaism</u></p> <ul style="list-style-type: none"> Why are they having a party? <p><u>Christianity</u></p> <ul style="list-style-type: none"> How do the symbols of Easter help us to understand the meaning of Easter for Christians? 
History	History
<p><u>The Great Fire of London</u></p> <ul style="list-style-type: none"> When and where the GFoL started and why it was such a significant event. Place the Great Fire of London on a timeline with other historical events we have learnt about How and why the Great Fire of London started and why it spread so rapidly and widely Why we remember Samuel Pepys' diary today and what it tells us What remains today that helps us to remember the impact of the Great Fire of London. 	<p><u>The Moon Landing</u></p> <ul style="list-style-type: none"> We will learn about the first Moon landing and why it was a significant event in history. We will explore who the astronauts were, including Neil Armstrong, and find out what happened in 1969 when humans first walked on the Moon. We will place the Moon landing on a timeline alongside other important historical events and learn how it changed people's understanding of space and exploration. We will use photographs, videos and simple accounts to help us understand what life was like for astronauts and why the Moon landing is still remembered today.

Art and Design Technology	Personal, Social, Health and Citizenship Education
<p><u>Art - London Landscapes</u></p> <ul style="list-style-type: none"> ● Observe the London skyline (naming significant buildings), identifying shapes and patterns ● Explore different tones of one colour ● Blend complementary tones to form a background ● Draw shapes using lines that resemble the shapes of significant London landmarks ● Compose shapes in a way that complement each other ● Refine my art work, including adding detail <p><u>Art - Moon Landing</u></p> <ul style="list-style-type: none"> ● We will create space-themed artwork inspired by James Webb's space photography of the Moon and outer space. ● We will use dotting techniques to create textured sky and space backgrounds and explore second-grade monoprinting to make Earth prints. ● Pupils will experiment with colour, pattern and printing to create pictures of Earth, the sky and space, developing their creativity and fine motor skills while exploring different art techniques. 	<p>PSHCE is taught using the Jigsaw scheme of work.</p>  <p><u>Dreams and Goals</u> We are learning to set realistic goals and think about how to achieve them, understand how to keep ourselves healthy, and recognise how we work with others. We will learn how to work well as part of a group, understand what it means to feel relaxed or stressed, and identify things that help us to relax and manage our feelings.</p> <p><u>Healthy Me</u> We are learning how to keep our bodies healthy by understanding the importance of food, medicines and relaxation. We will learn which foods our bodies need every day, how to sort foods into food groups, and how to make healthy snacks. We will also learn what it means to feel relaxed or stressed and how medicines help our bodies when they are used safely.</p> 
Physical Education	Wider Curriculum
<p>PE Day- Friday. Please wear your PE kit to school every Friday.</p> <p><u>Basketball</u>, to develop physical skills such as throwing, catching, bouncing and shooting, while improving coordination, agility and</p>	<p>British Values are taught and discussed through our whole school acts of collective worship and in our RE and PSHE lessons.</p> <ul style="list-style-type: none"> ● Music and singing are taught by our specialist music teacher. ● Computing is taught via iPads, or

control, alongside social and emotional skills including teamwork, communication, cooperation and self-confidence.

Cricket, to develop physical skills such as throwing, catching, striking and bowling, while improving hand-eye coordination, balance and accuracy, alongside social and emotional skills including teamwork, turn-taking, resilience and fair play.

through hands-on practical resources using the scheme Raspberry Pi.



School Trips: This term Y2 will visit: Science Museum

Many parents are keen to help their child by doing activities which support their education in school. Some suggested activities are listed below, linking to what we are studying this term.

- Talk about the Great Fire of London at home. Can your child explain when it happened and why it spread so quickly? Look at pictures of London before and after the fire and spot the differences.
- See if you can visit The Monument or talk about why it was built and what it remembers.
- Read or watch a child-friendly video about the Great Fire of London and discuss what life was like in 1666. <https://www.youtube.com/watch?v=QSfMmsJUBjE>
- Plant some seeds or bulbs at home. Talk about what the plants need to grow and observe how they change over time.
- Go on a nature walk and look for plants and animals. Where do they live? How do these habitats help them survive? Your nature walk could be inspired by Ranger Hamza's excellent series on CBeebies, which can be found here. <https://www.bbc.co.uk/iplayer/episodes/m000fjck/lets-go-for-a-walk>
- Talk about how humans grow and change. Can your child explain how they are different now compared to when they were a baby?
- Watch a short clip or read a book about space and astronauts and discuss what it might be like to live in space. There are some great space related episodes of Get Set Galactic, which can be found here: <https://www.bbc.co.uk/iplayer/episodes/m001m08w/get-set-galactic>

- Look at photos of the London skyline and talk about famous landmarks such as Big Ben, St Paul's Cathedral and The Shard. Take the 149 to London Bridge, and on the way you'll see Monument, and if you go to the last stop, you'll be right by The Shard.
- Try creating a London skyline artwork at home using paper, card or recycled materials. Bring it to school to show Ms Kurban!
- Visit Horizon 22- London's tallest public viewing platform (it's free- and you can just turn up without booking!), talk about what you can see from the top. Can your child spot landmarks they recognise and describe how London looks from above? To get there, take the 149 to Camomile Street, and then head to the Horizon 22 foyer. There's a cafe up there too! You can book a free ticket here, if you don't want to just turn up! <https://horizon22.co.uk/book>
- The Garden at 120 Fenchurch Street is another excellent free space to take in the views of London. You don't need to book, just turn up! https://www.thegardenat120.com/#content/page/roof_garden
- Children over the age of 4 can begin swimming lessons (without a parent needing to get in the water). Learning to swim is great for improving confidence, as well as being a life saving, super skill. You can find out more about swimming lessons at our local Better Leisure Centres here: <https://www.better.org.uk/what-we-offer/lessons-and-courses/swimming>
- Practise learning to ride a scooter or bike. The Velodrome in Stratford offers great learn to ride sessions, starting with Velo-balance- where children can ride balance bikes and begin to learn how to pedal a 2-wheeler. <https://www.better.org.uk/leisure-centre/lee-valley/velopark/kids-activities>

Important dates this for your diary:

- Wednesday 21st January- Holy Moly Family Service
- Friday 23rd January- Y2 Trip to the Science Museum/ Wonderlab
- Friday 23rd January- PTA- Pie Day
- Thursday 5th February, 9.15am- Candlemass Service at Holy Trinity Church- parents welcome
- Friday 6th February- Family Friday
- Sharing Assembly
- Friday 13th February- Break up for half term
- Monday 23rd February- pupils return to school
- Wednesday 25th February- Holy Moly Family Service
- Tuesday 3rd March- Y2 Sharing Assembly
- Thursday 5th March- World Book Day
- Friday 6th March- Family Friday
- Thursday 26th March, 9.15am- Easter Service at Holy Trinity Church- parents welcome
- Thursday 26th March- 3.45- 5.00pm- PTA- Easter Bake Off/ Easter Fair
- Friday 27th March- Break up for Easter holidays
- Monday 13th April- Pupils return to school

