

# Curriculum Overview Spring 2026

## Horse Chestnut Class

### English Phonics

Phonics will be taught daily to Y2 members of the class using the multisensory Monster Phonics Programme. Graphemes and common exception words learnt earlier in the year, will be reinforced. Children will bring home supporting reading books that are linked to their current phonics level to develop fluency and comprehension.

### Writing

We will take inspiration for writing from a wide variety of fiction and non-fiction texts using the "Writing Root" from Literacy Tree curriculum.

Quality texts will be shared and aspects of the writing skills discussed and practised before application in independent writing.

### Reading

We will develop reading comprehension with children in Years 3 and 4 through guided reading and group comprehension lessons using the "Literacy Leaf" from the Literacy Tree curriculum scheme of work.

### Art & Design

#### Painting and Mixed Media: Life in Colour

This unit focuses on colour mixing and creating textures using different tools. It also covers collage techniques, encouraging pupils to experiment with materials.

### Maths Year 2

**Measurement Money** - count pence and pounds; make the same amount of money; compare amounts; make a pound.

**Length and height** - measure in centimetres and metres; compare and order lengths and heights.

#### Number

Multiplication and division - make equal groups; use arrays; 2, 5 and 10-times tables; divide by 2, 5 and 10.

### Year 3 and Year 4

**Number Multiplication** - find factor pairs; multiply and divide by 10 and 100; scaling; multiply 2- and 3-digit numbers by 1-digit numbers; divide 2- and 3-digit numbers by 1-digit numbers.

**Fractions** - understand numerators and denominators; compare and order unit and non-unit fractions; find fractions on a number line; find equivalent fractions; convert mixed numbers to improper fractions.

**Measurement:** Length and perimeter - measure in millimetres, centimetres, metres and kilometres; find equivalent lengths; add and subtract lengths; calculate perimeter.

### Computing

#### The Internet

The unit introduces children to the fundamentals of the internet, including its purpose, how we access it, and how to use it safely and effectively.

#### Route Planners

Following on from Route Explorers, children will plan algorithms and write code that includes angles of turn and the repeat command.

### Design & Technology

Mechanisms: Fairground wheel

Designing and creating a functional fairground wheel so that the wheel rotates and the structure stands freely.

### Science

#### Light

Recognise that light is needed in order to see things and that dark is the absence of light. Notice that light is reflected from surfaces. Recognise that light from the sun can be dangerous and that there are ways that eyes can be protected. Recognise that shadows are formed when the light from a light source is blocked by an opaque object. Find patterns in the way that the size of shadows change.

### PSHE

#### Health and wellbeing

Learning how to look after our teeth, practising visualisation as a way to relax, considering our strengths and future career options, learning how to break down barriers to help us achieve a goal, identifying a range of emotions and understanding the term 'mental health'.

### Music

Singing  
(Theme: On this island)

Learning folk songs and creating sounds to represent three contrasting landscapes: seaside, countryside and city.

### Geography

What is it like to live by the coast?

Describe the location of the seas and oceans surrounding the UK using compass points. Define what the coast is. Locate coasts in the UK. Name some of the physical features of coasts. Name features of coasts and label these on a photograph. Identify human features in a coastal town.

### Physical Education

#### Dance

Perform dances using a range of movement patterns. Link movement patterns together. Work individually, with a partner and in a group.

#### Gymnastics

To move with control. To balance using different body parts. To link movements. To participate in a performance.

### Science

#### Sound

Identify how sounds are made, associating some of them with something vibrating. Recognise that vibrations from sounds travel through a medium to the ear. Find patterns between the pitch of a sound and features of the object that produced it. Find patterns between the volume of a sound and the strength of the vibrations that produced it. Recognise that sounds get fainter as the distance from the sound source increases.

### Religion & World Views

#### Islam Introduction Unit

Children will explore a variety of questions and compare with their own worldviews.

**How are religion and worldviews shaped and expressed through art and architecture?**