



Livingstone Road  
Primary Federation

Together We Can  
Learn Laugh Dream Grow

## Spring 1 Overview

## Year 2

2025/26

|                      | Week 1<br>05/01  | Week 2<br>12/01   | Week 3<br>19/01   | Week 4<br>26/01                                    | Week 5<br>02/02   | Week 6<br>9/02   |
|----------------------|--|---|---|--|---|--|
| Writing              | Supertato by Sue Hendra<br>Story Writing                     |   |   | Fact file about their own Superhero.               |   |  |
| Reading              | Milton the Mighty by Emma Read                               |   |   |  |   |  |
| Maths                | Shape  | Money   | Money   | Multiplication and division                        | Multiplication and division   | Multiplication and division                                      |
| Computing            | To understand and create a pictogram.                        | To create a digital pictogram.                                  | To create a digital pictogram.                              | To sort items according to their attribute.        | To gather data to create a pictogram.   | To independently create a digital pictogram using gathered data. |
| Art                  | To know about the artist Hannah Dale.                        | To know how to use pencil to create different types of lines.   | I know how to use observational skills to draw accurately.  | I know how to use rubbings to explore texture      | I know how to use line and shade to create depth.                             | I can apply my knowledge of pencil techniques                    |
| Geography            | To know the position of the equator.                         | To know the position of the poles.                              | To know the names and positions of the seven continents.    | To know the names and positions of the five oceans | To understand the climate is related to the position of the poles or equator. | To identify similarities and differences between regions.        |
| Outdoor-Target Games | To consider how much power to apply when aiming at a target. | To understand how to score using overarm and underarm throwing. | To develop striking to a target.                            | To develop hitting a moving target.                | To select and apply the appropriate skill to the target game.                 | To show an improvement in my personal best.                      |
| Indoor- Yoga         | To copy and repeat yoga poses.                               | To develop an awareness of strength when                        | To develop an awareness of flexibility when completing yoga | To copy and remember actions linking them          | To create a flow, perform and teach it to                                     | To explore poses and create a yoga flow.                         |

|                |  |   |   |   |   |   |
|----------------|--|---|---|---|---|---|
|                |  | completing yoga poses.  | poses.  | into a flow.  | a partner.  |   |
| <b>RE</b>      | To know the key beliefs of the Islamic faith.  | To know that the place of worship is called a mosque and the rituals for worship. | To know that the Quran is Islam's holy book and why it is important to Muslims.   | To know how Muslims show respect to the Quran and how it is treated.  | To know how Muslims show respect to the Quran and how it is treated.  | I can identify the key customs of the Quran and the importance of Islam's Holy book.                              |
| <b>RHE</b>     | To know how to choose a realistic goal and think about how to achieve it.  | To know how to work cooperatively in a group.                                     | To know about some of the strengths and interests someone might need to do different jobs.  | I can explain simple guidance for using technology in different environments and settings (e.g. accessing online in public places/home) | I know what is meant by the term 'private' and how to follow simple guidelines to keep my devices and resources private | I know that bullying can happen online and I know how to get myself or others help if they are experiencing this. |
| <b>Science</b> | Explore and compare the differences between things that are living, dead, and things that have never been alive. | Know that most living things live in habitats to which they are suited.           | Describe how different habitats provide for the basic needs of different kinds of <b>animals</b> , and how they depend on each other. | Describe how different habitats provide for the basic needs of different kinds of <b>plants</b> , and how they depend on each other.    | Identify and name a variety of plants and animals in their habitats, including micro-habitats.                          | Know how animals obtain their food from plants and other animals, using the idea of a simple food chain.          |
| <b>Music</b>   | To learn to sing a song as a whole class.  | To learn how to create sound affects for a soundtrack.                            | To learn music can tell a story.  | To learn how to create a music composition.   | To learn how to create a music composition.   | To perform a piece of music.  |