


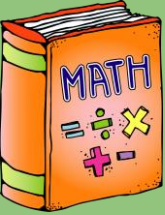








Year 2 Half-Termly Overview - Spring 2

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
English- Reading 	Text: Specific to phonics / whole class reading group. Reading Skill: Decoding, fluency and comprehension.	Text: Specific to phonics / whole class reading group. Reading Skill: Decoding, fluency and comprehension.	Text: Specific to phonics / whole class reading group. Reading Skill: Decoding, fluency and comprehension.	Text: Specific to phonics / whole class reading group. Reading Skill: Decoding, fluency and comprehension.	Text: Specific to phonics / whole class reading group. Reading Skill: Decoding, fluency and comprehension.	Text: Specific to phonics / whole class reading group. Reading Skill: Decoding, fluency and comprehension.
English- Writing 	Text: I Don't Like Books. Never. Ever. The End. Key focus: To write a story.	Text: Paddington at the Palace Key focus: To write a character description.	Text: Paddington at the Palace Key focus: To write a letter.	Text: Paddington at the Palace Key focus: To write a letter.	Text: Paddington at the Palace Key focus: To write a recount.	Text: Paddington at the Palace Key focus: To write a recount.
English- GPS 	Grammar: Subordination (if, when, because) Spelling rule: Suffix -ed (2 consonants)	Grammar: Subordination (if, when, because) Spelling rule: Suffix -ed (words with y)	Grammar: Contractions Sentence types (questions, exclamations) Spelling rule: Suffix -ed (words with e)	Grammar: Contractions Sentence types (questions, exclamations) Spelling rule: Wr words	Grammar: Subordination Prepositions Spelling rule: Suffixes er	Grammar: Prefix (un) Suffix (-ment, -ness, -ful, -less) Spelling rule: Suffixes er and est
Mathematics	Maths unit: Fractions/ Adding and Subtracting 2-digit numbers	Maths unit: Adding and Subtracting 2-digit numbers	Maths unit: Adding and Subtracting 2-digit numbers	Maths unit: Money	Maths unit: Money	Maths unit: Money




Year 2 Half-Termly Overview - Spring 2

	<p>Key Learning: To identify fractions of a quantity and shape.</p> <p>To identify one half and two quarters as equivalent fractions.</p> <p>To use the 'Make ten' strategy to add ones.</p>	<p>Key Learning: To regroup when adding.</p> <p>To use the 'Make ten' strategy to subtract ones.</p> <p>To regroup when subtracting.</p>	<p>Key Learning: To solve addition and subtraction word problems.</p> <p>To add near multiples of ten.</p> <p>To subtract near multiples of ten.</p> <p>To add near doubles using mental strategies.</p>	<p>Key Learning: To recognise coins and use the symbol for pence accurately.</p> <p>To recognise coins and notes and use the symbol for pounds accurately.</p> <p>To count money in a set of coins.</p>	<p>Key Learning: To make the same total using different coins.</p> <p>To calculate change from a pound.</p> <p>To create an amount of money in different ways.</p> <p>To find out how much change would be given.</p>	<p>Key Learning: To solve problems relating to money.</p>
<p style="text-align: center;">Science</p> 	<p>Science unit: Plants</p> <p>Key Learning: Investigation on how plants grow</p>	<p>Science unit: Plants</p> <p>Key Learning: Observe how runner bean seeds grow</p>	<p>Science unit: Plants</p> <p>Key Learning: Write a conclusion based on my results</p>	<p>Science unit: Plants</p> <p>Key Learning: Describe the life cycle of a plant</p>	<p>Science unit: Plants</p> <p>Key Learning: Label the parts of a plant and functions of a plant.</p>	<p>Science unit: Plants</p> <p>Key Learning: Explain the parts and functions of a plant</p>
<p style="text-align: center;">Computing</p> 	<p>Computing unit: We Are Safe Researchers</p> <p>Key Learning: To research a topic.</p>	<p>Computing unit: We Are Safe Researchers</p> <p>Key Learning: To search for information using a custom search engine.</p>	<p>Computing unit: We Are Safe Researchers</p> <p>Key Learning: To learn about searching the web safely and effectively.</p>	<p>Computing unit: We Are Safe Researchers</p> <p>Key Learning: To learn about searching the web safely and effectively.</p>	<p>Computing unit: We Are Safe Researchers</p> <p>Key Learning: To create a short multimedia presentation.</p>	<p>Computing unit: We Are Safe Researchers</p> <p>Key Learning: To develop presentation skills.</p>
<p style="text-align: center;">Geography</p> 	<p>Geography unit: What is the United Kingdom and where do we fit within it?</p>	<p>Geography unit: What is the United Kingdom and where do we fit within it?</p>	<p>Geography unit: What is the United Kingdom and where do we fit within it?</p>	<p>Geography unit: What is the United Kingdom and where do we fit within it?</p>	<p>Geography unit: What is the United Kingdom and where do we fit within it?</p>	<p>Geography unit: What is the United Kingdom and where do we fit within it?</p>

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	<p>Key Learning: Identify where the United Kingdom is and the four countries which it comprises.</p>	<p>Key Learning: Name the capital cities of the countries of the UK and label its surrounding seas.</p>	<p>Key Learning: Identify key physical features of the United Kingdom.</p>	<p>Key Learning: Identify key human features of the United Kingdom.</p>	<p>Key Learning: Explain the difference between living in a town compared to the countryside.</p>	<p>Key Learning: Describe my own locality using geographical vocabulary</p>
<p>Art</p> 	<p>Art Focus: Sculpture and 3D</p> <p>Key Learning: To use drawing to plan the features of a 3D model.</p>	<p>Art Focus: Sculpture and 3D</p> <p>Key Learning: To use drawing to plan the features of a 3D model.</p>	<p>Art Focus: Sculpture and 3D</p> <p>Key Learning: To decide how to create features like a door, windows and the roof in clay.</p>	<p>Art Focus: Sculpture and 3D</p> <p>Key Learning: I can use my design to guide my clay work. I can use both pressing in and joining clay techniques on my tile.</p>	<p>Art Focus: Sculpture and 3D</p> <p>Key Learning: To make a 3D clay tile from a drawn design.</p>	<p>Art Focus: Sculpture and 3D</p> <p>Key Learning: To make a 3D clay tile from a drawn design.</p> <p>Artist study Rachael Whitehead</p>
<p>DT</p> 	<p>DT Unit: Cooking and Nutrition - A Balanced Diet</p> <p>Key Learning: Name the main food groups and identify foods that belong to each group. Describe the taste, feel and smell of a given food. Think of three different wrap ideas, considering flavour combinations. Construct a wrap that meets the design brief and their plan.</p> <p>Outcome: Creating a wrap using different ingredients.</p>					
<p>RE</p> 	<p>Key Question: Who is a Muslim and what do they believe?</p> <p>Key Learning: What is a Holy Place?</p>	<p>Key Question: Who is a Muslim and what do they believe?</p> <p>Key Learning: Design a special building for me.</p>	<p>Key Question: Who is a Muslim and what do they believe?</p> <p>Key Learning: Discuss and explore significant religious objects.</p>	<p>Key Question: What are the symbols of Easter?</p> <p>Key Learning: What happens in the Easter story? Which religion celebrates this?</p>	<p>Key Question: What are the symbols of Easter?</p> <p>Key Learning: What are the symbols of Easter?</p>	<p>Key Question: What are the symbols of Easter?</p> <p>Key Learning: What information do you know about the symbols of Easter?</p>

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PSHE/RSE 	<p>PSHE Unit: Rights and Respect</p> <p>Key Learning: Describe and record strategies for getting on with others in the classroom.</p>	<p>PSHE Unit: Rights and Respect</p> <p>Key Learning: Explain, and be able to use, strategies for dealing with impulsive behaviour</p>	<p>PSHE Unit: Rights and Respect</p> <p>Key Learning: Identify special people in the school and community who can help to keep them safe; Know how to ask for help.</p>	<p>PSHE Unit: Rights and Respect</p> <p>Key learning: Understand that people have choices about what they do with their money; Know that money can be saved for a use at a future time; Explain how they might feel when they spend money on different things</p>	<p>PSHE Unit: Rights and Respect</p> <p>Key Learning: Identify what they like about the school environment; Identify any problems with the school environment (e.g. things needing repair);</p>	<p>PSHE Unit: Rights and Respect</p> <p>Key Learning: Make suggestions for improving the school environment; Recognise that they all have a responsibility for helping to look after the school environment.</p>
PE 	<p>PE Unit: Orienteering</p> <p>Key Learning: Symbol map grid</p>	<p>PE Unit: Orienteering</p> <p>Key Learning: Symbol map square challenge</p>	<p>PE Unit: Orienteering</p> <p>Key Learning: Cardinal Directions</p>	<p>PE Unit: Orienteering</p> <p>Key Learning: Navigate the square volcano</p>	<p>PE Unit: Orienteering</p> <p>Key Learning: Google Earth and the Orienteering map part 1.</p>	<p>PE Unit: Orienteering</p> <p>Key Learning: Google Earth and the Orienteering map part 2.</p>
Music 	<p>Music Unit: Zoo time</p> <p>Key Learning: Listen and appraise a song.</p>	<p>Music Unit: Zoo time</p> <p>Key Learning: Learn to sing the song.</p>	<p>Music Unit: Zoo time</p> <p>Key Learning: Learn to play instruments with the song.</p>	<p>Music Unit: Zoo time</p> <p>Key Learning: Learn to play instruments with the song.</p>	<p>Music Unit: Zoo time</p> <p>Key Learning: To compose with the song.</p>	<p>Music Unit: Zoo time</p> <p>Key Learning: To perform and share.</p>