



YEAR 2 – SPRING TERM 2026

Cultural Capital

- Broader understanding of the world.
 - Vocabulary
 - Cultural experiences
 - Personal skills



Cultural capital is the essential knowledge that children need to prepare them for their future success. It is about giving children the best possible start to their early education. Our cultural capital helps form our understanding, knowledge, experiences, thoughts and opinions. It helps us achieve goals, be successful, try different things and share our experiences with others.

Spirituality

We work together to encourage everyone to develop the 4 concepts of spirituality: self, others, world and beauty and beyond.



- Encounter - Learning about life
- Reflection - Learning from life
- Respond - Putting into action what we believe

Golden Threads

- Sustainability
 - Diversity
 - Religion
- Outdoor Learning



Substantive concepts, or golden threads of sustainability, diversity and religion will weave throughout the curriculum.

British Values

- Democracy
- Rule of Law
- Individual liberty
- Tolerance of different faiths and beliefs
- Mutual respect



We want our children to become responsible, active citizens who participate in democracy and public life with respect for diversity and a commitment to working towards greater community cohesion. Through engaging lessons, challenge and appropriate activities, we can give them a better understanding of themselves and others in the 'community of communities' in which they live. Children will develop their understanding of British values

ENGLISH

Writing

- Using different features of grammar including dialogue, commas, metaphor, pathetic fallacy, personification, onomatopoeia, adverbs, rhyme, imperative verbs, precise language, adverbs, conjunctions and contractions.
- Writing instructions including how to present instructional writing.
- Writing narrative including the structure of a story and writing for an audience.

Reading

- Reading as a class and in groups.
- Discussing texts and answering questions about them focussing on inference skills.



Connecting with nature – building a bird feeder and insect home
Transcendence - through literature.

Spelling

- Exploring spelling patterns and rules.



Tolerance and Diversity – reading texts about people from a variety of cultures



sustainability – learning how to make a bird feeder using recycled and natural items
Outdoor learning – building insect homes and bird feeders

MATHS

Number

- Recognising and using multiplication and division facts for the 2, 5 and 10 times tables.
- Mixed questions using the four operations of addition, subtraction, multiplication and division.
- Multiplying using an array.
- Dividing using a bar model.
- Select money to compare, make different amounts and find the change.

Measurement

- Reading scales.
- Measuring length, height, mass, capacity and temperature.



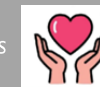
Self- money
Communal – pretend shops
Nature – measuring outside



Personal skills – Using maths within real life contexts including using money
Understanding and using maths vocabulary

SCIENCE

- Compare and contrast the properties of materials.
- Experiment with changing the shape of solid objects.
- Explain the differences between adult animals and their offspring, including humans.
- Explore different food types including why each group is important to animals, including humans.
- Classify things as living, non living or dead.
- Categorise animals and plants based on the conditions that they need to live in.
- Explain why a particular habitat is suitable for a living organism.
- Explain the differences in food chains for herbivores and carnivores.
- Observe similarities and differences between how seeds and bubs grow.
- Consider what plants need to stay healthy.



Self healthy eating
Communal – completing experiments in groups
World – living things



Mutual respect in collaborative group work



Outdoor learning
Diversity of the natural world

PE

- Work co-operatively and safely with a partner, a small group and apparatus.
- Throw, roll, dribble, kick, catch or strike a ball with some control.
- Understand the principles of a target game and use different scoring systems when playing games.
- Use simple tactics
- Perform the basic gymnastic actions with some control and balance.
- Plan and repeat simple sequences using levels, directions and shapes.



Self communal



Mutual respect in group work

RE

Special Books

- Thinking about books that are special to us.
- Finding out about books that are special to people of different religions.
- Discussing the concept of specialness.
- Visiting a local Synagogue.

Salvation

- Exploring the stories of Easter and Holy week using freeze frame drama.
- Responding to the idea of Salvation in the form of artwork.
- Thinking about the motivation behind Christians serving others and the different things that they choose to do.
- Exploring how forgiveness and grace relates to our lives
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- Exploring how forgiveness and grace relates to our lives.

Keywords—Incarnation, Sin, Salvation, Grace, Forgiveness



Diversity Religion



Tolerance of different faiths and beliefs when learning about different Holy Books

Mutual respect when exploring and sharing views held by others.



Self, communal, world and transcendence



Cultural experiences when visiting a Synagogue
Understanding and using theological vocabulary.



World Transcendence

HISTORY

What is our local area like and what/who should we remember?

- Learning about significant historical events, people and places in their own locality.
- Finding out why did The Deanery school got its name.
- Discussing and debating the importance of the Royal Town of Sutton Coldfield, Sutton Park, Bishop Vesey and other people and events of local significance.



Democracy when deciding whether events and people are significant or not

Mutual respect when listening to the opinions of others



Religion when learning about the history of the school and the person of Bishop Vesey



Transcendence

ART

Exploring the World through mono print

- Using a simple mono print technique to develop drawing skills, encouraging experimentation and ownership
- Finding out about the work of Xgaoc'o X'are and Leonardo Di Vinci



Broader understanding of the world by studying the work of different artists

MUSIC

- Representing a story using pitch, dynamics and tempo.
- Rehearsing and performing a soundscape in a group.
- Recognising different tempo and dynamics.



Communal Transcendence



Understanding and using musical vocabulary



Mutual respect when performing in a group

COMPUTING

Programming

- Understand what algorithms are
- Use decomposition to break a programing task into chunks.
- Create and debug simple programs
- Use logical reasoning to predict the behaviour of simple programs

Pictograms

- Collect and present data using tally charts and pictograms.
- Select suitable attributes.
- Interpret data



Understanding and using computing vocabulary

Developing personal computing skills



Communal group work Outdoor



Outdoor learning Collecting data

PSHE

Keeping safe

- Healthy relationships.
- Feelings and emotions

Rights and respect

- Living in the wider world
- Looking after the environment
- Money



Self, communal, world and transcendence



Sustainability – the environment



Rule of law, mutual respect and individual liberty throughout

GEOGRAPHY

What is our local area like and what/who should we remember?



World

- Using basic geographical vocabulary to refer to key physical and human features.
- Drawing and following maps.
- Using and making keys
- Compass points.



Understanding and using geographical vocabulary

Personal skills in navigation
Outdoor learning



Self-hygiene

DT

Design, make and evaluate a healthy fruit smoothie for a child to have a healthy diet

- Investigating existing smoothies to explore ingredients to use.
- Discussing and applying hygiene measures in cooking.
- Using simple utensils to grate, peel, slice and squeeze.
- Evaluating the final product



Sustainability using local, seasonal fruit



Personal skills learning how to work with different utensils



Individual liberty making individual choices in smoothie design