


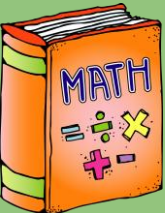







Year 2 Half-Termly Overview - Spring 1

| Subject | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
|--|--|---|---|--|--|--|
| English- Reading  | Text: Specific to phonics group/whole class reading group Reading Skill: Decoding, fluency and comprehension | Text: Specific to phonics group/whole class reading group Reading Skill: Decoding, fluency and comprehension | Text: Specific to phonics group/whole class reading group Reading Skill: Decoding, fluency and comprehension | Text: Specific to phonics group/whole class reading group Reading Skill: Decoding, fluency and comprehension | Text: Specific to phonics group/whole class reading group Reading Skill: Decoding, fluency and comprehension | Text: Specific to phonics group/whole class reading group Reading Skill: Decoding, fluency and comprehension |
| English- Writing  | Text: The Baker's Boy and the Great Fire of London Key focus: Writing short sentences that include the grammatical features we have learned so far. | Text: The Baker's Boy and the Great Fire of London Key focus: Writing a character description using exciting vocabulary. | Text: The Baker's Boy and the Great Fire of London Key focus: Writing a setting description using expanded noun phrases. | Text: The Baker's Boy and the Great Fire of London Key focus: Write a narrative in the style of 'The Baker's Boy and the Great Fire of London.' | Text: The Baker's Boy and the Great Fire of London Key focus: Developing and improving our narratives in the style of 'The Baker's Boy and the Great Fire of London.' | Text: The Baker's Boy and the Great Fire of London Key focus: Developing and improving our narratives in the style of 'The Baker's Boy and the Great Fire of London.' |
| English- GPS  | Grammar: Time prepositions Spelling rule: kn and gn (n sound) | Grammar: Possessive apostrophes Spelling rule: 'igh' spelt y | Grammar: Possessive apostrophes Spelling rule: Adding -ing (short vowel) | Grammar: Past progressive Spelling rule: Adding - ing (ending with e) | Grammar: Past progressive Spelling rule: j sound | Grammar: Subordination (if, when, because) Spelling rule: Suffix -ed (two consonants) |
| Mathematics | Maths unit: Time | Maths unit: Time | Maths unit: Fractions | Maths unit: Fractions | Maths unit: Fractions/Adding and subtracting 2-digit | Maths unit: Adding and Subtracting |



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|  | <p>Key Learning: To know that there are 24 hours in one day.</p> <p>To know that there are 60 minutes in one hour.</p> <p>To identify “quarter past” on an analogue clock.</p> <p>To identify “quarter to” on an analogue clock.</p> | <p>Key Learning: To read the time “past” the hour on the clock to the nearest five minutes.</p> <p>To read the time “to” the hour on the clock to the nearest five minutes.</p> <p>To sequence daily events.</p> <p>To calculate durations of time in minutes.</p> <p>To calculate durations of time in hours and minutes.</p> | <p>Key Learning: To relate half and quarter to division.</p> <p>To identify the parts of a fraction.</p> <p>To identify half of a shape.</p> <p>To identify half, quarter and third of a shape.</p> | <p>Key Learning: To identify non-unit fractions of a shape.</p> <p>To find unit fractions of a quantity.</p> <p>To identify fractions of quantity and shape.</p> <p>To identify non-unit fractions of quantity and shape.</p> | <p>numbers</p> <p>Key Learning: To identify equivalent fractions.</p> <p>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>2-digit numbers.</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>To solve addition and subtraction word problems.</p> |
| <p style="text-align: center;">Science</p>  | <p>Science unit: Uses of everyday materials</p> <p>Key Learning: Understand the suitability of materials for different purposes.</p> | <p>Science unit: Uses of everyday materials</p> <p>Key Learning: To explore the properties of a material.</p> | <p>Science unit: Uses of everyday materials</p> <p>Key Learning: To write a conclusion about an experiment based on findings.</p> | <p>Science unit: Uses of everyday materials</p> <p>Key Learning: To explore the absorbency of different materials.</p> | <p>Science unit: Uses of everyday materials</p> <p>Key Learning: To conduct research using secondary sources.</p> | <p>Science unit: Uses of everyday materials</p> <p>Consolidation of learning</p> |
| <p style="text-align: center;">Computing</p>  | <p>Computing unit: Scratch Jr</p> <p>Key Learning: To explore a new application.</p> | <p>Computing unit: Scratch Jr</p> <p>Key Learning: To create an animation.</p> | <p>Computing unit: Scratch Jr</p> <p>Key Learning: To use characters as buttons.</p> | <p>Computing unit: Scratch Jr</p> <p>Key Learning: To follow an algorithm.</p> | <p>Computing unit: Scratch Jr</p> <p>Key Learning: To plan and use code to create an algorithm.</p> | <p>Computing unit: Scratch Jr</p> <p>Key Learning: To plan and use code to create an algorithm.</p> |



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| <p style="text-align: center;">History</p>  | <p>History unit: The Great Fire of London</p> <p>Key Learning: To use sources of evidence to explain what London was like in 1666.</p> | <p>History unit: The Great Fire of London</p> <p>Key Learning: To explain the causes and consequences of what happened on 2nd September 1666.</p> | <p>History unit: The Great Fire of London</p> <p>Key Learning: To explain how the fire spread using written evidence from the time.</p> | <p>History unit: The Great Fire of London</p> <p>Key Learning: To use evidence to help interpret the impact of the fire on London.</p> | <p>History unit: The Great Fire of London</p> <p>Key Learning: To create a timeline of the Great Fire of London and explain the significance of this event today.</p> | <p>History unit: The Great Fire of London</p> <p>Key Learning: To create a timeline of the Great Fire of London and explain the significance of this event today.</p> |
| <p style="text-align: center;">Art</p>  | <p>Art Focus: Sculpture and 3D</p> <p>Key Learning: Artist Study: Rachel Whiteread</p> | <p>Art Focus: Sculpture and 3D</p> <p>Key Learning: To use hands as a tool to shape and decorate clay pinch pots.</p> | <p>Art Focus: Sculpture and 3D</p> <p>Key Learning: To use impressing and joining techniques to decorate a clay tile.</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 make a 3D clay tile from a drawn design.</p> | <p>Art Focus: Sculpture and 3D</p> <p>Key Learning: To evaluate a 3D clay tile.</p> |
| <p style="text-align: center;">DT</p>  | <p style="text-align: center;">DT Unit: Mechanism - Moving monsters</p> <p style="text-align: center;">Key Learning: Explore existing objects and understand how they move. Evaluate objects and how they move. Explore different design options Make a moving monster.</p> <p style="text-align: center;">Outcome: Mechanical paper moving monster.</p> | | | | | |

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| <p style="text-align: center;">RE</p>  | <p>Key Question: Who is a Muslim and what do they believe?</p> <p>Key Learning: To understand where people believe they might find God.</p> | <p>Key Question: Who is a Muslim and what do they believe?</p> <p>Key Learning: To understand who the Prophet Muhammed is.</p> | <p>Key Question: Who is a Muslim and what do they believe?</p> <p>Key Learning: To understand what Muslim stories teach.</p> | <p>Key Question: Who is a Muslim and what do they believe?</p> <p>Key Learning: To understand what makes a place special.</p> | <p>Key Question: Who is a Muslim and what do they believe?</p> <p>Key Learning: To understand what a mosque is.</p> | <p>Key Question: Who is a Muslim and what do they believe?</p> <p>Key Learning: To understand different areas of a mosque.</p> |
| <p style="text-align: center;">PSHE/RSE</p>  | <p>PSHE Unit: Keeping Safe</p> <p>Key Learning: Explain simple issues of safety and responsibility about medicines and their use.</p> | <p>PSHE Unit: Keeping Safe</p> <p>Key Learning: Identify situations in which they would feel safe or unsafe.</p> | <p>PSHE Unit: Keeping Safe</p> <p>Key Learning: Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe.</p> | <p>PSHE Unit: Keeping Safe</p> <p>Key learning: Be able to express if they do not like something and know who to talk to if something makes them uncomfortable.</p> | <p>PSHE Unit: Keeping Safe</p> <p>Key Learning: Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.</p> | <p>PSHE Unit: Keeping Safe</p> <p>Recap key learning</p> |

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| <p style="text-align: center;">PE</p>  | <p>PE Unit: Ball Skills: Feet</p> <p>Key Learning: The focus of the learning is to recap moving a ball with our feet.</p> <p>PE Unit: Dance: Explorers</p> <p>Key learning: The focus of the learning is to respond to the stimulus using a range of different, controlled movements.</p> | <p>PE Unit: Ball Skills: Feet</p> <p>Key Learning: The focus of the learning is to develop using our feet to move with a ball.</p> <p>PE Unit: Dance: Explorers</p> <p>Key learning: The focus of the learning is to develop our character work, adding movements, expression and emotion to our motif.</p> | <p>PE Unit: Ball Skills: Feet</p> <p>Key Learning: The focus of the learning is to apply dribbling with our feet into games.</p> <p>PE Unit: Dance: Explorers</p> <p>Key learning: The focus of the learning is to develop our character work, adding movements, expression and emotion to our motif.</p> | <p>PE Unit: Ball Skills: Feet</p> <p>Key Learning: The focus of the learning is to consolidate pupils' understanding of where to dribble and why.</p> <p>PE Unit: Dance: Explorers</p> <p>Key learning: The focus of the learning is to explore a variety of movements in a character (explorer and jungle animal) with a partner.</p> | <p>PE Unit: Ball Skills: Feet</p> <p>Key Learning: The focus of the learning is to explore kicking (passing) a ball.</p> <p>PE Unit: Dance: Explorers</p> <p>Key learning: The focus of the learning is to extend our sequences as our characters (explorer and jungle animal).</p> | <p>PE Unit: Ball Skills: Feet</p> <p>Key Learning: The focus of the learning is to develop pupils' kicking (passing) technique applying this into a game to score points.</p> <p>PE Unit: Dance: Explorers</p> <p>Key learning: The focus of the learning is to consolidate our learning from previous suggested sequences of learning performing a sequence with extended movements.</p> |
| <p style="text-align: center;">Music</p>  | <p>Music Unit: Sound and symbol 1</p> <p>Key Learning: Learn to read and play notes B and A.</p> | <p>Music Unit: Sound and symbol 1</p> <p>Key Learning: To gain awareness of pitch, timing, and musical notation while exploring expressive performance.</p> | <p>Music Unit: Sound and symbol 1</p> <p>Key Learning: To consolidate the notes B and A, reading and performing them within simple pieces</p> | <p>Music Unit: Sound and symbol 1</p> <p>Key Learning: To develop tempo control, rhythm accuracy, and expressive dynamics through performing loudly.</p> | <p>Music Unit: Sound and symbol 1</p> <p>Key Learning: To prepare and perform their first complete piece, integrating notes B, A, and G.</p> | <p>Music Unit: Sound and symbol 1</p> <p>Key Learning: To reflect on performances and build critical listening, self-evaluation, and confidence.</p> |