

## Bamburgh Class Overview - Spring 2 2026

<b>Topics Themes</b>	<p>Community &amp; Ambition: To develop a sense of pride and respect for others and themselves.</p> <p>History: The Great Fire of London</p> <p>Science: Living things and their habitats: Habitats around the world</p> <p>Careers Week</p>	
<b>Subject</b>	<p>What we will learn this half term:</p>	
<b>English</b>	<p>This half term the children will have daily phonics, reading, spellings and handwriting sessions. Using a range of texts, children will develop skills in phonic recognition, decoding words, understanding how to use expression and inference skills.</p> <p><b>Phonics – Read Write Inc.</b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>● read new sounds and review previously to taught sounds</li> <li>● sound out the names of characters and unfamiliar words</li> <li>● understand the meaning of new words</li> <li>● read the story</li> <li>● predict the outcome, after listening to a story introduction</li> <li>● discuss and compare key moments in the story</li> <li>● spell common words with common graphemes and suffixes</li> <li>● build and rehearse their own sentences based on ideas from the story</li> <li>● edit their writing to correct grammar and punctuation</li> <li>● use new vocabulary in their writing.</li> </ul>	
	<p><b>Y1 SPAG &amp; Writing composition</b></p> <p><b>Diary Entry</b></p> <p>Form lower-case letters of the correct size relative to one another.</p> <p>Sequence sentences to form short non-fiction texts.</p> <p>Say every sentence before writing it.</p> <p>Discuss their own writing with the teacher.</p> <p>Punctuate sentences with a capital letter and a full stop.</p> <p>Use a capital letter for the personal pronoun 'I'.</p> <p>Join words and clauses using 'and'.</p> <p><b>Poetry</b></p> <p>Create writing from my own ideas.</p> <p>Begin to use adjectives in my writing.</p> <p>Discuss own writing with other pupils.</p> <p>Use -ed where no change is needed in the spelling of root words (e.g. helped).</p>	<p><b>Y2 SPAG &amp; Writing composition</b></p> <p><b>Diary Entry</b></p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another.</p> <p>Use different sentence openers. Use adventurous adjectives.</p> <p>To add -ing, -ed, -er, - est and y to words of one syllable ending in a consonant after a single vowel letter.</p> <p>To spell words with /l/ at the end of words spelt le.</p> <p>To understand the purpose of and write statement sentences. To use full stops and capital letters consistently.</p> <p>To use subordination (using because).</p> <p><b>Poetry</b></p> <p>Develop positive attitudes towards writing.</p> <p>Make simple additions, revisions and corrections to their own writing.</p> <p>Reread to check that their writing makes sense.</p> <p>To distinguish between homophones and near homophones.</p> <p>To understand the purpose of and write question sentences. To use a question mark correctly in a sentence.</p>
	<p><b>Y1 Reading Focus:</b></p> <p><b>Word Reading</b></p> <p>To reread books to build up fluency and confidence in word reading.</p> <p>To read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>To read words containing taught GPCs -er and -est endings.</p> <p><b>Comprehension (Positive attitudes and love of reading)</b></p> <p>To link what they have read to their own experiences, with encouragement.</p> <p>To choose their own books/stories to read after a discussion with an adult and say why they have chosen it verbally and in written form.</p> <p><b>Comprehension (accuracy, fluency and understanding)</b></p> <p>To identify and discuss the main events or key points in stories that are read independently.</p> <p>To draw on own background knowledge or on background information and vocabulary provided by the teacher.</p> <p>To answer questions on a text they have read relating to why and how.</p> <p><b>Comprehension (discussion, retrieval and analysis)</b></p> <p>To explain clearly their understanding of what is read to them to adults and peers.</p>	<p><b>Y2 Reading Focus:</b></p> <p><b>Word Reading</b></p> <p>To read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</p> <p>To read words containing common suffixes e.g. -ness, -ment, -ful, -less -ly.</p> <p><b>Comprehension (Positive attitudes and love of reading)</b> To make choices about which texts to read, based on prior reading experience.</p> <p>To use their own experiences to relate to what they read, both verbally and in written form.</p> <p>To discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p>To discuss and write about favourite words and phrases.</p> <p>To identify and comment on vocabulary and a range of literary features by the same author (e.g. Roald Dahl).</p> <p><b>Comprehension (accuracy, fluency and understanding)</b></p> <p>To make and write inferences on the basis of what is said e.g. James was feeling scared when...because... <b>Comprehension (discussion, retrieval and analysis)</b></p> <p>To begin to retrieve information from non-fiction texts including using, contents pages, glossaries and indexes.</p> <p>To explain their own responses to a text.</p>
<b>Maths</b>	<p><b>Addition and subtraction (within 100)</b></p> <ul style="list-style-type: none"> <li>● Mixed addition and subtraction</li> <li>● Compare calculations</li> <li>● Missing number problems</li> </ul> <p><b>Multiplication and Division</b></p> <ul style="list-style-type: none"> <li>● Count in 2s, 5s and 10s</li> <li>● Count in 3s</li> <li>● Recognise equal groups</li> <li>● Make equal groups</li> <li>● Add equal groups</li> <li>● Make arrays</li> <li>● Multiplication sentences</li> <li>● Commutativity</li> </ul> <p><b>Length and Height</b></p> <ul style="list-style-type: none"> <li>● Measure length using objects</li> <li>● Measure length in centimetres</li> <li>● Measure length in metres</li> </ul>	

Science	<p><b>Living things and their habitats: Habitats around the world</b> Explore what a habitat is:</p> <ul style="list-style-type: none"> <li>● Understand that living organisms are suited to live in one or more habitats</li> <li>● Identify which animals might live in a range of habitats</li> </ul> <p>Appreciate that environments are constantly changing:</p> <ul style="list-style-type: none"> <li>● Identify what you can do to help reduce the impact humans have on a habitat</li> <li>● Know what you can do to care for a habitat</li> </ul> <p>Understand why rainforests are important:</p> <ul style="list-style-type: none"> <li>● Identify how rainforests are endangered</li> <li>● Plan a campaign to help protect a rainforest</li> </ul> <p>Learn about different ocean life:</p> <ul style="list-style-type: none"> <li>● Understand an ocean habitat</li> <li>● Learn about the blue whale</li> </ul> <p>Identify the differences between the Arctic and Antarctic:</p> <ul style="list-style-type: none"> <li>● Identify the animals which live in both polar habitats</li> <li>● Describe the Arctic and Antarctic climates</li> </ul>
Humanities (History and Geography)	<p><b>Geography: What is the weather like in the UK?</b></p> <ul style="list-style-type: none"> <li>● To locate the four countries of the UK.</li> <li>● To identify seasonal changes in the UK.</li> <li>● To identify the four compass directions.</li> <li>● To investigate daily weather patterns.</li> <li>● To identify daily weather patterns in the UK.</li> </ul> <p><b>History: The Great Fire of London - Overarching enquiry questions: What was the Great Fire of London, and what consequences did it have?</b></p> <ul style="list-style-type: none"> <li>● What was London like at the time of the Great Fire?</li> <li>● How did the Great Fire start and how did it spread?</li> <li>● Who was Samuel Pepys and how did his diary help historians understand what happened during the Great Fire?</li> <li>● How did London change after the Great Fire?</li> <li>● What important buildings were rebuilt after the Great Fire?</li> </ul>
Art & Design DT	<p><b>DT Textiles: Puppets</b></p> <ul style="list-style-type: none"> <li>● Explore methods of joining fabric.</li> <li>● Design and make a character-based hand puppet using a preferred joining technique, before decorating.</li> <li>● To join fabrics together using different methods.</li> <li>● To use a template to create my design.</li> <li>● To join two fabrics together accurately.</li> <li>● To embellish my design using joining methods.</li> </ul> <p><b>Easter crafts</b></p>
PSHE/RSE (British Values)	<p><b>Careers Week: Money and work Strengths and interests; jobs in the community.</b></p> <p><b>British Values: Rule of Law</b></p> <ul style="list-style-type: none"> <li>● Living together and getting along (The Little Red Hen</li> <li>● Living together and getting along (My role and the role of others in society)</li> <li>● Living together and getting along (What are the rules?)</li> </ul>
RE	<p><b>Why does Easter matter to Christians?</b> <b>Make a sense of belief:</b> Recognise that Incarnation and Salvation are part of a 'big story' of the Bible Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people) <b>Understand the impact:</b> Give a least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter <b>Make connections:</b> Think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas.</p>
Computing	<p><b>Digital Writing</b></p> <ul style="list-style-type: none"> <li>● To use a computer to write</li> <li>● To add and remove text on a computer</li> <li>● To identify that the look of text can be changed on a computer</li> <li>● To make careful choices when changing text</li> <li>● To explain why I used the tools that I chose</li> </ul>
Music	<p>Charanga Music School Unit 4: Learning to listen Social question: How does music help us to understand our neighbours?</p>
PE	<p><b>NUFC Foundation PE Coaching: Dance (Tuesday) &amp; Modified Team Games (Thursday)</b> <i>Children should come to school in their PE kit on <b>Tuesdays and Thursdays.</b></i></p>

**Useful links:**

School360  
Numbots  
Spelling Shed  
BBC Bitesize