


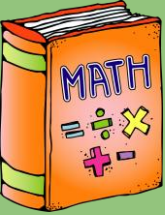








Year 2 Half-Termly Overview - Spring 2

Subject	Week 1	Week 2	Week 3	Week 4	Week 5
English- Reading 	<p>Text: Specific to phonics/whole class reading group.</p> <p>Reading Skill: Decoding, fluency and comprehension.</p>	<p>Text: Specific to phonics/whole class reading group.</p> <p>Reading Skill: Decoding, fluency and comprehension.</p>	<p>Text: Specific to phonics/whole class reading group.</p> <p>Reading Skill: Decoding, fluency and comprehension.</p>	<p>Text: Specific to phonics/whole class reading group.</p> <p>Reading Skill: Decoding, fluency and comprehension.</p>	<p>Text: Specific to phonics/whole class reading group.</p> <p>Reading Skill: Decoding, fluency and comprehension.</p>
English- Writing 	<p>Text: Poetry - various</p> <p>Key focus: To perform a poem.</p>	<p>Text: Paddington at the Palace</p> <p>Key focus: To write a letter.</p>	<p>Text: Paddington at the Palace</p> <p>Key focus: To write a letter.</p>	<p>Text: Paddington at the Palace</p> <p>Key focus: To write commands.</p>	<p>Text: Paddington at the Palace</p> <p>Key focus: To write instructions.</p>
English- GPS 	<p>Grammar: To begin to understand how grammar and punctuation can be used in poetry.</p> <p>Spelling rule: To apply the suffix -ed (2 consonants).</p>	<p>Grammar: To recognise and read contractions.</p> <p>To explore sentence types (questions, exclamations).</p> <p>Spelling rule: To apply the suffix -ed (words with y).</p>	<p>Grammar: To use the suffix -ly.</p> <p>To use subordinating conjunctions.</p> <p>Spelling rule: To apply the suffix -ed (words with e).</p>	<p>Grammar: To use prepositions.</p> <p>To use a variety of suffixes (-ment, -ness, -ful, -less).</p> <p>Spelling rule: To spell words containing 'wr'.</p>	<p>Grammar: To use adverbs.</p> <p>To recognise prepositions, adverbs and conjunctions used to show times and durations.</p> <p>Spelling rule: To apply the suffixes er and est.</p>
Mathematics	<p>Maths unit: Money</p> <p>Key Learning:</p>	<p>Maths unit: Money</p> <p>Key Learning:</p>	<p>Maths unit: Faces, shape, patterns, lines and turns</p> <p>Key Learning:</p>	<p>Maths unit: Faces, shape, patterns, lines and turns</p>	<p>Maths unit: Faces, shape, patterns, lines and turns</p>



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	<p>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>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>To solve problems relating to money.</p>	<p>To identify shapes by the number of vertices and sides.</p> <p>To identify right angles in shapes.</p> <p>To recognise lines of symmetry within 2-D shapes.</p>	<p>Key Learning: To describe and sort 2-D shapes according to their properties.</p> <p>To name and describe 3-D shapes.</p> <p>To identify 2-D shapes on the surfaces of 3-D shapes.</p> <p>To describe and create 2-D shape patterns.</p>	<p>Key Learning: To compare and sort 2-D and 3-D shapes.</p> <p>To describe the position of an object.</p> <p>To give directions from point A to point B.</p>
<p style="text-align: center;">Science</p> 	<p>Science unit: Plants</p> <p>Key Learning: To identify what we already know about plants.</p>	<p>Science unit: Plants</p> <p>Key Learning: To begin an investigation on how plants grow.</p>	<p>Science unit: Plants</p> <p>Key Learning: To observe how runner bean seeds grow.</p>	<p>Science unit: Plants</p> <p>Key Learning: To write a conclusion based on my results.</p>	<p>Science unit: Plants</p> <p>Key Learning: To describe the life cycle of a plant.</p>
<p style="text-align: center;">Computing</p> 	<p>Computing unit: Word processing</p> <p>Key Learning: To begin to learn how to touch type.</p>	<p>Computing unit: Word processing</p> <p>Key Learning: To understand how to use a word processor.</p>	<p>Computing unit: Word processing</p> <p>Key Learning: To understand how to add images to a text document.</p>	<p>Computing unit: Word processing</p> <p>Key Learning: To create a text using sources from the internet.</p>	<p>Computing unit: Word processing</p> <p>Key Learning: To create a digital piece of writing.</p>
<p style="text-align: center;">Geography</p> 	<p>Geography unit:</p>	<p>Geography unit:</p>	<p>Geography unit:</p>	<p>Geography unit:</p>	<p>Geography unit:</p>

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	<p>What is the United Kingdom and where do we fit within it?</p> <p>Key Learning: To identify what we already know about the United Kingdom.</p>	<p>What is the United Kingdom and where do we fit within it?</p> <p>Key Learning: To identify where the United Kingdom is and label the four countries and surrounding seas.</p>	<p>What is the United Kingdom and where do we fit within it?</p> <p>Key Learning: To identify key human features of the United Kingdom.</p>	<p>What is the United Kingdom and where do we fit within it?</p> <p>Key Learning: To identify key physical features of the United Kingdom.</p>	<p>What is the United Kingdom and where do we fit within it?</p> <p>Key Learning: To name the capital cities of the countries and identify key features of London.</p>
<p>Art</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: To 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>Art Focus: Sculpture and 3D</p> <p>Key Learning: To use different painting and decorating techniques to make my clay work stand out.</p>
<p>DT</p> 	<p>DT Unit: Cooking and Nutrition - A Balanced Diet</p> <p>Key Learning: To name the main food groups and identify foods that belong to each group. To describe the taste, feel and smell of a given food. To think of three different wrap ideas, considering flavour combinations. To construct a wrap that meets the design brief and their plan. Outcome: To create a wrap using different ingredients.</p>				
<p>RE</p> 	<p>Key Question: What is precious to us? What is precious to Jewish people?</p> <p>Key Learning: To know what is special to</p>	<p>Key Question: LO: I know what a Mezuzah is and how it is used by Jewish people.</p> <p>Key Learning: To know what a Mezuzah is</p>	<p>Key Question: How and why do Jewish people celebrate Shabbat?</p> <p>Key Learning: To know what Shabbat is and why it is important to Jewish</p>	<p>Key Question: How and why do Christian people celebrate Easter?</p> <p>Key Learning: To retell the Easter story.</p>	<p>Key Question: How and why do Christian people celebrate Easter?</p> <p>Key Learning: To know that Easter is a special time for Christians</p>

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	me and objects that are special to Jewish people.	and how it is used by Jewish people.	people.		and to use symbols to show its meaning.
<p style="text-align: center;">PSHE/RSE</p> 	<p>PSHE Unit: Rights and Respect</p> <p>Key Learning: To describe and record strategies for getting on with others in the classroom.</p>	<p>PSHE Unit: Rights and Respect</p> <p>Key Learning: To explain, and be able to use, strategies for dealing with impulsive behaviour</p>	<p>PSHE Unit: Rights and Respect</p> <p>Key Learning: To identify special people in the school and community who can help to keep them safe; To know how to ask for help.</p>	<p>PSHE Unit: Rights and Respect</p> <p>Key learning: To name ways to stay safe when using the internet.</p>	<p>PSHE Unit: Rights and Respect</p> <p>Key Learning: To make choices with money.</p>
<p style="text-align: center;">PE</p> 	<p>PE Unit: Ball skills - sticks</p> <p>Key Learning: To apply dribbling using a range of movements.</p> <p>PE Unit Hands 2</p> <p>Key Learning :</p>	<p>PE Unit: Team building</p> <p>Key Learning: To develop passing a ball with power and accuracy.</p> <p>PE Unit Hands 2</p> <p>Key Learning :</p>	<p>PE Unit: Team building</p> <p>Key Learning: To apply passing and dribbling.</p> <p>PE Unit Hands 2</p>	<p>PE Unit: Team building</p> <p>Key Learning: To aim towards a target to score a point.</p> <p>PE Unit Hands 2</p>	<p>PE Unit: Team building</p> <p>Key Learning: To stop the ball by defending and blocking.</p> <p>PE Unit Hands 2</p>



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	To develop an underarm throw and understand why we need to be accurate when we throw.	To consolidate an underarm throw and to extend understanding of why we need to be accurate when we throw.	Key Learning : To work in a team, applying understanding of underarm throwing and the basic principles of attack vs defence to win a game.	Key Learning : To apply their understanding of underarm throwing to beat their opponent.	Key Learning : To introduce overarm throwing, applying understanding of overarm throwing to win a game.
Music 	Music Unit: Sound and symbol Key Learning: To develop posture, beater technique, and accuracy on glockenspiels.	Music Unit: Sound and symbol Key Learning: To experiment with rhythm, dynamics, and expressive delivery,	Music Unit: Sound and symbol Key Learning: To consolidate B, A, and newly introduced G notes,	Music Unit: Sound and symbol Key Learning: To develop ensemble awareness by performing in groups.	Music Unit: Sound and symbol Key Learning: To rehearse all previously learned pieces.