



Blessed Robert Widmerpool CVA - Lent Term Curriculum Map 2025-26



Religious Education

- **Special People:** What makes people special?
 - **Meals:** What makes some meals special?
 - **Change:** How and why do people change?
- Throughout topics, we will find links to Saints, Catholic Social Teaching and Stewardship.



English:

Whole Class Reading texts:

- Meerkat Mail
- The Troll
- A tree (poem)

Additional Reading Texts:

- Stories from the Bible - Come and See topic links
- Variety of non-fiction texts linked to topic

Writing genres:

- First person writing in role
- First person writing - Diary entries

SPaG:

- I consistently use the present tense and past tense mostly correctly
- I understand and can correctly use, write and punctuate sentences which have a different purpose (statement, exclamation, command, question)
- I can spell many common exception words and some words with contracted forms (I'll, we'd, couldn't)
- I can use progressive forms of verbs in the present and past tense (I was walking, we were walking)
- I know and can use diagonal and horizontal strokes when joining letters in some of my writing - I know which letters are best left un-joined.
- I use knowledge of different phonemes and learn some words with each spelling including, a few common homophones
- I can independently reread my writing, check its effectiveness and make changes to improve it,
- I use speech marks to punctuate dialogue correctly without losing the flow or my story.



Maths

Addition and Subtraction

- Subtract a 1-digit number from a 2 digit
- 10 more, 10 less
- Add and subtract 10's
- Add 2-digit numbers (not across 10)
- Subtract two 2-digit numbers (across 10)
- Mixed addition and subtraction
- Compare number sentences
- Missing number problems
- **Shape**
- Recognise 2-D and 3-D shapes
- Count sides on 2-D shapes
- Count vertices on 2-D shapes
- Draw 2-D shapes
- Lines of symmetry on shapes
- Using lines of symmetry to complete shapes
- Sort 2-D shapes
- Count faces in 3-D shapes
- Count edges on 3-D shapes
- Count vertices on 3-D shapes
- Sort 3-D shapes
- Make patterns with 2-D and 3-D shapes

Money:

- Count money - pence
- Count money - pounds
- Count money - pounds and pence
- Count notes and coins
- Make the same amount
- Compare amounts of money
- Calculate with money
- Make a pound
- Find change
- Two-step problems
- **Multiplication and division**
- Recognise equal groups
- Make equal groups
- Add equal groups
- Introduce the multiplication symbol
- Multiplication sentences
- Use arrays
- Make equal groups - grouping
- Make equal groups - sharing
- The 2 times - table
- Divide by 2
- Doubling and halving
- Odd and even numbers
- The 10 times-table
- Divide by 10
- The 5 times-table
- Divide by 5
- The 5 and 10 times-table

- **Length and height**
- Measure in centimetres
- Measure in metres
- Compare lengths and heights
- Order lengths and heights
- Four operations with lengths and heights
- **Mass, capacity and temperature**
- Compare mass
- Measure in grams
- Measure in kilograms
- Four operations with mass
- Compare volume and capacity
- Measure in millilitres
- Measure in litres
- Four operations with volume and capacity
- Temperature



Science:

Animals including humans HT 1:

- Hatching eggs and the lifecycle of a chicken
- Healthy hearts - how exercise benefits the heart and body
- Healthy foods and how to pack a healthy lunch box

Habitats HT- 2:

- How can you work out what's alive or not
- Investigate habitats and food chains
- Design and make a bug hotel

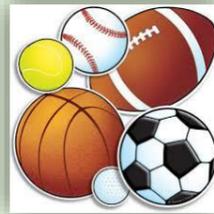
PE

Athletics

- To develop sprinting action
- To develop jumping for distance and height
- To develop throwing for distance and accuracy
- To apply knowledge and technique in an athletics carousel

Gymnastics:

- Physical: Travelling actions, shapes, balances, jumps, rolls
- Emotional: Confidence, self-regulation, perseverance
- Social: Respect, collaboration, sharing, work safely
- Thinking: Comprehension, select and apply actions, creativity



Year 2
Stewards of the Earth: How will you share your gifts?

Computing

- Programming
- Internet safety
- Navigation of blog/ websites/ log in practice.



Art

Key Artist: **Augusta Savage**

- Know how to cut, roll and coil materials. Know how textures create things. (using materials)
- Ask questions about a piece of art (range of artists)
- Evaluate: To identify how their own work, peers or other artists' work make them feel.

Year 2:

- Know how to create a piece of art in response to the work of another artist. Know the work of sculptors. (range of artists)
- To shape and form from direct observation (malleable and rigid materials)
- To explore decorative techniques and replicate pattern and texture.
- Evaluate: Identify what they might change in their own work next time.

DT: Textiles: Puppets

Hook: We are going to design and make a puppet so we can put on a puppet show.

- Children investigate and evaluate existing products linked to the chosen project. Explore and compare e.g. fabrics, joining techniques, finishing techniques and fastenings used.
- Use questions to develop children's understanding
- Make drawings of existing products, stating the user and purpose. Identify and label, if appropriate, the fabrics, fastenings and techniques used.
- Cut out shapes created by drawing around a template onto a fabric with help
- Join materials and components in different ways (using **running stitch** using large eye needles, glue, staples, over-sewing, tape) **Y2 - with increased accuracy and precision.**
- Decorate fabrics with buttons, beads, sequins and ribbons for collage effect using simple applique



History: Mary Seacole:



- Children can draw conclusions from simple visual clues, such as a portrait, paintings and a plaque.
- Pupils can sequence key events in Mary's life; they can explain why some periods of Mary's life were more important and significant than others. Some can identify key turning points in her life
- Pupils can explain Mary's role in setting up her hotel; they know what she did to improve soldier's lives in terms of providing food, comfort
- Pupils understand that Mary was exceptionally kind and comforting but also dynamic and brave and that it is these qualities and her behaviour that make her significant
- Pupils can give reasons why Mary Seacole deserves a statue
- **Y2** pupils can rank arguments in terms of how convincing they seem and use their ranking when putting forward an argument

Geography: Weather and Climate

- Order the months of the year, name the seasons, order the seasons.
- Identify the similarities and differences between the seasons.
- Identify and describe aspects of the weather and how it affects our local environment.
- Classify images into groups of the four seasons. Use the vocabulary cards to decide how best to describe each season.
- Describe how the weather affects the clothes we wear; children pick a weather type and choose an image of suitable clothing. Can they **explain** their choice?
- Watch weather forecasts on BBC and find Nottingham on map of UK; begin to understand symbols used
- **Y2:** record daily weather patterns individually
- **Y2:** explain how the weather affects the jobs we do and the clothes we wear
- **Y2:** begin to understand the concept of Climate Change and identify what this looks like in reality eg seasonal changes here in UK, flooding, extreme weather of the UK using some of their physical and/or human features



Pupils can:

- Sing collectively at the same pitch.
- Respond to simple visual instructions.
- Listen, review, and evaluate music from a range of historical periods, cultures, and traditions.
- Perform short call and response patterns, keeping in time to the beat.
- Walk, move, and clap a steady beat and compare high and low sounds through listening and singing.
- Follow pictures/symbols to guide playing.
- Begin to understand basic rhythm notation.

Pupils will:

- Perform together, following instructions that combine the musical elements.
- Improvise simple question and answer phrases.



Visits and Visitors

- Rushcliffe Country Park - Spring 2: Looking for signs of spring and new life. Walk around the park and lake.
- Identifying plants and trees - Science link
- Sensory walk - Exploring sensory garden activities. Identifying which senses are needed for each task.
- Climbing and risk taking - play area



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- Perform short, repeated patterns, keeping in time with a steady beat.

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