

Year 2

Shine Brightly Curriculum

Spring 2026

Overview of the spring term curriculum

Art	Computing	DT	French	Geography	History	Music
Focus: Printing Unit: Monoprinting	Focus: Effective Searching	Focus: Creating a Structure Unit: Stable Structures	Focus: Over the Rainbow Focus: Dinosaurs	Focus: Human Geography Unit: Visiting Cornwall	Unit: The Reign of Queen Victoria Golden Thread: Monarchy and Power	Focus: Composing Unit: Compose music using a non-musical stimulus
PE	PSHE	RE	Science	Reading	Writing	Maths
Focus: Gymnastics Invasion Games	Focus: Dreams and Goals Focus: Relationships	Focus: Judaism and Christianity Unit: Prayer and Worship, Jesus as the gift of God (Incarnation)	Focus: Biology Unit: Plants, Animals Including Humans	Fiction: I was a Rat Giraffe and the Pelly and Me Counting on Katherine Non-fiction: The Street Beneath My Feet Neil Armstrong Poetry: Inside the villains	Fiction: Supertato The Owl who was Afraid of the Dark Non-fiction: Explanation Text: Why are fruits and vegetables good for us? Discussion: Birds as Pets	Geometry – Shape Number – Multiplication & Division Measurement – Length & Height Measurement – Mass, Capacity, Temperature.



As artists in Year 2, we are learning:

Art

Term: Spring

Unit: Monoprinting

As artists, we are learning about monoprinting.

As artists, we are exploring different tools to make marks on a monoprint.

As artists, we are learning to use the additive monoprinting technique.

As artists, we are learning to use the subtractive monoprint technique.

As artists, we are learning to create printed pattern using monoprinting techniques learnt.

As artists, we are learning to create a portrait using monoprint techniques learnt.

Composite: To create a portrait using monoprinting techniques learnt (additive and subtractive).



As technologists in Year 2, we are learning:

Computing

Term: Spring

Focus: Effective Searching

As technologists, we are learning to understand the terminology associated with the Internet and searching.

As technologists, we are learning to develop our understanding of searching the Internet.

Composite: To create a leaflet to help someone search for information on the internet.



As designers in Year 2, we are learning:

D.T

Term: Spring

Unit: Stable Structures

As designers, we are learning what a stable structure is and its purpose.

As designers, we are learning to investigate what techniques can be used to stabilise freestanding structures.

As designers, we are learning to design a free-standing structure that uses stabilising structures.

As designers, we are learning to build a free free-standing structure using stabilising techniques.

As designers, we are learning to evaluate the stability of our structures.

Composite

Label the stabilising techniques used on photos of local structures including the Tamar Bridge (prior to visit on the residential).



As linguists in Year 2, we are learning:

French

Term: Spring 1

Focus: Over The Rainbow

As linguists, we are learning to listen and respond to colours in French.

As linguists, we are learning to understand and remember colours in French.

As linguists, we are learning to listen and join in with the 'rainbow song' in French.

As linguists, we are learning to understand some weather phrases.

As linguists, we are learning to understand and remember some weather phrases.

As linguists, we are learning to listen and join in with a weather song.

Composite: Discuss the weather each day in French during break-time.



As linguists in Year 2, we are learning:

French

Term: Spring 2

Focus: Dinosaurs

As linguists, we are learning to identify and name a dinosaur.

As linguists, we are learning to say 'my name is...' in French.

As linguists, we are learning to count 1 to 10 in French.

As linguists, we are learning to identify and name some colours.

As linguists, we are learning to identify and name different habitats.

As linguists, we are learning to listen to a story in French.

Composite: To listen to and understand a story in French.



As geographers in Year 2, we are learning:

Geography

Term: Spring

Unit: Visiting Cornwall

As geographers, we are learning about the location of Cornwall.

As geographers, we are learning about the physical features of Cornwall.

As geographers, we are learning to understand the attraction of physical features within Cornwall.

As geographers, we are learning to understand the attraction of the human features within Cornwall.

As geographers, we are learning about what makes Cornwall different from other counties.

As geographers, we are learning about where people stay to experience Cornwall.

Composite: Cross-Curricular Writing – Should you Visit Cornwall?



As historians in Year 2, we are learning:

History

Term: Spring

Unit: The Reign of Queen Victoria

Golden Thread: Monarchy & Power

As historians, we are learning about who Queen Victoria was and what led to her becoming queen.

As historians, we are learning about a Victorian childhood and comparing that to a childhood today.

As historians, we are learning to understand life in the workhouses.

As historians, we are learning about the primary inventions of the Victorians and the impact that they have had on Britain today.

As historians, we are learning to understand the industrial revolution and the impact that it had on Britain during Queen Victoria's reign.

As historians, we are learning to present our knowledge about how Britain changed during Queen Victoria's reign

Composite: Create a class post about Queen Victoria's reign for the school's social media page, highlighting significant events in chronological order.



As musicians in Year 2, we are learning:

Music

Term: Spring

Focus: Composition

As musicians, we are learning what a non-musical stimulus is.

As musicians, we are learning to respond to a non-musical stimulus.

As musicians, we are learning to improvise simple question and answer phrases.

As musicians, we are learning what dot and stick notation is.
Use graphic symbols.

As musicians, we are learning to use music technology to capture, change and combine sounds.

As musicians, we are learning to create our own compositions using notation and performing them.

Composite: Children perform their compositions using a non-musical stimulus to another class or in assembly.



As sports people in Year 2, we are learning:

P.E

Term: Spring

Focus: Gymnastics

As sports people, we are learning to perform gymnastic shapes and link them together.

As sports people, we are learning to perform gymnastic shapes with control and link them together.

As sports people, we are learning to use shapes to create balances.

As sports people, we are learning to link travelling actions and balances using apparatus.

As sports people, we are learning to develop travelling actions and balances using apparatus.

As sports people, we are learning to demonstrate different shapes, take off and landing when performing jumps.

Composite: To create a sequence using apparatus.



As sports people in Year 2, we are learning:

P.E

Term: Spring

Focus: Invasion Games

As sports people, we are learning to understand what being in possession means and support a teammate to do this.

As sports people, we are learning to understand that scoring goals is an attacking skill and to explore ways to do this.

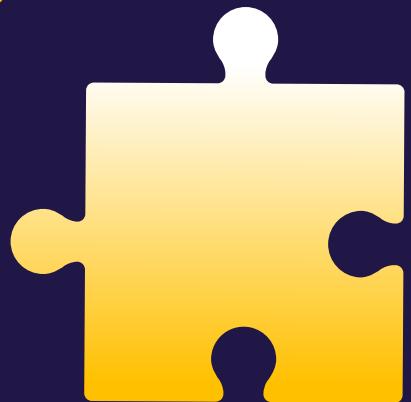
As sports people, we are learning to understand that stopping goals is a defending skill and explore ways to do this.

As sports people, we are learning to explore how to gain possession.

As sports people, we are learning to mark an opponent and understand that this is a defending skill.

As sports people, we are learning to apply simple tactics for attack and defending.

Composite: To apply skills to an invasion game.



As successful citizens in Year 2, we are learning:

PSHE

Term: Spring

Focus: Dreams and Goals

As successful citizens, we are learning to choose a realistic goal and think about how to achieve it.

As successful citizens, we are learning to carry on trying even when tasks are difficult.

As successful citizens, we are learning to recognise who I work well with and who it is more difficult for me to work with.

As successful citizens, we are learning to work well in a group to create an end product.

As successful citizens, we are learning to explain some of the ways we worked well in a group to create an end product.

As successful citizens, we are learning to know how to share success with other people.

Composite: To share the end-product as a class and share success with others.



As successful citizens in Year 2, we are learning:

PSHE

Term: Spring

Focus: Relationships

As successful citizens, we are learning to identify the different members of my family and understand the relationship I have with each of them.

As successful citizens, we are learning to understand that there are lots of forms of physical contact within a family and some is acceptable and other forms are not.

As successful citizens, we are learning to identify some of the things that may cause conflict with my friends.

As successful citizens, we are learning to understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret.

As successful citizens, we are learning to recognise and appreciate people who can help me in my family, my school and my community.

As successful citizens, we are learning to express my appreciation for the people in my special relationships.

Composite: To create 'awards' to show the special qualities people in the class have.



As theologists in Year 2, we are learning:

R.E

Term: Spring

Unit: Judaism- Prayer and Worship

As theologists, we are learning to talk about our favourite place and why it is special to me.

As theologists, we are learning to understand why Jerusalem and the synagogue are special to Jews and why what they might see at the synagogue.

As theologists, we are learning about the Jewish Holy Book and explain how it is used.

As theologists, we are learning about special clothing Jews wear when visiting the synagogue

As theologists, we are learning to explain what happens when Jews visit the synagogue for worship and prayer.

As theologists, we are thinking about how the synagogue might give special feelings to Jews.

Composite: To design a special place, using similar features to those seen in a synagogue.



As theologists in Year 2, we are learning:

R.E

Term: Spring

Unit: Christianity – The Resurrection of Jesus at Easter

As theologists, we are discussing what we believe happens when something or somebody dies and how memories help me to remember

As theologists, we are learning to recall parts of the Easter story (to the crucifixion) and say what we think happens next.

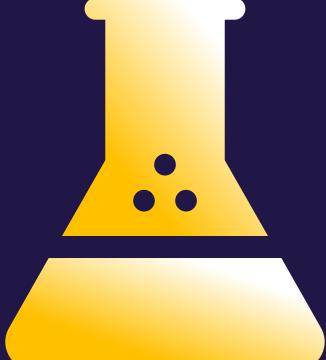
As theologists, we are learning to recall parts of the Easter story (after the crucifixion).

As theologists, we are learning to recall parts of the Easter story (after the resurrection).

As theologists, we are learning to recall what Christians believe happened on or after Easter Sunday.

As theologists, we are considering what symbols we would use when celebrating people we love or new life.

Composite: To buddy up with EYFS to share the Easter Story.



As scientists in Year 2, we are learning:

Science

Term: Spring

Focus: Plants

As scientists, we are learning about what is a plant.

As scientists, we are learning to observe and explore seeds and bulbs.

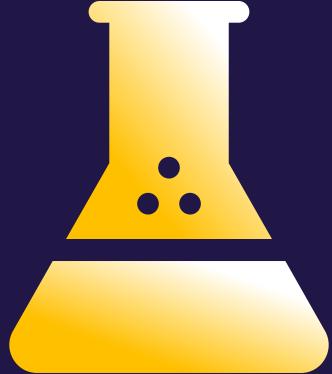
As scientists, we are learning to classify and group seeds and bulbs.

As scientists, we are learning how to plant seeds and bulbs.

As scientists, we are learning how to germinate and care for plants.

As scientists, we are learning how to observe and measure plant growth.

Composite: Children plant and grow a range of bulbs and seeds using their learning.



As scientists in Year 2, we are learning:

Science

Term: Spring

Focus: Animals inc. humans

As scientists, we are learning to identify the offspring of different animals.

As scientists, we are learning about the life cycles of different animals.

As scientists, we are learning to understand what animals need to survive.

As scientists, we are learning about the importance of exercise.

As scientists, we are learning to classify food and identify a healthy diet.

As scientist, we are learning how hygiene helps animals to stay healthy.

Composite: Shortburst writing opportunity – children write why exercise is good for us.