

## English

### Explanation Texts

- Explain ideas and processes using imaginative and adventurous vocabulary and non-verbal gestures to support communication
- Listen to talk by an adult, remember some specific points and identify what they have learned
- Give some reasons why things happen or characters change
- Explain organisational features of texts, including alphabetical order, layout, diagrams, captions, hyperlinks and bullet points
- Draw on knowledge and experience of texts in deciding and planning what and how to write
- Use planning to establish clear sections for writing
- Use appropriate language to make sections hang together
- Write simple and compound sentences and begin to use subordination in relation to time and reason

### Different stories by the same author

- Identify the sequence:  
opening → something happens → events to sort it out → ending.
- Make deductions about why events take place in a particular order by looking at characters' actions and their consequences
- Understand elements of an author's style
- Know what characters are like from what they do and say as well as their appearance
- Make predictions about how they might behave

Cross-curricular writing based on different genres throughout topic.

## Science

### Living Things and Their Habitats

**NC: 1a, 1b, 1d, 1e, 2a, 2b, 2c, 2d**

- Explore and compare the differences between things that are living, dead, and things that have never been alive
- Find out that most living things live in a habitat which suits them.
- Describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.
- Identify and name a variety of plants and animals in their habitats, including microhabitats
- Describe how animals get their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

## Geography

**NC: KS1 2a, 3a, 3b, 4a, 4c**

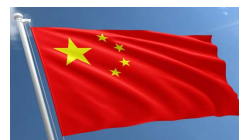
### How does our local area differ from Beijing?

To name and locate China and famous Chinese cities on a map  
To recognise similarities and differences to the Chinese culture and our own  
To compare climate and weather with Beijing and the North East.  
To compare schools in Beijing and the North East.  
To use fieldwork to compare physical Geography of schools using digimaps.  
Trip to China Town: (TBC)  
Sampling food typically eaten by Chinese people.

**Y2 Spring  
1  
2026**



## **A comparison with the UK and China**



Hello =

你好  
Nǐ hao !

P.E.

**NC: KS1 1, 2**

**Gymnastics:**

**Large Apparatus  
2Y – Tuesday  
2A – Wednesday**

## Computing

**NC: KS1 a, b, c, f  
Scratch Jr**

- Learn some of the technical words used in coding
- Create our own algorithms
- Debug our programs when they don't work how we expect.

## DT

**NC: KS1 1a, 1b, 2a, 2b, 3a, 3b**

**Design and make a fabric money purse to give someone for Chinese New Year.**

Sew a button  
fastening- Parents  
joining in session.

## Music

**NC: KS1 1, 2, 3, 4  
Musical me**

## Maths

### Addition and Subtractions

Add or subtract mentally a one-digit number or a multiple of 10 to or from any two-digit number  
Use practical and informal written methods to add and subtract two-digit numbers  
Use the symbols +, -, ×, ÷ and = to record and interpret number sentences involving all four operations  
Calculate the value of an unknown in a number sentence

### Multiplication and Division

Derive and recall multiplication facts for the 2, 5 and 10 times-tables and the related division facts; recognise multiples of 2, 5 and 10  
Read and write two-digit and three-digit numbers in figures and words  
Describe and extend number sequences and recognise odd and even numbers

### Measurement

Choosing and using standard units to estimate and measure length, height, mass, temperature, capacity using the correct unit and apparatus  
Recognise pounds and pence, different combinations of coins, simple money problems

### Position and direction

## R.E.

What does it mean to belong in Christianity?

## PSHE

### Living in the wider World

- belonging to a community
- media literacy and digital resilience
- money and work