

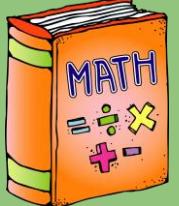


Year 2 Half-Termly Overview - Spring 1



Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
English- Reading A stack of four books in blue, pink, yellow, and orange.	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 A pencil writing on a lined page.	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 Illustrations of children working with books labeled 'BASE WORDS', 'PRE-FIXES', 'WORD ORDER', and 'CONTRACTIONS'.	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. To know that there are 60 minutes in one hour. To identify “quarter past” on an analogue clock. 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. To read the time “to” the hour on the clock to the nearest five minutes. To sequence daily events. To calculate durations of time in minutes. To calculate durations of time in hours and minutes.</p>	<p>Key Learning: To relate half and quarter to division. To identify the parts of a fraction. To identify half of a shape. To identify half, quarter and third of a shape.</p>	<p>Key Learning: To identify non-unit fractions of a shape. To find unit fractions of a quantity. To identify fractions of quantity and shape. To identify non-unit fractions of quantity and shape.</p>	<p>numbers</p> <p>Key Learning: To identify equivalent fractions. To identify fractions of a quantity and shape. To identify one half and two quarters as equivalent fractions. To use the ‘make ten’ strategy to add ones.</p>	<p>2-digit numbers.</p> <p>Key Learning: To regroup when adding. To use the ‘make ten’ strategy to subtract ones. To regroup when subtracting. To solve addition and subtraction word problems.</p>
	<p>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>Consolidation of learning</p>
	<p>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>

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History 	History unit: The Great Fire of London Key Learning: To use sources of evidence to explain what London was like in 1666.	History unit: The Great Fire of London Key Learning: To explain the causes and consequences of what happened on 2nd September 1666.	History unit: The Great Fire of London Key Learning: To explain how the fire spread using written evidence from the time.	History unit: The Great Fire of London Key Learning: To use evidence to help interpret the impact of the fire on London.	History unit: The Great Fire of London Key Learning: To create a timeline of the Great Fire of London and explain the significance of this event today.	History unit: The Great Fire of London Key Learning: To create a timeline of the Great Fire of London and explain the significance of this event today.
Art 	Art Focus: Sculpture and 3D Key Learning: Artist Study: Rachel Whiteread	Art Focus: Sculpture and 3D Key Learning: To use hands as a tool to shape and decorate clay pinch pots.	Art Focus: Sculpture and 3D Key Learning: To use impressing and joining techniques to decorate a clay tile.	Art Focus: Sculpture and 3D Key Learning: To use drawing to plan the features of a 3D model.	Art Focus: Sculpture and 3D Key Learning: To make a 3D clay tile from a drawn design.	Art Focus: Sculpture and 3D Key Learning: To evaluate a 3D clay tile.
DT 	<p style="text-align: center;">DT Unit: Mechanism - Moving monsters</p> <p style="text-align: center;">Key Learning:</p> <p style="text-align: center;">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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RE 	<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>
PSHE/RSE 	<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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PE 	PE Unit: Ball Skills: Feet Key Learning: The focus of the learning is to recap moving a ball with our feet.	PE Unit: Ball Skills: Feet Key Learning: The focus of the learning is to develop using our feet to move with a ball.	PE Unit: Ball Skills: Feet Key Learning: The focus of the learning is to apply dribbling with our feet into games.	PE Unit: Ball Skills: Feet Key Learning: The focus of the learning is to consolidate pupils' understanding of where to dribble and why.	PE Unit: Ball Skills: Feet Key Learning: The focus of the learning is to explore kicking (passing) a ball.	PE Unit: Ball Skills: Feet Key Learning: The focus of the learning is to develop pupils' kicking (passing) technique applying this into a game to score points.
	PE Unit: Dance: Explorers Key learning: The focus of the learning is to respond to the stimulus using a range of different, controlled movements.	PE Unit: Dance: Explorers Key learning: The focus of the learning is to develop our character work, adding movements, expression and emotion to our motif.	PE Unit: Dance: Explorers Key learning: The focus of the learning is to develop our character work, adding movements, expression and emotion to our motif.	PE Unit: Dance: Explorers Key learning: The focus of the learning is to explore a variety of movements in a character (explorer and jungle animal) with a partner.	PE Unit: Dance: Explorers Key learning: The focus of the learning is to extend our sequences as our characters (explorer and jungle animal).	PE Unit: Dance: Explorers Key learning: The focus of the learning is to consolidate our learning from previous suggested sequences of learning performing a sequence with extended movements.
Music 	Music Unit: Sound and symbol 1 Key Learning: Learn to read and play notes B and A.	Music Unit: Sound and symbol 1 Key Learning: To gain awareness of pitch, timing, and musical notation while exploring expressive performance.	Music Unit: Sound and symbol 1 Key Learning: To consolidate the notes B and A, reading and performing them within simple pieces	Music Unit: Sound and symbol 1 Key Learning: To develop tempo control, rhythm accuracy, and expressive dynamics through performing loudly.	Music Unit: Sound and symbol 1 Key Learning: To prepare and perform their first complete piece, integrating notes B, A, and G.	Music Unit: Sound and symbol 1 Key Learning: To reflect on performances and build critical listening, self-evaluation, and confidence.